SỬ DỤNG CHATBOT TRONG LUYỆN VIẾT HỌC THUẬT: CÁC VẤN ĐỀ LIÊN QUAN ĐẾN SỰ LIÊM CHÍNH TRONG HỌC TẬP

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Sự xuất hiện của trí tuệ nhân tạo (AI), điển hình là dưới dạng công cụ Chatbot, đã tạo ra những cuộc thảo luận sôi nổi trong lĩnh vực giáo dục. Trong các công cụ chatbot điển hình, ChatGPT đã trở nên phổ biến trong sinh viên vì khả năng cung cấp câu trả lời tức thì và chi tiết cho các câu hỏi học thuật. Một số giáo viên và nhà nghiên cứu đã lên tiếng bày tỏ lo ngại về tính xác thực và chất lượng của các sản phẩm do AI tạo ra hoặc hỗ trợ. Nghiên cứu này điều tra thái độ của sinh viên đối với việc sử dụng chatbot, những trải nghiệm thực tế khi sử dụng ChatGPT trong bài tập luyện viết và liêm chính trong học tập. Một bảng hỏi đã được phát cho 80 sinh viên năm thứ nhất đang theo học môn Công dân toàn cầu, phần Viết Học thuật tại một trường đại học quốc tế ở Hà Nội. Trong số đó, 30 sinh viên được chọn ngẫu nhiên để phỏng vấn. Phân tích dữ liệu cho thấy sinh viên có thái độ tích cực đối với công cụ này nhưng họ chưa hiểu biết thấu đáo về những rủi ro liên quan đến việc sử dụng Chatbot. Nghiên cứu nhằm mục đích đóng góp vào thảo luận về việc sử dụng AI trong giáo dục cũng như đưa ra các khuyến nghị để thúc đẩy tính liêm chính học thuật trong việc sử dụng Chatbots và các công cụ tương tự. Nghiên cứu cũng khuyến nghị cần chú trọng phát triển các quy trình sử dụng Chatbots trong lớp học mà không ảnh hưởng đến tính xác thực và tính liêm chính trong học thuật.

Từ khóa: Trí tuệ nhân tạo trong giáo dục, Chatbot, ChatGPT, Viết luận, Giáo dục Công dân Toàn cầu.

The rise of artificial intelligence (AI), like ChatGPT chatbot, has generated heated discussions in the education field. While ChatGPT has gained popularity among students for its ability to provide instant and lengthy responses to academic questions, several teachers and researchers have voiced concerns regarding the authenticity and quality of the AI generated or facilitated works. This study investigates students' attitudes towards using chatbots, their common practices of using chatbots in writing assignments, and the impacts on academic integrity. A questionnaire was issued to 80 first year students enrolling in a Global Citizenship Education course (in which students have Academic Writing module) at an international university in Hanoi. After that, 30 of these participants were interviewed. The preliminary data analysis revealed that while students had overwhelmingly positive attitudes toward the tool, they lacked a thorough understanding of the risks involved in using the chatbot. The study aims to contribute to the conversation of using AI in education as well as provide recommendations for promoting academic integrity while using Chatbots and similar tools. It calls for due attention be paid to developing procedures for or best practices of using Chatbots in the classrooms without compromising authenticity and academic integrity.

Keywords: AI in education, chatbots, ChatGPT, academic writing, Global Citizenship Education.

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STUDENTS' USAGE OF CHATBOT IN WRITING ASSIGNMENTS: ISSUES RELATED TO ACADEMIC INTEGRITY

Introduction

In today's era of rapid technological progress, the field of education is experiencing a significant and impactful transformation. An innovation that has received considerable attention in recent years is the emergence of writing assistance tools powered by Artificial Intelligence (AI) (Gordon, 2019). These tools, such as platforms like ChatGPT, provide students with the potential for enhanced writing efficiency, improved language fluency, and convenient access to information and explanations. Nevertheless, the incorporation of these tools into academic writing presents a range of inquiries and difficulties, especially when considering students' perspectives and the potential effects on academic integrity (Cardona et al., 2023).

This research explores the intricate relationship between students' perspectives on ChatGPT, an AI-powered chatbot, in essay writing. In particular, the research aims to answers the following questions:

1. What are the attitudes of first-year students towards using chatbot tools like ChatGPT for writing English essays in an academic context?

2. What common practices do students employ when using chatbots, particularly ChatGPT, in their writing assignments within the context of a Global Citizenship Education course?

3. What are the perceived impacts on academic integrity among students who use chatbots for academic writing, such as ChatGPT?

Both the quantitative data regarding students' usage patterns and satisfaction levels, as well as the qualitative aspects through interviews are utilized, providing valuable insights into the nuanced perceptions and experiences of students. By conducting a thorough examination of these findings, we aim to acquire a well-rounded comprehension of the advantages, concerns, and ethical aspects related to the utilization of AI tools such as ChatGPT in educational environments, especially in the context of Vietnam.

This research aims to contribute to the ongoing discussion about the integration of technology in education, while emphasizing the need for clear guidelines and education on ethical usage. It is crucial to take into consideration the diverse viewpoints and backgrounds of students so as a foundation for a well-informed, morally sound, and efficient integration of AI tools in the field of academic writing can be created.

Background of artificial intelligence-powered writing tools

The popularity of artificial intelligence (AI) has brought about transformative changes across various sectors, with no exception in the education field. AI

technologies have been considered as one of the most powerful tools that can revolutionize the educational landscape (Gordon, 2019). The links of AI-powered tools for education date back to the 1980s, with the emergence of word processor technology helping students with style and grammar check (Palmquist, 2003). Recently, AI-based services have had an outbreak, and have been adapted by millions of students thanks to household names such as Duolingo, Google Translate, and Grammarly (Dewi et al., 2021). In particular, Grammarly has showed its effectiveness in examining students' writing, looking for errors, and offering suggestions for vocabulary, grammar, punctuation, style, and tone using AI technology (Dewi et al, 2021). Furthermore, the technology is proven to be helpful to educators in reducing teachers' workloads, revolutionizing the assessment process (Cardona et al., 2023).

Emergence of ChatGPT and its popularity among students

One of the prominent tools that use artificial intelligence to assist in the development of original writing is Large Language Models (LLMs), which can generate substantial volumes of new text based on brief input requests. These models trained on vast amounts of text data, taken mostly from Internet databases (Ferguson, 2019). Using keyword-matching algorithms and natural language processing mechanisms, LLM chatbots can generate instantaneous, comprehensive, and human-like responses to a wide array

of queries (Ferguson, 2019). ChatGPT, in particular, embodies the manifestation of this technological wave. This AI-driven conversational agent can engage in dynamic interaction with users, providing real-time assistance, personalizing learning experiences, hence gaining considerable attention in educational settings (Cardona et al., 2023). Fryer and Carpenter (2006) had listed six benefits of using educational chatbots, namely: capacity to support reading and listening practice, foster a pleasant learning environment, boost student enthusiasm, offer a variety of learning tools, give prompt and useful comments on spelling and grammar, and act as patient conversation partners. Similarly, in their research, Hong (2023) found that chatbots showed tremendous potential as productive dialogue partners to boost student engagement and give relevant learning opportunities.

The potential of ChatGPT does not stop in providing assistance with reading and listening in language learning, it proves to be especially useful in writing assignments, thanks to its capabilities in deciphering and generating natural text, helping students in brainstorming, drafting essays, improving their writings, and providing tailored explanations (Lingard, 2023). This newfound convenience has rapidly gained popularity among students who seek immediate support for their coursework. In fact, within the first week after its launch, ChatGPT amassed a user base of one million. The software reached one million people in just five days, which is a record

for the quickest growth in the history of consumer applications (Robert & Cal, 2023). It is worth noting that the majority of its subscribers is made up of students with about 90% college participants know about ChatGPT, and up to 89% respondents have used the technology in their assignments (Westfall, 2022).

In conclusion, the popularity of ChatGPT among students is a result of its availability, prompt support, and broad subject coverage. This surge in popularity has the potential to reshape education and transcend barriers. By integrating seamlessly into students' lives, ChatGPT is revolutionizing the future of global education.

Concerns raised by teachers and researchers regarding authenticity and quality

The proliferation of AI-driven tools like ChatGPT in educational settings has attracted considerable attention, sparking both enthusiasm and apprehension among educators and researchers alike. As educational institutions increasingly embrace AI technologies to enhance traditional pedagogical methods, it becomes imperative to critically examine the implications of such integration (Cardona et al., 2023). Concerns over the authenticity and quality of the academic work produced by students are a primary focus of this inquiry (UNESCO et al., 2021). ChatGPT, along with its allure of being able to generate lengthy responses in a matter of seconds could, inadvertently,

erode the very foundations of academic integrity, calling into question the principles of originality, critical thinking, and knowledge acquisition that underpin educational endeavors (Cardona et al., 2023). As ChatGPT could produce natural output which is challenging to identify as machine-generated, AI-made work could be graded similarly to student-generated assignments, which jeopardizes the very concept of academic honesty and fairness (Lo, 2023). Having the ease of producing large amounts of text in a matter of seconds, students might be tempted to use this advanced tool for completing homework and assignments without a deep understanding of the subject matter. As a consequence, students can miss out on the chance to critically examine and synthesize knowledge, come up with their own distinctive ideas, and make valuable contributions to their language learning (Lo, 2023). While the primary goals of education include nurturing independent thinking, encouraging creative expression, and promoting the pursuit of knowledge, content generated by AI could move the focus away from these goals and toward the production of quick, formulaic responses. This could result in a generation of students who are excellent at rehashing previously learned information rather than students who truly understand the intricate use of words and phrases, and contribute to the language acquisition field (Gordon, 2019). This inevitably led to the ban of ChatGPT in at least five public schools in Australia through measures such as

installing a firewall to prevent students from accessing the website while they are on school grounds. Similarly, access to ChatGPT has been blocked at schools in several different states across the United States, including Alabama and New York. In addition, some international universities, like Cambridge University, Imperial College of London, Sciences Po in Paris, and RV University in Bengaluru, India, among many others, have taken the decision to ban ChatGPT. Even some countries have now taken the step of banning access to ChatGPT. These countries include Italy, China, Iran, North Korea, and others (Gordon, 2019). These widespread measures taken by educational institutions and even the entire countries showed the potential dangers of using AI language models like ChatGPT.

In Vietnam, various educational events have been organized around the theme "ChatGPT, Artificial Intelligence - Benefits and Challenges for Education." In 2023, the Ministry of Education and Training organized a seminar to highlight the pros and cons of using ChatGPT and AI in education (Vietnam Ministry of Education and Training, 2023). In the same year, Hanoi University of Industry also held a seminar exploring ChatGPT and AI's role in education and training (Hanoi University of Industry, 2023). These events collectively aim to discuss the practical applications and implications of AI in the education sector. In the ESL research field, Thai (2023) investigated how university students use ChatGPT in their English

major. The researcher indicated that most of the ESL students who took part in the study were familiar with ChatGPT, and a portion of them engaged with it for educational reasons. The participants displayed a favorable outlook regarding ChatGPT's capacity to aid learning, citing instances of its precise delivery of answers, along with its potential to enhance language skills. Nonetheless, the students also voiced reservations about the correctness of information delivered by ChatGPT, along with possible adverse effects on their critical thinking abilities. Another study by Dao et al. (2023) investigated the effectiveness of ChatGPT in English exams in Vietnam High school Graduation Examination. The results suggested that the AI tool had a high accuracy rate and pointed to ChatGPT's possible educational uses but also raised questions about potential threats to academic integrity.

The aforementioned studies have explored the potential of AI language models like ChatGPT in various educational settings. However, these studies often take a broader perspective, encompassing various aspects of language learning and interaction, and do not delve into the specific challenges and opportunities associated with English writing in the Vietnamese context. Vietnam's educational landscape is unique, and English writing poses specific sets of challenges for Vietnamese ESL learners due to linguistic differences, cultural factors, and the pedagogical approaches

used in English instruction. Consequently, this research aims to bridge this gap, contributing to a deeper understanding of how AI can be effectively harnessed to enhance writing skills.

The participants

There were 80 participants within the age range of 18 - 20 years old. They were first-year students who were enrolled in the Global Citizenship Education (GCED) program class of 2022 in an international university in Vietnam. Being selected randomly, the student population represents a diverse group of individuals with varying backgrounds, perspectives, and writing abilities. Among 80 participants, a subset of 30 students volunteered to participate in the in-depth interviews to gain deeper insights into their experiences and perspectives regarding the use of ChatGPT.

Data collection

A questionnaire was sent to the participants at the end of the Academic Writing module in the Global Citizenship course in order to examine the perspectives of students regarding the utilization of ChatGPT for the purpose of composing English essays. Additionally, it aimed to gather information about students' usual practices when employing chatbots for writing assignments, as well as the potential impacts of these tools on academic integrity. The survey comprised a combination of 25 close-ended questions, such as multiple-choice and five-point Likert scale items, with 1 being Strongly Disagree and 5 being Strongly Agree, in order to gather quantitative data. All together, they make up 4 sections of the questionnaire. The first section collects participants' demographic information. The attitudes portion (section 2) examines whether participants have used ChatGPT for writing tasks, their overall views, and risk awareness. The practices section (section 3) explores how participants learnt about ChatGPT, how often they used it, their writing goals, and its impact. ChatGPT's usefulness and likelihood of recommendation are also assessed. The last part (section 4) investigates ethical issues, tool beliefs, educational institution standards and their effects on academic integrity (Please see the Appendix 1).

In the next stage, a subset of 30 students was interviewed in order to better understand the attitudes, experiences, and perspectives of the participants regarding the use of the ChatGPT chatbot for writing English essays. These interviews were done to complement the quantitative data gained through questionnaire responses. The interview process was carefully created to facilitate discussion while giving participants the freedom to communicate their opinions. The open-ended questions (please see the Appendix 2) aimed to elicit in-depth replies on participants' reasons for using ChatGPT, their perceptions of its advantages and disadvantages, their degree of comfort with the technology, and any ethical concerns they had. Participants were also urged to consider the quality and authenticity of the writing generated by the

chatbot. The one-on-one style of the interviews was chosen to foster a relaxed atmosphere in which participants could express themselves honestly. To accurately capture the comments of the participants, the interviews were audio-recorded. Each interview lasted between 25 to 40 minutes.

Data analysis

To analyze the quantitative data, descriptive statistics is utilized. The method is essential for summarizing and simplifying the vast amount of data collected in the study (Christopher, 2017). By providing a clear and concise overview of the data, researchers can gain a quick understanding of the participants' attitudes, practices, and perceptions related to using ChatGPT in academic writing. Moreover, descriptive statistics provides straightforward measures that are easy to interpret. For example, mean scores, standard deviations, and percentages are readily understandable by researchers, educators, and stakeholders (Christopher, 2017). This ease of interpretation is crucial for effectively communicating the findings of the research, which is essential for understanding the attitudes, practices, and perceptions of first-year students regarding the use of ChatGPT in academic writing and for making informed decisions related to its integration in educational settings.

Regarding the interview transcripts, we employed thematic analysis which entails the process of finding, examining, and reporting patterns (themes) within the interview transcripts. The purpose of thematic analysis is to systematically record and organize the recurring ideas and concepts that interview participants expressed (Nowell et al., 2017). When it comes to the relationship between ChatGPT and academic integrity in ESL writing, in particular, the thematic analysis was well-suited for detecting recurring concepts in areas where there is not yet a body of study on this particular topic.

Findings

The participants' age distribution shows that the majority are between the ages of 18 and 20, with a mean age of 19.2 and a range from the youngest at 18 to the oldest at 20. The poll showed a broad set of participants in terms of gender, with 45% identifying as male, 53% as female, and 2% selecting "Other" or opting not to disclose. Participants reported various periods of ChatGPT usage, with the majority having used it for an average of 4.5 months, indicating diverse experiences within the group.

Students' attitudes towards using ChatGPT for composing English essays

Among those who used ChatGPT for academic writing, 20% reported they used it "Regularly," showing a strong dependence on the service for their writing tasks. ChatGPT was most commonly used by students for research papers (50%), homework assignments (32%), and creative writing activities (18%). When utilizing ChatGPT for essay production, participants' satisfaction levels varied, with an average satisfaction rating of 4.2 (SD = 0.8).
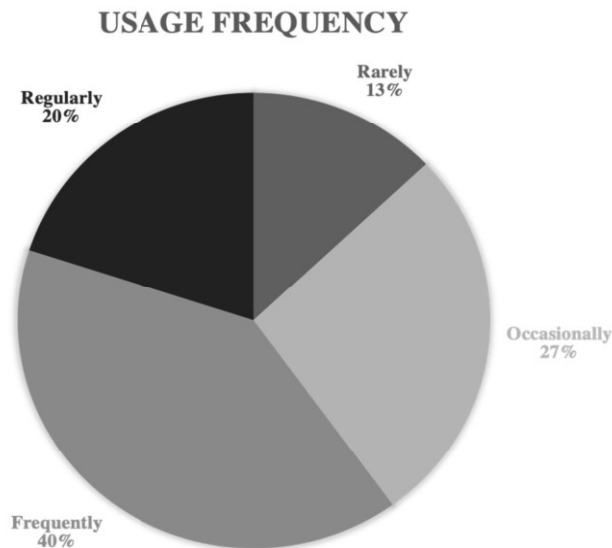
USAGE FREQUENCY

Figure 1: Usage frequency of ChatGPT in writing English essays

ChatGPT had a mixed impact on writing abilities, with 40% saying that it had enhanced their writing skills significantly, while 12% said that it had somewhat deteriorated their writing skills.
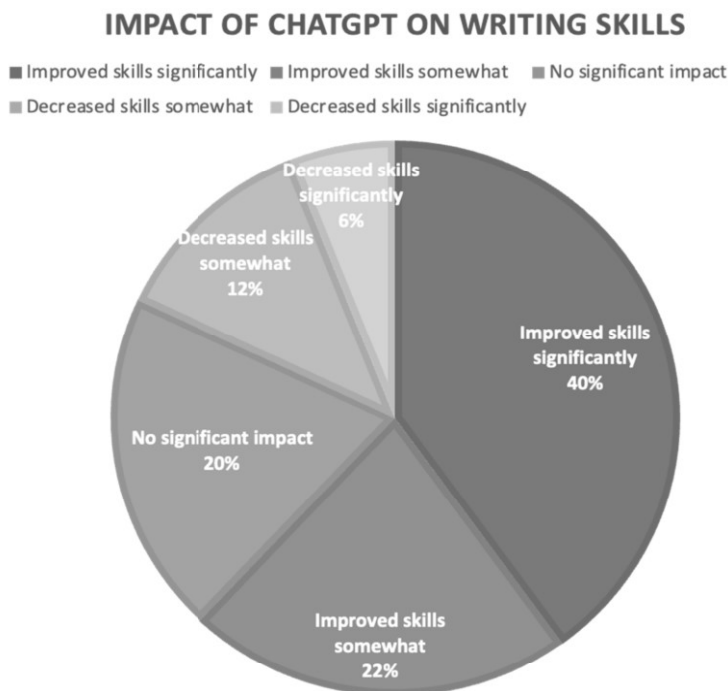
IMPACT OF CHATGPT ON WRITING SKILLS

Figure 2: Impact of ChatGPT on writing skills

Among the participants who noticed positive outcomes, they noted that ChatGPT significantly increased students' writing output (76%), eliminated writer's block (68%), and improved their English fluency (84%). They found the tool useful for:

Instant Corrections: According to 62% of participants, ChatGPT's instant corrections of grammar, syntax, and vocabulary mistakes significantly enhanced the overall quality of their articles.

Explanation: 52% said the tool's explanations for proposed adjustments helped students better comprehend the subtleties of language and writing norms.

Examples: 56% regarded the examples offered by ChatGPT to be useful in demonstrating how to properly use grammar and syntax principles in their writing.

Furthermore, ChatGPT aided in the structuring of students' thoughts and the production of fresh ideas, resulting in higher-quality writings.

Approximately 63% of participants said they would suggest ChatGPT to other students, demonstrating a willingness to share their positive experiences. Furthermore, 75% of respondents agreed that using ChatGPT for academic writing is a desirable ability for students enrolled in the Global Citizenship Education program.

The vast majority of participants, almost 78%, regularly recognized ChatGPT's support in their writing. This approach reflects a culture of ethical use of AI technologies and corresponds with a strong commitment to transparency and academic honesty. It is worth mentioning, however, that 28% of participants faced certain difficulties and expressed worries about academic integrity when utilizing ChatGPT.

These data emphasize the complex link between ChatGPT use and academic honesty. While the majority of participants made steps to credit ChatGPT's contributions, a significant fraction experienced attribution and plagiarism awareness issues, with up to 52% noted that they are not aware of any specific guidelines or policies regarding the use of AI. The findings highlight the need of universities and instructors providing guidance and help to students negotiating the ethical implications of AI-assisted writing.

In conclusion, the quantitative data analysis section gives a complete review of the survey responses. The perspectives of participants on the benefits and downsides of utilizing ChatGPT for academic writing were varied. They believed that utilizing ChatGPT provided benefits such as increased writing productivity, decreased writer's block, and better language fluency. However, downsides included worries about overreliance on the instrument and difficulties in retaining a unique authorial voice.

Themes from interviews regarding students' perceptions

A prominent theme that emerged was students' positive attitudes towards ChatGPT, the AI-powered chatbot. The participants' expressed enthusiasm for the ease and speed that ChatGPT provided to their writing projects (n = 40). They valued how quickly and thoroughly the tool could respond, saving them precious time when

looking up explanations, examples, and information relevant to their essay subjects. Indeed, the fact that this convenience feature did not require manual searching through numerous sources was particularly appreciated. One participant shared that: *"ChatGPT helps me write faster. I can complete a 500-word essay in several hours instead of wasting a whole day like before. (I think) mainly because I don't have to google a lot of information."* This aspect was also discussed by Zhu et al. (2023) who reported that students were surprised by ChatGPT's rapid speed at providing response, eliminating the need to manually switch through multiple sources.

Furthermore, the participants emphasized how ChatGPT helped them with their writing process. Many students noticed that the tool helped them organize their thoughts and come up with new ideas (n = 31). Through effective brainstorming and logical organization, their articles were of higher quality overall. It is also interesting that a portion of the participants saw ChatGPT as a tool for skill improvement rather than just a shortcut (n = 15). They sought to learn from the chatbot's language and writing style by studying its responses, eventually enhancing their own writing skills. A participant shared: *"My writings were such a mess before ChatGPT. Now I'm much more confident that the essays have better structure and ideas. I could also learn from those corrected essays by ChatGPT."* This finding is similar to that of Thai (2023) where participants viewed ChatGPT as a

facilitator for the writing process, suggesting different perspectives and angles for approaching their essays despite its moderate answering accuracy. Correspondingly, Zhu et al. (2023) found that the chatbot can provide students with insightful and structured responses.

Students' understanding of risks and authenticity issues

The survey and the interviews had students raise a range of concerns about the moral ramifications of using AI-generated content in their writing assignments. Many participants showed a keen awareness of the possibility of accidental plagiarism while using AI-generated writing (n = 25). They admitted that significantly relying on ChatGPT might create content that violates academic norms of originality and correct citation. In order to guarantee the authenticity of their essays, the participants underlined the importance of thorough evaluation and suitable referencing. Participant number 19 commented: *"I was conscious of using ChatGPT text in my assignment. I need to double check for plagiarism a lot."* Sharing the above view, Lo (2023) noticed that the issue of student plagiarism in the classroom has grown significantly. Applications that detect plagiarism, such as Turnitin and iThenticate, are frequently used to spot copied text in student assignments. However, research has shown that ChatGPT can get around these detectors by producing content that appears to be original (Lo, 2023).

Students also expressed worries that depending too much on ChatGPT's comments may compromise the authors' distinctive writing style and personal opinions (n = 14). This worry was echoed by a concern about how accurately essays written with AI tools represented students' understanding of the subject. Participant number 26 said: *"When I know I cannot explain the idea well, I put it in ChatGPT. The tool can help me in rewording my ideas and make it easy to understand."* Even though ChatGPT proved to benefit writers in terms of coherence and clarity, helping students to outsource their writings, it also changed students' writing style. Lingard (2023) noted that in order to enhance writing with the assistance of ChatGPT, it is imperative to ensure that the model comprehends the underlying grammatical, rhetorical, and linguistic principles associated with the specific aspect of writing that writers seek to improve.

In summary, the concerns expressed by students regarding AI-generated content pertain to the potential hazards of unintentional plagiarism, challenges related to maintaining originality, and the potential for changing writing styles

The gray zone between appropriate and inappropriate use of ChatGPT

Thematic analysis from the interviews revealed participants' concerns regarding how teachers might react to essays that included AI-generated text were revealed throughout the interviews. Students (n = 27) expressed worries about whether the use of AI tools may affect their overall academic evaluation and questioned if their teachers would perceive such information as genuine and authentic. Participant number 3 said: *"I was worried that my writing will have bad results because I used ChatGPT. I didn't know how the teacher would grade it."* The problem is also stated by researchers and educators regarding the use of AI tools in writing. Until now, scientists and educators are still grappling with the question of assessing AI-generated work (Dwivedi et al., 2023). As ChatGPT could generate a large amount of human-like text and has the ability to simplify the citation process, it raised concerns about the value placed on human expertise. As a consequence, the usage of ChatGPT may have an influence on conventional procedures and the assessment of writing.

Another finding is participants' fear of potential repercussions if instructors found out they were using AI-generated content (n = 21). Students' cautious attitude toward using AI tools was molded by their concern about disciplinary actions, such as poor grades or other sanctions.

Participant number 30 shared: *"I don't know what to do if teachers knew that I used ChatGPT in an assignment."* The aforementioned fear can be caused by the ambiguity on the ethical boundaries and proper conduct of academic integrity policies to AI-generated content, especially at Swinburne Vietnam (Swinburne University of Technology, n.d.). Students may find it easier to connect their behavior

with institutional expectations if there are clear instructions. Therefore, it calls for more clear guidelines regarding the acceptable use of AI tools for writing assignments.

In conclusion, interview analysis highlighted overlapping worries about integrating AI-generated material. Students shared concerns about educators' responses, academic evaluations, and the effects of using AI tools. Apprehension is exacerbated by unclear ethical guidelines and rules about academic honesty. Therefore, setting up clear rules is essential to effectively deal with these complex issues.

Discussion

Implications considering students' positive attitudes

Based on the positive feedback from students, this study's findings show that ChatGPT, an AI-powered chatbot, has the potential to transform ESL writing education. Firstly, ESL students can benefit from ChatGPT's ability to provide instant corrections, explanations, and examples related to grammar, syntax, and vocabulary usage (Lingard, 2023). This ongoing exposure to appropriate linguistic constructions can aid ESL students in advancing their language skills over time. Students can develop their vocabulary and acquire proper sentence structure by using ChatGPT as a linguistic reference tool, which will ultimately help them write more accurately and fluently (Hong, 2023). Moreover, ESL students could find it

difficult to plan and coherently structure their essays. The brainstorming and logical organization tools provided by ChatGPT might aid ESL students in structuring their ideas successfully (Thai, 2023). This assistance can help ESL writers overcome a typical difficulty they confront by producing essays that are better organized and simpler to understand.

Overall, positive assessments of ChatGPT's effect on ESL writing demonstrate its potential to revolutionize language learning. ChatGPT offers a multifaceted approach to ESL writing instruction by addressing linguistic challenges and enhancing structural organization. This study sheds light on the transformative role of AI in ESL education and stresses the significance of responsible integration in order to maximize its potential.

Addressing the lack of understanding regarding risks and academic integrity

In terms of academic integrity and its effects, survey and interview data cast light on students' multifaceted concerns regarding the use of AI-generated content in their academic pursuits. To address the lack of comprehension regarding risks and academic integrity associated with the use of AI-generated content in academic writing, a multifaceted strategy combining education, awareness, and clear guidelines is necessary.

Firstly, schools should integrate AI literacy education into the curriculum to increase students' awareness of the

potential hazards and benefits of utilizing AI tools such as ChatGPT (UNESCO et al., 2021). This includes discussions about plagiarism, originality, and the responsible use of content generated by artificial intelligence. Additionally, workshops and seminars on maintaining academic integrity and using artificial intelligence in a responsible manner should be organized (UNESCO et al., 2021). These sessions can assist students in comprehending the ethical implications of AI-generated content and how to use it responsibly. Secondly, considering usage guidelines, there is a need to develop and communicate explicit guidelines for academic use of AI tools. These guidelines should address what constitutes appropriate usage, how to incorporate AI-generated content while preserving its originality, and how to properly attribute AI-generated content (Cardona et al., 2023). Consequently, education institutions should also give specific instances of when AI-generated content is appropriate to utilize and when it should be avoided. This can assist students in navigating the ambiguous territory between proper and improper usage (UNESCO et al., 2021). Radically, AI tools should be integrated in the writing process. Teachers could encourage students to use ChatGPT and other AI technologies as complementary tools rather than as a substitute for their own critical thinking and writing (Cardona et al., 2023). This may empower students to use the content produced by AI as the starting points for their own ideas and developing their

writings further. Instead of relying exclusively on ChatGPT, students can use AI technologies to improve their comprehension and expressiveness.

In essence, AI-generated content has brought about radical changes to the ethical rules in the educational landscape. To get around this complicated aspect, it is important to put in place clear guidelines that provide a strong basis for dealing with these many different problems.

Strategies for teachers to integrate AI tools effectively

The incorporation of AI tools into educational practices offers educators new opportunities to improve instructional design in the age of technological growth. In order to integrate AI tools such as ChatGPT into the classrooms to support student learning, educators might use a variety of methodologies. However, the installation and orientation process for AI tools may need to be deliberate in the integration process.

Firstly, ESL teachers could introduce AI technologies as a writing aid while thoroughly outlining their goals and capabilities. This will give students the foundational knowledge necessary to incorporate ChatGPT into their writing. Secondly, teachers could demonstrate to students how to use ChatGPT in meaningful contexts. Through practical examples, learners can observe the correct usage of this AI chatbot in the context of education, bridging the gap between theory and practice, as well as directly informing

students about the class policies regarding using AI writing aids. Furthermore, students can practice under teachers' guided exploration. By giving students guided tasks that support the use of AI chatbots, students can understand the advantages and disadvantages of ChatGPT. Teachers can also facilitate students' critical thinking into questioning the accuracy, credibility and relevance of information provided by ChatGPT.

In short, by adopting these strategies, ESL teachers can utilize the power of ChatGPT to cultivate students' English proficiency, engage students and prepare them for a technological advanced future.

Conclusion

In conclusion, the findings from this research offer valuable insights into students' attitudes towards ChatGPT in the context of writing essays. The study reveals a complex picture of both positive and negative aspects of using AI-powered writing assistance tools. Students have shared their positive experiences with ChatGPT, highlighting its effectiveness in boosting their writing productivity, overcoming writer's block, and enhancing their language fluency. The tool was found to be especially useful for providing immediate assistance with corrections, explanations, and examples pertaining to grammar, syntax, and vocabulary. Additionally, it supported the enhancement of their thought organization and the generation of fresh ideas, ultimately resulting in essays of superior quality.

Finally, it was observed that certain students regarded ChatGPT as a valuable resource for enhancing their skills, recognizing the significance of studying its responses to improve their own writing abilities.

On the other hand, there were some concerns raised regarding academic integrity and the ethical use of AI-generated content, which emerged as a significant theme. Many students were mindful of the potential challenges related to unintentional plagiarism and the impact of AI-generated content on their unique writing style and personal viewpoints. They also shared concerns regarding how their teachers might perceive essays that incorporate AI-generated text and the potential implications of utilizing such tools. In order to effectively address these issues, it is evident that a comprehensive approach is required. It would be beneficial for training institutions to consider incorporating AI literacy education into the curriculum, as it could help students develop a deeper understanding of the ethical considerations associated with AI tools and how to utilize them responsibly. It would be beneficial to consider organizing workshops and seminars on promoting academic integrity and responsible utilization of AI. It is a must to consider the development and communication of clear guidelines for the appropriate use of AI tools to ensure students are well-informed. Teachers can significantly contribute to the successful integration of AI tools by clearly

communicating their objectives and capabilities, showcasing their practical application in relevant situations, and providing guidance to students as they engage in thoughtful exploration.

This research highlights the potential benefits of AI tools such as ChatGPT in ESL writing education, while also emphasizing the significance of responsible and ethical integration. Additionally, it stresses the importance of well-defined guidelines for students to effectively navigate the intricate ethical considerations associated with AI-assisted writing.

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Appendix 1
Student Survey: Attitudes and Practices of Using ChatGPT in Writing Assignments

Introduction: We are conducting a survey to gather quantitative data about your attitudes and practices when it comes to using the AI chatbot tool ChatGPT for writing English essays. ChatGPT has gained popularity for its ability to provide instant and detailed responses to academic questions. Your participation will contribute to the ongoing conversation about AI in education and help us provide recommendations for maintaining academic integrity while using ChatGPT.

Instructions: Please answer the following questions by selecting the most appropriate response. Your responses will be kept confidential and used for research purposes only.

Section 1: Demographic Information:

1. Age:
   o 18
   o 19
   o 20
   o Others

2. Gender:
   o Male
   o Female
   o Non-binary
   o Prefer not to say
   o Other: _____

3. How long have you used ChatGPT?
   o Less than 1 month
   o 1 - 3 months
   o More than 3 months

Section 2: Attitudes Towards ChatGPT:

1. Have you used ChatGPT for assistance with writing assignments?
   - o   Yes
   - o   No

2. On a scale of 1 to 5, where 1 is "Stongly disagree" and 5 is "Strongly agree", please rate your overall attitude towards using ChatGPT for writing English essays.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I have good experience towards using ChatGPT for writing English essays	1	2	3	4	5
I am aware of potential risks or concerns associated with using ChatGPT for writing assignments	1	2	3	4	5

Section 3: Practices of Using ChatGPT:

1. How did you first learn about ChatGPT?
   - o   Recommended by a teacher
   - o   Online search
   - o   Word of mouth
   - o   Other (please specify)

2. How frequently do you use ChatGPT for writing English essays?
   - o   Regularly
   - o   Frequently
   - o   Occasionally
   - o   Rarely
   - o   Never

3. What do you usually use ChatGPT in writing for:
   - o   Research papers
   - o   Homework assignments
   - o   Creative writing activities
   - o   Others

4. On a scale of 1 to 5, where 1 is "Stongly disagree" and 5 is "Strongly agree", please rate your overall attitude about the practice of using ChatGPT for writing English essays.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I am confident in my ability to use ChatGPT effectively for writing assignments	1	2	3	4	5
I am satisfied with the quality of work produced by ChatGPT	1	2	3	4	5
Impact of ChatGPT on my writing skills	Decreased skills significantly	Decreased skills somewhat	No significant impact	Improved skills somewhat	Improved skills significantly
	1	2	3	4	5

7. In what ways has using ChatGPT impacted your writing process, if at all?
- o Increasing writing output
- o Speeding up the writing process
- o Elimiating writer's block
- o Improving vocabulary
- o Improving grammar
- o Improving fluency
- o Adding complexity to the writing
- o No impacts
- o Others

8. What are the most useful features of ChatGPT?
- o Instant correction
- o Giving explanation
- o Providing example
- o Providing ideas
- o Others

9. Would you recommend ChatGPT to your friends?
- o Yes
- o No

Section 4: Impacts on Academic Integrity:

1. Have you ever faced any ethical dilemmas while using ChatGPT for writing assignments?
- o Yes
- o No

2. Do you believe that using ChatGPT in writing assignments could impact academic integrity?
- o Yes
- o No

3. On a scale of 1 to 5, where 1 is "Strongly disagree" and 5 is "Strongly agree", please rate your overall attitude about maintaining academic integrity while using ChatGPT for writing assignments.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
It is important to maintain academic integrity while using ChatGPT for writing assignments	1	2	3	4	5
I am confident in explaining to others, including my peers, about how ChatGPT works and its potential benefits and limitations	1	2	3	4	5

5. Are you aware of any specific guidelines or policies regarding the use of AI tools in your educational institution?
- o Yes
- o No

If yes, briefly describe the guidelines or policies: _____

6. How would you prefer your educational institution to support students in using AI tools like ChatGPT responsibly and ethically in their academic work?

o   Comprehensive workshops and training sessions on responsible AI use
o   Clear guidelines and policies on ethical AI usage
o   Regular updates and reminders on ethical AI practices
o   Others

7. How would you prefer your instructor to support students in using AI tools like ChatGPT responsibly and ethically in their academic work?

o   Provide clear guidelines and examples on responsible AI tool usage.
o   Conduct workshops or training sessions on ethical AI practices.
o   Foster open discussions on ethical considerations related to AI tools.
o   Others

8. How would you feel if your educational institution implemented guidelines restricting or regulating the use of AI tools like ChatGPT in writing assignments?

o   Supportive
o   Indifferent
o   Resistant
o   Unsure

Conclusion: Thank you for participating in this survey. Your responses will provide valuable quantitative insights into the attitudes and practices of students when it comes to using ChatGPT in writing assignments. The results of this survey will contribute to the ongoing discussion about AI in education and ways to promote academic integrity while using this tool.

Appendix 2. Student Interview Questions:
Attitudes and Practices of Using ChatGPT in Writing Assignments

Students' practices of using ChatGPT:

1.   Can you describe your experience of using ChatGPT?

2.   How do you use ChatGPT for academic writing?

3.   Can you share a specific instance where ChatGPT significantly impacted your writing process or outcome?

Students' attitudes toward using ChatGPT for academic writing:

1.   Why do you use ChatGPT for English essays?

2.   To what extend does the use of ChatGPT advance or hinder your academic writing?

Students' perceived impacts on academic integrity of using ChatGPT:

1.   What are your concerns about using ChatGPT for academic writing, and how do you navigate those concerns?

2.   Can you share your thoughts on the challenges related to maintaining originality while using AI tools like ChatGPT?

3.   How do you ensure the authenticity of your essays when incorporating content generated by ChatGPT?

4.   What recommendations do you have for improving the integration of AI tools like ChatGPT into the academic writing process?

Appendix 3. Table of thematic analysis results

Theme	Subtheme	Representative Quote	Transcript Excepts (n)
Students' Positive Attitudes Toward ChatGPT			
	Ease and speed	"ChatGPT helps me write faster. I can complete a 500-word essay in several hours instead of wasting a whole day like before."	40
	Thought organization	"My writings were such a mess before ChatGPT. Now I'm much more confident that the essays have better structure and ideas."	31
	Tool for skill improvement	"I think I can learn from ChatGPT to brainstorm better and use more advance vocabulary. It is a great tool to learn writing"	15
Students' Understanding of Risks and Authenticity Issues			
	Awareness of accidental plagiarism	"I was conscious of using ChatGPT text in my assignment. I need to double-check for plagiarism a lot."	25
	Compromises of writing style	"When I know I cannot explain the idea well, I put it in ChatGPT. The tool can help me in rewording my ideas and make it easy to understand."	14
The Gray Zone Between Appropriate and Inappropriate Use of ChatGPT			
	Academic evaluation concerns	"I was worried that my writing will have bad results because I used ChatGPT. I didn't know how the teacher would grade it."	27
	Fear of potential repercussions	"I don't know what to do if teachers knew that I used ChatGPT in an assignment."	21