



KỶ YẾU HỘI THẢO QUỐC TẾ NGHIÊN CỨU LIÊN NGÀNH VỀ NGÔN NGỮ VÀ GIẢNG DẠY NGÔN NGỮ LẦN THỨ XI

THE 11TH INTERNATIONAL CONFERENCE PROCEEDINGS:
INTERDISCIPLINARY RESEARCH IN
LINGUISTICS AND LANGUAGE EDUCATION

UNIVERSITY OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES, HUE UNIVERSITY

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HUE UNIVERSITY PUBLISHING HOUSE



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FOREWORDS

Today, interdisciplinary approaches to research have become increasingly important. In response to this trend, the University of Foreign Languages and International Studies, Hue University, Vietnam, organizes the annual Conference on Interdisciplinary Research in Linguistics and Language Education to offer an academic forum for scholars to exchange ideas, share research updates and report their research results, as well as discuss trends and approaches in language education. The conference also creates opportunities for scholars to connect and form interdisciplinary research groups across universities and institutions, thereby fostering academic exchanges and cooperation among national and international scholars.

This year, the conference was organized in collaboration with Buriram Rajabhat University (Thailand), Guangxi Normal University (China) and James Madison University (USA). It attracted participants from various provinces and cities in Vietnam, including Thai Nguyen, Ho Chi Minh City, Hanoi, Da Nang, Nha Trang, Ha Tinh, Kon Tum, Yen Bai, Thanh Hoa, Quang Binh, Nghe An, Quang Nam, Binh Dinh, Quang Tri, Hai Phong, Quang Ngai, Gia Lai, and Hue, as well as scholars from Chinese, Thailand and South Korea. The conference has contributed to strengthening HUFLIS's academic growth and reputation.

Among approximately 80 full-text submissions from nearly 30 domestic and international universities, colleges, and institutes, around 40 papers were selected through a rigorous blind review and editorial process for publication in these proceedings. The papers included in this volume are organized according to the themes of the conference's parallel sessions.

The HUFLIS Academic Council and the conference organizers would like to take this opportunity to express their sincere appreciation to the reviewers and editors for their dedication and high-quality editorial work. Special thanks also go to the staff of Hue University Publishing House for their support and assistance in the publication of these proceedings.

Best regards,

Head of the Academic Council

Assoc. Prof. Dr. Nguyen Ho Hoang Thuy

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EFL TEACHERS' PERCEPTIONS OF APPLYING CHATGPT IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract: The rapid development of artificial intelligence, particularly ChatGPT, has consistently drawn the attention of professionals and researchers. Drawing on the Technology Acceptance Model (TAM), this research examines university instructors' perceptions toward integrating ChatGPT into English language teaching and learning. The data were gathered by 5 Likert-scale questionnaires and in-depth interviews. Thirty English teachers at a university in Central Vietnam took part in the survey, and five of them were subsequently selected for in-depth interviews. The findings suggest that most teachers held a favorable view and disposition toward utilizing ChatGPT. Major concerns were raised regarding potential hazards, including plagiarism and cheating; however, several positive aspects, such as making lesson planning easier and lightening teachers' workload, were also identified. The upcoming research should provide insights into students' perspectives on how they use ChatGPT for educational purposes in tertiary education.

Keywords: ChatGPT; TAM; perceptions; attitudes

NHẬN THỨC CỦA GIÁO VIÊN TIẾNG ANH VỀ VIỆC ỨNG DỤNG CHATGPT TRONG DẠY VÀ HỌC TIẾNG ANH

Tóm tắt: Sự phát triển mạnh mẽ của trí tuệ nhân tạo trong những năm gần đây, đặc biệt là ChatGPT, đã thu hút sự quan tâm rộng rãi từ giới chuyên môn và các nhà nghiên cứu. Dựa trên mô hình chấp nhận công nghệ TAM (Technology Acceptance Model - mô hình chấp nhận công nghệ), nghiên cứu này tìm hiểu nhận thức của giảng viên đại học đối với việc tích hợp ChatGPT vào dạy và học tiếng Anh. Dữ liệu nghiên cứu được thu thập thông qua bảng hỏi thang đo Likert 5 mức độ kết hợp với phỏng vấn sâu. Đối tượng tham gia nghiên cứu gồm 30 giảng viên tiếng Anh tại một trường đại học ở khu vực miền Trung Việt Nam, trong đó 5 người được lựa chọn để tham gia phỏng vấn sâu. Kết quả cho thấy đa số giảng viên có quan điểm và thái độ tích cực đối với việc ứng dụng ChatGPT trong giảng dạy. Những quan ngại chủ yếu tập trung vào các nguy cơ tiềm ẩn như đạo văn, gian lận. Bên cạnh đó, ChatGPT cũng được đánh giá cao nhờ khả năng hỗ trợ lập kế hoạch bài giảng, thiết kế học liệu và giảm khối lượng công việc cho giảng viên. Nghiên cứu đề xuất các hướng nghiên cứu tiếp theo nhằm cung cấp hiểu biết về quan điểm của sinh viên về việc sử dụng ChatGPT cho mục đích học tập trong giáo dục đại học.

Từ khóa: ChatGPT; Mô hình chấp nhận công nghệ (TAM); nhận thức; thái độ

1. Introduction

The emergence of advanced artificial intelligence (AI) technologies has significantly influenced various fields, including education. ChatGPT, a sophisticated language model developed by OpenAI, exemplifies such a tool. Given ChatGPT's potential to transform educational practices, it is anticipated that both educators and learners will leverage its capabilities for teaching and learning English (Rahman & Watanobe, 2023). Technology is poised to provide teachers and students with a myriad of engaging opportunities, including more accessible learning environments, interactive dialogues, personalized feedback, lesson planning, assessment, and innovative approaches to teaching complex subjects. Haristiani (2020) suggested that the utility and accessibility of chatbots enhance their promise as effective teaching tools. Chatbots are also regarded as valuable educational resources that offer tailored support (Guan et al., 2024), facilitate rapid access to educational materials (Davar et al., 2025), and enable automated assessments of students' learning capabilities (Durall & Kapros, 2020). Furthermore, they can assist educators by generating personalized lesson plans (Okonkwo & Ade-Ibijola, 2021) and contributing to the assessment process, thereby fostering the development of an automated, intelligent learning system (Durall & Kapros, 2020). Yaseen et al. (2025) also reported that the implementation of AI software with adaptive assistance has improved learning outcomes for students.

In light of ChatGPT's extensive reach, several recent studies have investigated its impact across various academic disciplines (Le et al., 2025; Lund & Wang, 2023; Stan et al., 2025; Yaseen et al., 2025). Research has predominantly focused on learners' perspectives (Hong, 2023; Shaikh et al., 2023), examining their views on the positive attributes of ChatGPT, such as fostering an engaging, effective, and integrated learning environment, as well as enhancing language skills and addressing potential challenges. However, the perceptions of teachers regarding ChatGPT, which directly influence its practical application and refinement (Annamalai et al., 2023), have not been thoroughly explored. In Vietnam, there is a paucity of research on EFL instructors' opinions concerning the utility of this type of AI software in their language classrooms. Consequently, there is a pressing need for further studies to assess EFL instructors' viewpoints on the integration of ChatGPT in the classroom. This investigation aims to illuminate their overall perceptions of the tool, including any perceived benefits, challenges, and potential solutions. The objective is to bridge the existing knowledge gap and enhance the scientific understanding of artificial intelligence in EFL teaching and learning.

This study provides valuable insights for educators, scholars, and policymakers, helping them understand the implications of integrating ChatGPT into educational settings and offering guidelines for its responsible and effective use. Specifically, this research addresses the following question:

What are EFL teachers' perceptions of the use of ChatGPT?

2. Literature review

2.1. ChatGPT and the use of AI in language learning and teaching

2.1.1. ChatGPT

Chat-oriented Generative Pre-trained Transformer, or ChatGPT, is an acronym denoting a noteworthy development in natural language processing (NLP) technology. ChatGPT is an artificial

intelligence (AI) large language model (LLM) introduced by OpenAI that "uses deep learning methods to provide human-like responses to text-based inputs" (Haque et al., 2022). It has demonstrated noticeable skills in interpreting and generating relevant responses after being trained on a substantial amount of text data (Kung et al., 2023; Lund & Wang, 2023; Murphy, 2019). In contrast to previous AI-powered language models, ChatGPT creates and displays original materials while conversing with users in real time. Additionally, ChatGPT can maintain a dialogue style that engages the user more realistically, rather than answering every query with a response that is not relevant (Murphy, 2019). Because of this, ChatGPT stands apart from other LLMs.

ChatGPT has performed exceptionally across several application domains, including creating cohesive content and essays, generating chatbot responses, answering questions, translating languages, and programming (Brown et al., 2020). For a variety of scholarly and investigative goals in the context of education, educators and students may use ChatGPT. Teachers can use ChatGPT to generate course frames and topic-related information for lessons, presentations on academic subjects, inquiries, and adversities. Likewise, ChatGPT can help students learn more quickly by assisting them with essay writing, problem-solving, and topic explanation. Though ChatGPT has evolved notably, abuse is still an issue (Rahman & Watanobe, 2023). Several experts have expressed concerns about the future of well-liked techniques like programming in the ChatGPT era (Lim et al., 2023).

2.1.2. English language teaching and learning with the advent of ChatGPT

There are benefits and drawbacks to using OpenAI's ChatGPT, a sophisticated AI language model, in English language instruction.

In the context of teaching and studying English, ChatGPT provides several benefits. One rewarding benefit of ChatGPT in educational contexts is its ability to provide immediate feedback (Stan et al., 2025). Instructors can provide students with immediate feedback on how they use language, making quick corrections and guidance more possible. Furthermore, ChatGPT enables teachers to adjust lesson plans and personalize instruction to each learner's specific needs (Murphy, 2019). ChatGPT produces human-like speech, paving the way for customized learning. Moreover, ChatGPT is an efficient tool for language instructors (Lund & Wang, 2023; Stan et al., 2025) due to its extensive library of resources and content. In addition, using ChatGPT to automate tasks such as creating exercises or responding to student questions can enhance productivity and improve the effectiveness of lesson planning and delivery.

Despite its benefits, ChatGPT presents particular challenges in educational contexts. One common concern is the output accuracy, as ChatGPT sometimes produces errors or omissions that might mislead students (Sallam, 2023). The possibility of over-reliance on ChatGPT obstructing educators' creativity and ability to convey language is another cause for concern (Sallam, 2023). Additionally, Al Matari (2023) was literally anxious about the demise of the teaching profession, while Noam Chomsky called ChatGPT "high-tech plagiarism" (Lim et al., 2023). A noticeable trend among educators, according to Guan et al. (2024), is that learners no longer generate their own assignments. Although plagiarism is a perennial problem, they show that ChatGPT raises concerns about academic integrity and poses a new level of danger for widely held cheating views.

In summary, integrating ChatGPT into English language classes offers many benefits, including instant feedback, improved language practice, and greater student engagement. However, it also raises concerns about accuracy, morality, and potential detrimental effects on students' learning. To maximize ChatGPT's advantages while minimizing its disadvantages, educators must take these factors into consideration when using it in their classrooms.

2.2. The technology acceptance model (TAM)

2.2.1. Definition

The well-constructed technology acceptance model (TAM), which is illustrated in Figure 1, is a theoretical framework for understanding how novel technologies are perceived in diverse circumstances (Davis, 1989). It arose from the information systems domain and has become an invaluable tool for verifying user attitudes and behaviors regarding technology adoption.

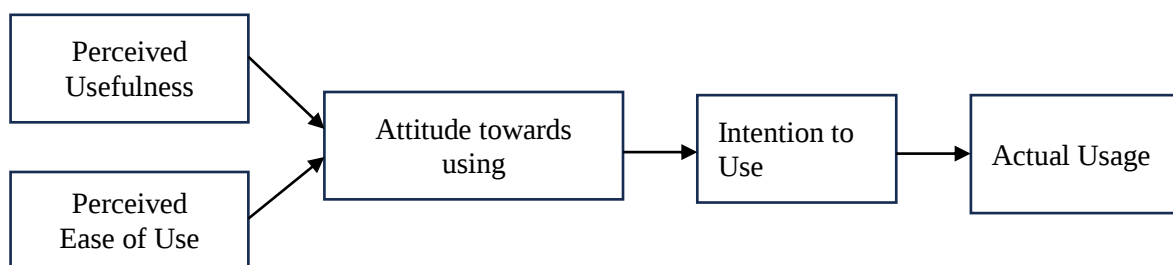


Figure 1

TAM model (David, 1989)

Davis (1989) first introduced TAM as an expansion of Ajzen and Fishbein's (1980) Theory of Reasoned Action (TRA), emphasizing that perceived usefulness (PU) and perceived ease of use (PEU) of the technology are the core factors affecting consumers' acceptance of it. To be more specific, perceived usefulness (PU) means the degree to which an individual supposes that using a particular technology would improve their job effectiveness. PU will affect attitude towards use (ATU) and behavioral intention to use (BI); previous studies also demonstrated this effect (Huwaída et al., 2023). Meanwhile, perceived ease of use (PEU), influencing attitude towards use, refers to the extent to which a user perceives that utilizing a particular technology would require less effort (Davis, 1989). In this light, users perceive a technology as useful when they find it simple to use. If technology is user-friendly, consumers will exhibit a positive disposition. This influence/connection was highlighted in previous research on technology-enhanced education (Hong, 2023; Hoang et al., 2023). Regarding attitude towards using (ATU), this element indicates a teacher's preference for or opposition to the utilization of information technology in the classroom (Iqbal et al., 2022). TAM forecasts that ATU will influence BI. Previous studies have illustrated that ATU will influence AU (Mutammiah et al., 2024). Many studies deduced that users will intend to utilize a technology and then engage with it if they possess a favorable attitude towards it (Fathema et al., 2015; Liu & Ma, 2023). Behavioral intention (BI) depicts the extent to which an individual is inclined to utilize technology or their desire to continue using specific technologies. The research conducted by Huwaída et al. (2023) showcased that behavioral intention influenced actual system utilization in technology implementation.

Since its creation, TAM has undergone some updates and additions to improve its explanatory capacity and adaptability to various technical environments. Venkatesh and Davis (2000) proposed TAM2, which included additional categories such as subjective norms and cognitive instrumental processes to more accurately predict users' intent to adopt technology. Later, Venkatesh and Bala (2008) constructed the Unified Theory of Acceptance and Use of Technology (UTAUT). It involved components of the Theory of Planned Behavior (TPB), TAM, and other models to present an extensive framework for understanding technology adoption in organizational contexts.

TAM has several uses in various industries, including consumer technology, business, education, and healthcare. For example, it has been applied in the healthcare industry to examine the determinants influencing physicians' adoption of electronic health records (EHR) (Holden & Karsh, 2010). Comparably, it has been used to investigate participants' acceptability of learning management systems (LMS) and other virtual platforms in distance learning (Al Matari, 2023). Technology Acceptance Model (TAM) signifies valuable insights into users' attitudes and intentions toward technology by prioritizing perceived utility and simplicity. This information is crucial for designing and implementing technological solutions that are both user-friendly and effective.

2.2.2 TAM model in the present study

This research employs the new Technology Acceptance Model (TAM) framework to better understand EFL instructors' reactions to incorporating ChatGPT into their English-teaching contexts. Specifically, this study investigates EFL instructors' perceptions of the elements (PU, PEU, ATU, BI) that affect their willingness to apply this AI app in language instruction. Researchers may better understand teachers' views and intentions for incorporating ChatGPT into their educational methods by methodically examining the significance of perceived usefulness, perceived ease of use, compatibility with existing practices, and support from school administration as critical factors influencing teachers' intentions to adopt this technology (Davis, 1989; Venkatesh & Bala, 2008).

The redesigned TAM model identifies potential obstacles and facilitators to technology adoption in EFL classrooms, further supporting the effective integration of ChatGPT. The data is then used to develop targeted solutions and professional development initiatives. It improves attempts to enhance teaching and learning outcomes in English as a foreign language (EFL) by clarifying the factors influencing instructors' reactions to ChatGPT.

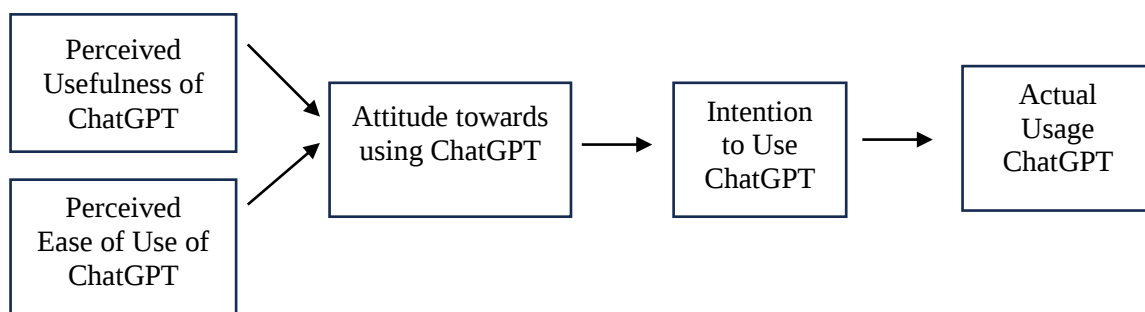


Figure 2

The conceptual model of the study

2.3. Related studies

The exertion of cutting-edge technology in English Language Teaching (ELT) has grabbed more attention lately, offering favorable opportunities to enhance language learning outcomes and experiences. However, as ChatGPT is cutting-edge technology, related studies on it and its applications are limited. Analyzing and synthesizing studies on the use of ChatGPT in language education reveals the main directions: users' attitudes towards the technology or its pedagogical application in EFL courses.

Regarding the first direction, many studies have reported positive attitudes and perceptions from stakeholders, particularly teachers and students, regarding the integration of ChatGPT into language teaching and learning (Alghasab, 2025; Stan et al., 2025). However, there were also concerns about limitations related to overuse, privacy breaches, student dishonesty, and academic integrity (Ali et al., 2023; Li et al., 2025; Iqbal, 2022). Specifically, Li et al. (2025) studied EFL instructors in China to gain further insights into their perspectives and attitudes. While many instructors were interested in using ChatGPT and other AI-powered chatbots in their classes, they encountered hurdles related to pedagogical alignment, technological expertise, and the authenticity of interaction. Similarly, Ali, Shamsan, Hezam, and Mohammed (2023) conducted a study to examine both teachers' and students' perceptions of ChatGPT's role in improving EFL students' motivation to learn. This research showed that most educators and practitioners strongly believe that ChatGPT is crucial in enhancing students' independent, intrinsic, and extrinsic motivation. By contrast, the study by Iqbal, Ahmed, and Azhar (2022) reported the opposite findings. They investigated the perspectives of 20 faculty members at a university in Pakistan on the use of ChatGPT in educational contexts. The analysis of semi-structured interviews indicated that most teachers showed resistance and expressed concerns about students' plagiarism, privacy, security, and support for their colleagues.

As for ChatGPT's application, several studies have examined its pedagogical use in EFL courses, offering insight into how educators use this technology in their education. These studies are relevant to the examination of classroom practices and pedagogical implementation. For example, Hoang et al. (2023) examined the significance of incorporating innovative technologies into language learning programs and highlighted the potential benefits of applying AI chatbots to improve vocational students' English pronunciation. Their research revealed that while teachers appreciated ChatGPT's simplicity and speed in providing spoken comments, they also expressed concerns about its limitations in addressing minor grammatical errors and encouraging genuine dialogue. Wang's (2025) study examined the use of ChatGPT in English communication skills and highlighted challenges related to student engagement, contextualization, and customization. Similarly, Choi et al. (2025) examined EFL professors' opinions of ChatGPT as a tool for providing feedback on students' written assignments. It revealed issues with accuracy and consistency, as well as the need for instructor involvement to provide meaningful learning experiences.

In brief, the research on EFL teachers' perspectives on ChatGPT in English language training indicates a growing interest in using AI-powered technologies to enhance language learning experiences. Studies have suggested that ChatGPT may help provide quick responses, customized

support, and engaging learning opportunities. However, it has also revealed several issues related to sincerity, educational congruence, and technical competency. More research is needed to identify practical solutions for integrating ChatGPT into EFL lessons that maximize its potential to support language instruction and acquisition.

3. Research methodology

3.1. Research design

This study adopted a mixed-methods approach to address the research questions and to gain a comprehensive understanding of EFL instructors' responses to the application of ChatGPT in English language teaching. By combining both quantitative and qualitative research methods, this approach enables the triangulation of data, thereby enhancing the reliability and validity of the research findings (Creswell & Creswell, 2017).

In the quantitative phase, a questionnaire was administered to collect data on teachers' perceptions regarding the use of ChatGPT in English instruction. The survey results provided an overview of the general trends and patterns among the participants. In the qualitative phase, semi-structured interviews were conducted with selected participants to obtain more in-depth insight into teachers' attitudes and experiences related to the application of ChatGPT in their instructional practices. These interviews allowed the researchers to explore issues that could not be fully captured through the questionnaire alone.

3.2. Participants

All English language teachers at the home university were invited to participate in the survey. A total of 30 out of 63 lecturers responded to and completed the questionnaire. Although the sample size is relatively small ($n = 30$), it accounts for nearly 50% of the total population, enhancing the sample's representativeness.

The participants comprised English language teachers from three faculties at the university: the Faculty of English for Specific Purposes, the Faculty of English, and the Faculty of International Studies. Among them, five were male, and twenty-five were female. Their ages ranged from 25 to 55 years. In terms of teaching experience, the participants demonstrated varying levels of professional experience, ranging from 5 to more than 25 years.

Overall, the demographic characteristics suggest that the participants represent a range of genders, teaching experiences, and faculty affiliations. Therefore, the sample can be considered to provide a reasonable level of representativeness of the population of English language teachers at the home university. In addition to the survey, five respondents, including instructors teaching both English-major and non-English-major students, voluntarily participated in follow-up in-depth interviews to provide further insights into the research topic.

3.3. Research tools

3.3.1. Questionnaire

A two-part questionnaire was developed for the present study. The first part was designed to collect participants' demographic information, including gender, department, and years of experience teaching English.

The second part of the questionnaire, which constituted the main section, focused on eliciting teachers' perceptions regarding the application of ChatGPT in English instruction. It employed a 5-point Likert scale and consisted of 38 items, categorized into 5 clusters corresponding to the five constructs of the technology acceptance model (TAM) (see Table 1). The items in each cluster were developed based on the conceptual definitions of the TAM constructs and the synthesis of relevant literature and previous studies. To facilitate participation in the data collection process, the questionnaire was administered both online via Google Forms and in printed format for in-person completion.

Table 1

Questionnaire structure

	Gender
Part 1: Participants' information	Years of English teaching experience
	Department
	A: Perceived Usefulness of ChatGPT (1-5)
Part 2: TAM	B: Perceived Ease of Use of ChatGPT (6-10)
	C: Attitude towards ChatGPT (11-22)
	D: Intention to use ChatGPT (22-28)
	E: Actual Usage of ChatGPT (29-38)

3.3.2. Interview

To gain a more comprehensive understanding of instructors' perspectives on the use of ChatGPT in English teaching, the present study conducted semi-structured interviews consisting of open-ended questions. The interviews followed a set of predetermined questions supplemented by probing and follow-up inquiries to elicit more detailed responses (Rubin & Rubin, 2011).

The interview protocol was primarily developed based on the questionnaire. However, to broaden the scope of the data and gain deeper insights, the interview questions were organized into five thematic clusters, comprising a total of 10 questions. The first cluster included Questions 1 and 2, which explored teachers' perceptions of ChatGPT's usefulness. The second cluster consisted of Questions 3 and 4 and aimed to investigate teachers' opinions regarding the ease of access to ChatGPT. The third cluster, including Questions 5 and 6, focused on teachers' attitudes towards ChatGPT. The remaining questions examined teachers' intentions to use ChatGPT and their actual practices in using this tool in their English teaching.

Five teachers were invited to participate in the interviews, which were conducted in Vietnamese to ensure that the participants could express their ideas more comfortably and in greater detail. Among the five interviews, three were conducted online, and two were conducted face-to-face. The number of interview participants was determined based on the principle of data saturation. After five interviews had been conducted, the responses began to show recurring themes, and no substantially new information emerged. Therefore, it was considered that theoretical saturation had been reached, and the data collection process was stopped accordingly.

3.4. Data collection procedures

The data for the current study were collected using a sequential explanatory design. The data collection process was carried out over a three-month period, from June to September 2023. At the time of data collection, ChatGPT was still relatively new to users, having been introduced only a few months earlier. In the first phase, quantitative data were gathered through a questionnaire-based survey and subsequently analyzed. In the second phase, qualitative data were collected through semi-structured interviews with consenting participants. Every interview, which lasted between twenty and thirty minutes, was recorded for future study.

3.5. Data analysis

The quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS, version 20). Cronbach's alpha coefficients were first calculated to assess the questionnaire's internal consistency (see Table 2). Descriptive statistics were then employed to summarise the teachers' perceptions. The qualitative data obtained from the interviews were analysed using thematic analysis. First, the interview was reviewed for segments relevant to the main research questions. These segments were then coded to capture key ideas and meanings. The coded data were subsequently compared and grouped to identify recurring patterns and emerging themes. Finally, these themes were reviewed, refined, and appropriately named to ensure that they reflected the participants' perspectives.

4. Findings and discussion

Before conducting descriptive statistical analysis, a reliability analysis using Cronbach's alpha was performed to examine the internal consistency of the questionnaire scales. As shown in Table 2, the Cronbach's alpha values for all clusters exceeded the acceptable threshold of 0.60. This indicates that the items in the questionnaire have satisfactory internal consistency. The data, therefore, were considered reliable and suitable for further statistical analysis.

Table 2

The reliability statistics of the questionnaire

Cluster	Research question items	Cronbach's Alpha	N of Items
Cluster 1	A.1-A.5	0.677	5
Cluster 2	B.1-B.5	0.845	5
Cluster 3	C1-C.11	0.863	11
Cluster 4	D1-D6	0.727	6
Cluster 5	E1-E12	0.934	12

4.1. Perceived usefulness

Table 3

Teachers' views toward the usefulness of ChatGPT

Items	Mean	Std. Deviation
ChatGPT is helpful in my teaching.	4.37	.4
Chat GPT is beneficial for my students' independent learning.	4.33	.48

I am concerned that ChatGPT may facilitate cheating on tests and assignments.	4.23	.43
ChatGPT helps students stay more engaged and motivated.	4.17	.38
ChatGPT assists teachers with the preparation of lesson plans.	4.27	.45
ChatGPT can provide valuable feedback to students.	4.37	.49
Valid N (listwise)	30	

Table 3 showed teachers' views towards the usefulness of ChatGPT. The mean value of 4.29 for the cluster indicated a high level of agreement among teachers regarding its usefulness. In particular, ChatGPT's support in teaching, providing feedback to students, and fostering students' learning autonomy reached the highest mean values of 4.37, 4.37, and 4.33, respectively. The other usefulness was helping students stay more engaged and assisting teachers with lesson preparation. It is clear that most participants agreed about the benefits of integrating ChatGPT in classrooms for both teachers and students. Attention is drawn to the item mean values being quite close to the cluster mean of 4.29, suggesting that teachers strongly agreed on the usefulness of ChatGPT.

However, they also expressed concerns about the limitations of ChatGPT. Teacher respondents indicated a moderate level of agreement that ChatGPT offers useful assistance in developing lesson plans, enhancing their engagement, and providing students with feedback. Teachers were apprehensive that students who utilize ChatGPT might cheat on tests and assignments, as evidenced by their mean score of 4.2.

Data from the interviews generally aligned with quantitative findings. Five participants were interviewed to delve deeper into teachers' attitudes toward the utility of ChatGPT, and their responses were documented. All interviewers unanimously acknowledged ChatGPT as a valuable study tool. Among their answers were the following:

"ChatGPT is an invaluable tool for conducting information searches." (T2, 5)

"It can help me locate resources to use in my lesson preparations." (T1)

"Using this AI chatbot to help with my teaching processes was very interesting to me, but I still think students would use it to cheat on assignments." (T3,4)

The present findings seem to be consistent with other research, which found that the usability and accessibility of chatbots render them very promising as educational tools (Haristiani, 2020). Chatbots are also seen as beneficial educators that offer personalized assistance (Guan et al., 2024), prompt access to educational resources (Davar et al., 2025), and automated evaluations of students' learning capabilities (Durall & Kapros, 2020).

4.2. Perceived ease of use

Table 4

Teachers' perceptions on the ease of use of ChatGPT

Items	Mean	Std. Deviation
Perceived Ease of Use of ChatGPT	4.08	.59
ChatGPT makes it simple for teachers to sign in.	4.00	.87

ChatGPT makes it easy for teachers to understand how it works.	4.03	.76
More training should be available on how to use ChatGPT effectively in the classroom.	4.23	.72
A free version typically only offers a few features.	4.03	.71
It's incredibly user-friendly.	4.10	.66
Valid N (listwise)		

Table 4 depicts educators' perspectives regarding the usability of ChatGPT. As indicated by the cluster mean above 4.0, the majority of participants agreed that ChatGPT was easy to use. Specifically, although the free edition imposed various limitations on its functionality, consumers viewed ChatGPT as simple and comprehensible, with ratings around 4.0. However, the standard deviation surpassed 0.5, signifying a disparity in their viewpoints. Educators asserted that it was essential to implement training sessions to improve the effectiveness of utilizing this application (M=4.23).

The interviewees had similar views regarding the simplicity and certain limitations in utilizing ChatGPT for consumers.

"I consider this application to be user-friendly. Nonetheless, the principal problem faced when utilizing ChatGPT was the necessity to construct suitable questions to elicit the desired precise responses. Therefore, I expect that additional training sessions on this particular subject will be advantageous for me." (T4, T3)

"It costs money for me to use all the helpful features, which puts a strain on my finances." (T1, T5)

These findings correspond with those reported in previous investigations. ChatGPT is an innovative and accessible model employing deep learning techniques to generate human-like responses to text-based queries (Haque et al., 2022). It has demonstrated exceptional abilities in understanding and generating coherent responses while consistently sustaining a conversational style that engages the user more authentically (Kung et al., 2023; Lund & Wang, 2023; Murphy, 2019). Furthermore, these findings align with other research and indicate that investments in professional development are crucial for the optimal use of ChatGPT in English instruction. Educators can familiarize themselves with ChatGPT's functionalities and devise strategies for integrating them into their curricula by participating in training sessions and workshops (Lund & Wang, 2023).

4.3. Attitudes towards ChatGPT

Table 5

Teachers' attitude towards ChatGPT

Items	Mean	Std. Deviation
Attitude towards ChatGPT	3.87	.54
Students will be reliant on ChatGPT.	4.23	.62
It is hard to check how reliable or consistent the information from ChatGPT is.	4.00	.64

I worry about information security and privacy.	4.10	.75
ChatGPT helps improve the efficiency and effectiveness of the language teaching process.	4.16	.59
ChatGPT saves me time when making lesson plans and looking for teaching materials.	4.03	.66
ChatGPT helps me provide feedback to my students.	3.90	.90
The use of ChatGPT can help increase students' understanding of language learning material.	3.83	.91
ChatGPT helps improve students' attention.	2.63	.92
ChatGPT helps students develop their critical thinking and problem-solving skills.	3.16	.97
ChatGPT enhances students' speaking and listening abilities.	3.20	1.00
It helps students access information quickly and easily, improving their learning experience.	3.33	1.03
Valid N (listwise)	30	

Table 5 illustrates teachers' attitudes regarding ChatGPT. The cluster mean was 3.87, indicating varying attitudes among teachers toward this AI application. Instructors positively evaluated ChatGPT's capacity to enhance the effectiveness of language instruction by assisting educators in developing lesson plans and saving time in sourcing teaching materials (M=4.0). Nonetheless, they agreed on the shortcomings of ChatGPT, as reflected in average ratings between 4.0 and 4.1, which indicated a lack of information coherence, trustworthiness, accuracy, and secrecy. Furthermore, respondents had a neutral stance (M=3.0) about ChatGPT's impact on students' accessibility to knowledge, enhancement of their educational experience, and cultivation of critical thinking and problem-solving abilities. However, they expressed concerns about students' dependence on ChatGPT (M = 4.2).

Participants, while open to integrating ChatGPT into their classrooms, expressed concerns about the platform's reliability as an educational resource.

"The reliability and consistency of the information provided by ChatGPT require more definitive establishment." (T1)

"I am presently unsure about my trust in the technology; I require additional information regarding security and privacy before considering it appropriate for integration into my course." (T3)

Moreover, they claimed that ChatGPT could serve as a supplementary instructional tool and expressed optimism about its potential. The incorporation of the chatbot into their courses was believed to enhance student engagement and alleviate instructors' burdens.

"I can efficiently concentrate on more complex tasks when additional time is available." (T2)

"Facilitating swift and convenient access to information can enhance students' educational experiences." (T4)

There are similarities between the attitudes expressed by instructors in this study and those described by Kung et al. (2023) and Sallam (2023). A common concern is the potential for inaccuracies in output, as ChatGPT sometimes generates errors or omissions that could mislead

students (Lim et al., 2023). Moreover, there are ethical and legal concerns regarding the use of ChatGPT in language institutions, including copyright violations, transparency, and data privacy (Sallam, 2023). At the time the survey data were collected from teachers, ChatGPT had only been introduced a few months earlier. Consequently, this AI-based tool remained a relatively new concept for many educators. It is therefore understandable that some teachers felt hesitant and uncertain and had not yet developed sufficient proficiency in using it. Furthermore, their concerns about the potential risks of using this technology were inevitable.

4.4. Intention to use

Table 6

Participants' opinions on the intention to use ChatGPT

Items	Mean	Std. Deviation
Intention to use ChatGPT	3.81	0.53
I have no intention of using ChatGPT for my teaching.	2.73	1.43
I am interested in using ChatGPT for my teaching.	3.66	1.21
I can use it as my research assistant.	3.96	.88
I'll use it to prepare my lesson plans.	3.93	.98
I will try using ChatGPT in my classroom if there are safeguards against cheating and plagiarism.	4.26	.82
I will use it only to aid with simple activities.	4.30	.59
Valid N (listwise)		

Table 6 depicts the opinions of teachers about their intent to utilise ChatGPT. The average value of the cluster is 3.8, with a standard deviation ranging from 0.6 to 1.4, suggesting that educators hold diverse viewpoints regarding their propensity to utilize ChatGPT. The figure for educators utilising this application solely for basic tasks was the highest (M=4.30). Following that, the majority of academics indicated their readiness to utilise this AI technology, conditional upon the implementation of stringent safeguards to deter cheating and plagiarism (M=4.2). Additionally, they collectively concurred that they possessed an acceptable intention to use ChatGPT for the development of lesson plans and the execution of research (M=3.9).

The interview participants offer additional insights on this issue as follows: "I utilise ChatGPT to assist in locating teaching materials, including games and concepts for my lesson plans." (T1)

"I would be inclined to experiment with the implementation of ChatGPT in my classroom, depending on the establishment of measures to prevent cheating and plagiarism." (T3)

"I am convinced that ChatGPT can provide substantial advantages in student engagement; therefore, I am keen to explore its capabilities."(T4)

4.5. Actual usage

Table 7

Teachers' perspectives on their actual usages of ChatGPT

Items	Mean	Std. Deviation
Actual Usage of ChatGPT	4.13	.61
I tried using ChatGPT a few times.	4.06	.86
I use ChatGPT to give quick feedback to students.	4.10	.88
I use ChatGPT for a specific task.	4.20	.80
I rarely use ChatGPT, but I do find it helpful when I need a quick answer or an idea for an assignment.	4.20	.84
Right now, I'm just testing out different features.	4.03	.80
I must be mindful of the threats and limitations of employing ChatGPT in my teaching.	4.00	.87
Chat GPT supports me in producing writings that are logical, accurate, systematic, and instructive.	4.13	.89
ChatGPT is assisting me with lesson planning and performing in-class activities.	4.16	.69
I often utilise ChatGPT to provide writing samples for different essay genres and diverse input (vocabulary, structure, ideas) for students.	4.33	.60
ChatGPT gives students automatic grading and feedback, as well as help with proofreading and revising their written work.	4.03	.85
I use ChatGPT to find diverse learning documents to facilitate students' learning processes.	4.16	.79
Teachers should mandate that students submit rough drafts or outlines along with their final papers to maintain academic integrity.	4.23	.77
Valid N (listwise)	30	

Table 7 presents data regarding teachers' perspectives on their actual use of ChatGPT. The mean score exceeds 4, with a standard deviation greater than 0.6, indicating that some educators have used ChatGPT in their English instruction while others have not. To be specific, teachers often maximized its use for content generation and facilitated lesson preparation and in-class activities, with the respective figures being $M = 4.3$ and $M = 4.1$. Following that, some educators may have used the application infrequently or tested specific features, including providing writing samples, automating grading ($M=4.0$), and sourcing relevant educational materials. However, the majority of educators acknowledged that to maximize the advantages of this AI program, it was essential to recognize its limitations and require students to submit rough drafts and outlines alongside their final papers (Mean=4.2).

Respondents indicated in interviews that their primary use of ChatGPT was to develop educational materials for their students. It was determined that ChatGPT saves time by providing resources tailored to various learning styles and skill levels. Additionally, 50% of participants utilized ChatGPT to create exercises and educational activities for their students. Only two interviewers occasionally employed ChatGPT to assess student work, recognizing its utility for evaluating assignments using standard rating systems. Teachers, however, expressed concerns regarding academic integrity.

"To enhance the educational experience of students, I utilize ChatGPT to identify a diverse array of instructional resources." (T1)

"ChatGPT aids students in improving their writing performance by offering exact comments and valuable suggestions for revisions to enhance their grammar and vocabulary abilities." (T3)

"I am concerned about privacy and security due to chatbots' ability to collect personal information such as my name, email address, and academic records." (T5)

"The utilization of ChatGPT in education raises concerns about the maintenance of academic integrity." (T4)

The findings of the current study do not support the previous research by Lund and Wang (2023), who claimed that ChatGPT is a dependable and beneficial resource for language educators due to its extensive source of materials and information. These results, however, align with those documented in previous investigations (Chounta et al., 2022; Kohnke et al., 2023; Sallam, 2023). In particular, utilizing ChatGPT to automate tasks such as creating activities or answering student inquiries might enhance productivity and augment the effectiveness of lesson preparation and execution (Chounta et al., 2022). A significant advantage of ChatGPT in educational settings is its ability to provide immediate feedback. Nonetheless, a common concern is the potential for output accuracy issues (Kohnke et al., 2023), as well as the ethical and legal challenges associated with employing ChatGPT in language institutions, including copyright violations, transparency, and data protection (Sallam, 2023). The possibility that excessive dependence on ChatGPT may hinder educators' creativity is another significant concern (Sallam, 2023).

In summary, the outcomes of this study indicate that instructors' perceived utility (PU) and perceived ease of use (PEOU) of ChatGPT are key factors influencing its uptake and use in English educational settings. This result is fully compatible with the TAM framework (Davis, 1989).

5. Conclusion

The study examined how EFL teachers at a university in Central Vietnam perceived the use of ChatGPT in English language teaching, based on the TAM model (Davis, 1989), using quantitative and qualitative data collected through surveys and semi-structured interviews. The study results demonstrated that teachers strongly agreed on the usefulness of ChatGPT ($M=4.2$), but also expressed concerns about its limitations. Most participants evaluated this AI app's simplicity and user-friendly functionalities ($M=4.0$). However, some asserted that they need to attend training workshops to make the best use of ChatGPT. Additionally, the detailed analysis of the data revealed that although EFL teachers had a favorable attitude toward the use of ChatGPT in

their classes, they raised concerns about some potential issues with its application. The teachers asserted that ChatGPT substantially benefited them by providing considerable assistance in developing lesson plans, saving time in sourcing teaching materials ($M=4.0$), and enhancing student engagement. Nevertheless, others expressed concerns about overuse, trustworthiness, accuracy, and secrecy. Those were the reasons most teachers were willing to use ChatGPT in their English language teaching ($M=3.8$), but some hesitated due to its limitations and potential risks. Regarding their actual use of ChatGPT, some teachers have used it in their teaching, while others have not. Supplying writing samples, automating grading, and sourcing relevant educational materials ($M=4.0$) were the most used functions. They also acknowledged that to maximize the benefits of this AI app, it was vital to recognize its limitations and ask students to submit rough drafts and outlines alongside their final papers to avoid academic integrity.

Based on the findings of the recent study, a significant proportion of teachers are open to using ChatGPT in their teaching practices. Despite the instructors' generally positive views, several showed hesitancy in using ChatGPT in the classroom, while others reported infrequent usage. At the time the survey data were collected from teachers, ChatGPT had only been introduced a few months earlier. As a result, this AI-based tool remained a relatively unfamiliar concept to many educators. It is therefore understandable that some teachers showed hesitation and had not yet developed sufficient proficiency in using the tool. In addition, concerns about the potential risks of using this technology were to be expected. Furthermore, university instructors held an optimistic view of the use of ChatGPT, as they perceived several potential advantages associated with its implementation. The predominant concerns voiced were the possibility of academic dishonesty and plagiarism, as well as students' dependence on artificial intelligence.

The findings of this study are consistent with the assumptions of the Technology Acceptance Model (TAM). Specifically, the results indicate that teachers' perceptions of ChatGPT's usefulness and ease of use play a significant role in shaping their attitudes toward the technology. These attitudes, in turn, influence their intention to use ChatGPT, which subsequently affects their actual use of the tool in educational contexts. This pattern of relationships reflects the core structure proposed by TAM, in which perceived usefulness and perceived ease of use function as key determinants of users' behavioral intentions and technology adoption. Therefore, the findings provide further empirical support for the applicability of the TAM framework to explaining teachers' acceptance and use of emerging AI tools, such as ChatGPT, in educational settings.

6. Limitations of the study

This study has some limitations that should be noted. The sample size was relatively small, with only 30 participants completing questionnaires and 5 interviewees. This limited the generalizability of the results because teachers from other faculties and universities may hold different beliefs and attitudes toward this AI app. Furthermore, this research did not examine students' perceptions of using ChatGPT in the context of tertiary education. Additionally, this research did not focus intensively on specific skills in English language teaching, which may be a valuable area for future studies to investigate.

7. Contribution of the study

This study explores teachers' perceptions of using ChatGPT in tertiary education settings and, in part, lays the foundation for further research. The study provides insight into university teachers' viewpoints and attitudes toward ChatGPT and its application in their English language teaching. It is evident that further research is needed to understand how teachers and students use ChatGPT and related technologies and strategies to ensure responsible use. By continuing to research ChatGPT technology, educators can make informed decisions about using this state-of-the-art tool in higher education contexts. Finally, understanding the potential risks and benefits of ChatGPT can help ensure its responsible use in teaching and learning.

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