



## APPLYING CHATGPT TO OPTIMIZE EFL TEACHING AND ASSESSMENT

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### Abstract:

In the context of artificial intelligence (AI) increasingly influencing education, this study explored the integration of ChatGPT, a large language model, by OpenAI – into teaching and assessing English as a Foreign Language (EFL) in a university in Vietnam. Based on the theoretical frameworks TPACK, CLT, TBLT and Vygotsky's social constructivism, the study surveyed 16 English lecturers with a survey questionnaire combining multiple-choice and open-ended questions on their familiarity, usage, and experience in teaching and assessing English when applying ChatGPT. The results showed that the majority of participants integrated ChatGPT into their teaching, especially in lesson planning, vocabulary development, communication task design, and writing assessment. The tool was rated as "quite accurate"; however, users still emphasized the important role of teacher supervision and adjustment. The study also noted moderate satisfaction with ChatGPT, while reflecting on challenges such as lack of training, barriers to access, dependency risks, and ethical concerns. Based on these findings, this study proposes practical recommendations for professional development, curriculum adaptation, and the issuance of guidelines for the ethical use of AI. In doing so, the study contributes to the growing discourse on AI applications in EFL education, especially in Vietnam, to optimize both teaching and assessment through technology platforms.

**Keywords:** ChatGPT, artificial intelligence (AI), EFL teaching, language assessment, Vietnamese education

### 1. Introduction

The integration of AI into educational practices has garnered significant attention, particularly in the realm of language instruction. Among AI advancements, ChatGPT – a sophisticated language model developed by OpenAI – has demonstrated potential in

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transforming English as a Foreign Language (EFL) education. Its capacity to generate human-like text and engage in interactive dialogues presents novel opportunities for enhancing teaching materials and assessment methodologies.

Recent studies have explored ChatGPT's applications in EFL contexts. For instance, Li et al. (2024) evaluated ChatGPT's role in enhancing EFL writing assessments, finding that ChatGPT provided reliable holistic scores and relevant qualitative feedback on student essays. Similarly, Amin (2023) discussed the multifaceted impact of AI and ChatGPT on EFL education, emphasizing their roles in personalized learning and real-time language practice. These studies suggest that ChatGPT can serve as a valuable tool in developing customized educational content and providing immediate feedback, thereby addressing challenges such as large class sizes and diverse learner needs.

However, despite these promising findings, empirical research on ChatGPT's effectiveness in optimizing EFL teaching materials and assessments remains limited. Concerns have been raised regarding the accuracy of AI-generated content, potential over-reliance on technology, and academic integrity issues. Therefore, a comprehensive investigation is necessary to evaluate the practical benefits and limitations of integrating ChatGPT into EFL education. Moreover, not many teachers at the university where this study was conducted have used ChatGPT in teaching English and assessing learning outcomes, although ChatGPT is considered a valuable tool.

This study aimed to fill this gap by systematically examining how ChatGPT can be applied to enhance EFL teaching materials and assessment practices. By assessing its alignment with pedagogical objectives and identifying best practices for its integration, the research sought to provide actionable insights for educators. Ultimately, this study aimed to contribute to the evolving discourse on AI-assisted language education and support EFL practitioners in effectively leveraging emerging technologies.

## **2. Literature Review**

The integration of AI into English as a Foreign Language (EFL) instruction has become a focal point in educational technology research, particularly with the emergence of large language models like ChatGPT. While the tool offers promising possibilities for personalized learning and efficient assessment, its pedagogical integration demands a grounded theoretical and empirical framework. This literature review synthesizes key theories and studies to evaluate ChatGPT's application in optimizing EFL teaching materials and assessment practices.

### **2.1 Technological Pedagogical Content Knowledge (TPACK) Framework**

The Technological Pedagogical Content Knowledge (TPACK) framework, developed by Mishra and Koehler (2006), provides a holistic model for understanding how technology can be meaningfully integrated into instructional practices. In the context of EFL, TPACK ensures that ChatGPT is not merely adopted for its novelty but is used to enhance pedagogical strategies and content delivery. The framework comprises three core components: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content

Knowledge (CK). For example, TK involves understanding ChatGPT's capabilities in generating tasks and feedback; PK involves applying AI-generated content in ways that support communicative, learner-centered methodologies; and CK ensures alignment with curricular goals.

The intersection of these domains supports the development of AI-enhanced teaching and assessment practices that are pedagogically sound and curriculum-relevant. As emphasized by Pham and Cao (2025), technology integration in Vietnamese EFL contexts requires careful alignment with national curriculum standards to be effective.

## 2.2 Communicative Language Teaching (CLT) Approach

The Communicative Language Teaching (CLT) approach, based on Hymes' (1972) notion of communicative competence, emphasizes authentic language use, interaction, and task-based learning. ChatGPT's ability to produce contextualized dialogues and simulate real-life communication tasks aligns well with CLT principles. Nguyen and Nguyen (2023) found that ChatGPT helped EFL university students in Vietnam improve their writing autonomy and communicative effectiveness.

In applying CLT, this study evaluates whether ChatGPT-generated materials support meaningful interaction beyond traditional grammar drills. It also considers task-based language teaching (TBLT) principles to determine if ChatGPT facilitates learner engagement through communicative tasks and supports autonomous language production.

## 2.3 Constructivist Learning Theory

Vygotsky's (1978) constructivist theory, particularly the concept of the Zone of Proximal Development (ZPD), offers a valuable lens for assessing how ChatGPT functions as a learning scaffold. As a responsive and adaptive tool, ChatGPT can serve as a "*more knowledgeable other*" (MKO), helping learners advance beyond their current competence through personalized, real-time support.

Mahapatra (2024) reported that learners who used ChatGPT demonstrated improved critical thinking and independence in academic writing. This study, therefore, examines whether AI-generated materials foster deeper learner engagement and critical reflection, consistent with constructivist principles.

## 2.4 Assessment Theories and Automated Feedback

Automated language assessment has gained attention through frameworks like Weigle's (2002) model for automated writing evaluation and Bachman and Palmer's (1996) Communicative Language Ability (CLA) model. These theories provide benchmarks for evaluating the reliability, validity, and comprehensiveness of AI-generated feedback.

Li et al. (2024) demonstrated that ChatGPT could provide consistent, holistic scores and relevant feedback in EFL writing assessments. This research investigated whether ChatGPT-generated assessments address various domains of communicative competence—grammatical, sociolinguistic, discourse, and strategic—and how these

compare with traditional teacher-led assessments in terms of clarity, depth, and impact on student performance.

## **2.5 Empirical Studies: Vietnam and Global Contexts**

Globally, Ravšelj et al. (2025) found that students appreciated ChatGPT for brainstorming and learning support but expressed concerns about factual accuracy and ethical use. Eshraghian et al. (2024), while focused on software programming, revealed emotional and cognitive challenges associated with interacting with AI, which parallel issues in educational contexts.

Recent Vietnamese studies offer early insights into ChatGPT's potential in EFL education. Pham and Cao (2025) conducted a systematic review of 12 studies from 2023–2024 and highlighted both the benefits and challenges of ChatGPT integration in Vietnamese classrooms. Nguyen and Nguyen (2023) showed that ChatGPT provided meaningful writing feedback and supported learner autonomy, although adaptation to local curricula was necessary.

These studies collectively point to several research gaps: limited exploration of ChatGPT's dual role in material development and assessment, inadequate curriculum alignment, underexplored ethical concerns, and minimal focus on teacher training and AI literacy.

## **2.6 Research Gaps and Justification**

Despite the expanding body of literature on the integration of ChatGPT in English as a Foreign Language (EFL) education, several significant gaps persist. Notably, most studies have examined ChatGPT's role in teaching and assessment separately, neglecting the potential synergy between these two functions. For instance, research by Nguyen (2023) focused on EFL teachers' perspectives toward using ChatGPT in writing classes, emphasizing its instructional applications without delving into its assessment capabilities. This compartmentalized approach overlooks how ChatGPT might simultaneously enhance both teaching and assessment practices within the classroom.

Ethical concerns surrounding the use of AI in education, such as over-reliance on technology, potential biases in AI outputs, and issues of plagiarism, have been widely discussed in global contexts. However, these issues remain underexplored within the Vietnamese educational landscape. For example, Rane et al. (2023) highlighted the ethical challenges posed by large language models in education, emphasizing the need for responsible development and usage. Yet, there is a paucity of research examining how these ethical dilemmas manifest specifically in Vietnam's EFL settings.

Furthermore, the readiness of Vietnamese EFL teachers to effectively integrate AI tools like ChatGPT into their instruction and assessment practices has not been adequately addressed. Studies such as those by Hua et al. (2023) have investigated teachers' perspectives on using ChatGPT for specific tasks like fairy tale retelling, but a comprehensive assessment of teachers' digital competencies and preparedness for broader AI integration is lacking. This gap is critical, as successful implementation of AI

tools requires not only technological access but also the necessary skills and confidence among educators to utilize these tools effectively.

Addressing these gaps, this research aimed to provide a holistic evaluation of ChatGPT's pedagogical applications, considering both EFL teaching and assessment. It sought to examine the alignment of AI-generated content with local curricular frameworks and assess the digital competence and ethical awareness of both teachers and learners. By doing so, this study endeavored to offer a comprehensive understanding of ChatGPT's potential and challenges in Vietnamese EFL education, ultimately informing more effective and responsible integration of AI technologies in the classroom.

### 3. Material and Methods

Mixed methods research was performed in this research, which combines elements of both quantitative and qualitative research to gain a more complete picture of the English language instructors' feedback obtained through a Google Form survey. The survey on the use of ChatGPT for in English language teaching and assessment was conducted in March 2025. A total of 16 EFL lecturers respondents participated in the survey.

### 4. Results

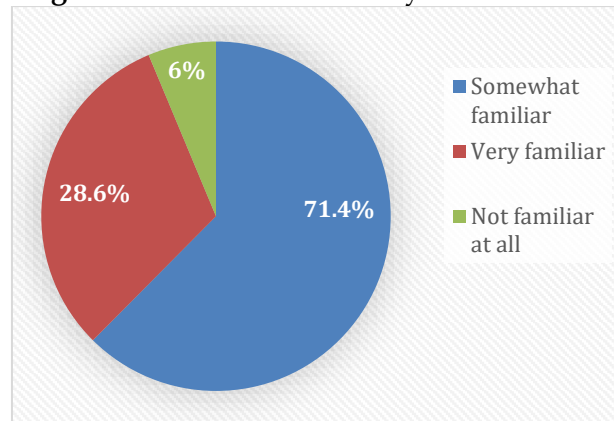
#### 4.1 Integration of ChatGPT in Teaching

Survey findings revealed that 94% (15/16) of lecturer participants had integrated ChatGPT into their English language teaching and assessment practices. Notably, most of these educators were affiliated with Kiên Giang University, Vietnam, suggesting a supportive institutional context for adopting AI-driven pedagogical innovations. Participants' teaching experience ranged from 1 to 24 years, with a mean of 9.2 years ( $SD = 6.8$ ), indicating a diverse range of professional backgrounds. Interestingly, no strong correlation was found between years of teaching experience and ChatGPT familiarity ( $r = 0.05$ ), implying that both novice and experienced teachers engaged with the tool.

#### 4.2 Familiarity with ChatGPT

As seen in Figure 1, in terms of familiarity, 62.5% (10/15) of respondents reported being "somewhat familiar" with ChatGPT, while approximately 31.3% (5/16) identified as "very familiar.", and 6.2% (1/16) found ChatGPT "Not familiar at all". Despite these familiarity levels, several educators expressed hesitation or challenges in integrating ChatGPT due to inadequate training, unclear functionalities, and accessibility issues (e.g., cost or institutional limitations).

**Figure 1: Teachers' Familiarity with ChatGPT**



**Note:** Data collected from 16 lecturer respondents.

### 4.3 Use and Pedagogical Impact

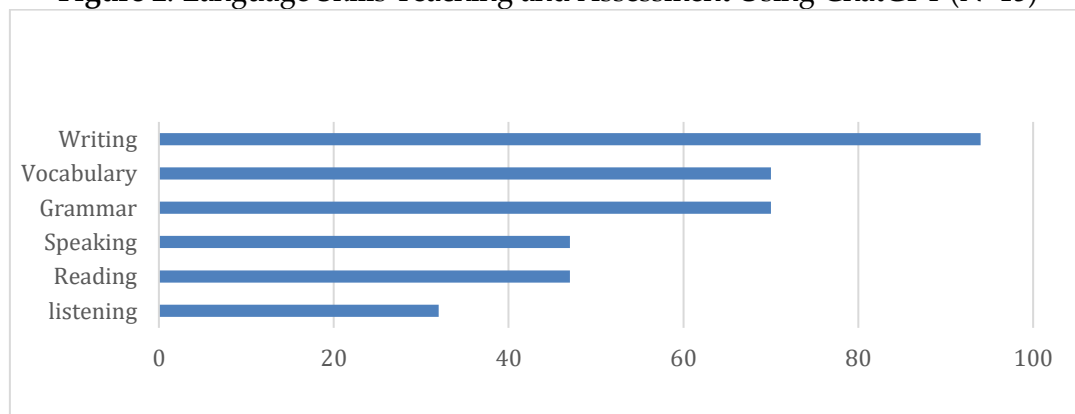
Integration of ChatGPT into English teaching practices was moderately correlated with both familiarity ( $r = 0.29$ ) and satisfaction with teaching ( $r = 0.54$ ). Educators who actively used the tool were more likely to recognize its pedagogical potential. Qualitative interviews highlighted diverse applications such as lesson planning, vocabulary list generation, communicative task creation, and assessment design. ChatGPT was particularly appreciated for its ability to scaffold task-based activities aligned with curriculum goals—echoing Vygotsky's (1978) Zone of Proximal Development (ZPD).

### 4.4 Language Skills Teaching and Assessed Using ChatGPT

Educators assessed multiple language skills using ChatGPT, with the option to select more than one skill. Among the 15 respondents who had used ChatGPT for teaching and assessment, Writing was the most frequently assessed skill (94%), followed by Grammar and Vocabulary (both at 70%). Speaking and Reading Comprehension were each selected by 47% of respondents, and Listening Comprehension by 32% (See in Figure 2).

**Note:** One participant (6.3%) had not used ChatGPT for skill teaching and assessment. Percentages are based on  $N = 15$ . As multiple responses were allowed, cumulative percentages exceed 100%.

**Figure 2: Language Skills Teaching and Assessment Using ChatGPT (N=15)**

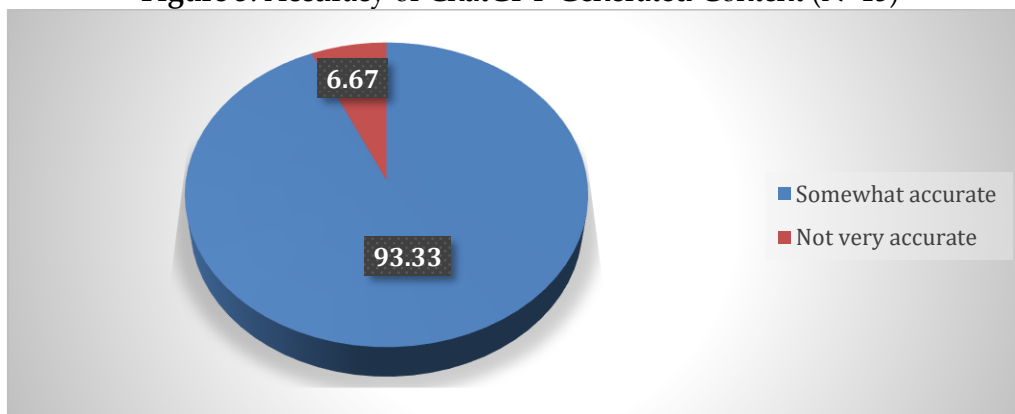


**Note:** Data collected from 15 lecturer respondents.

#### 4.5 Accuracy of ChatGPT-Generated Content

As seen in Figure 3, regarding the accuracy of ChatGPT-generated activities, 93.33% (14/15) of respondents rated the tool as “somewhat accurate” for both instructional and assessment tasks, while only one respondent agreed that ChatGPT was not very accurate. However, participants also emphasized the importance of human verification and refinement to ensure curricular validity. These results align with Bachman and Palmer’s (1996) cautionary stance on construct validity within automated assessment systems.

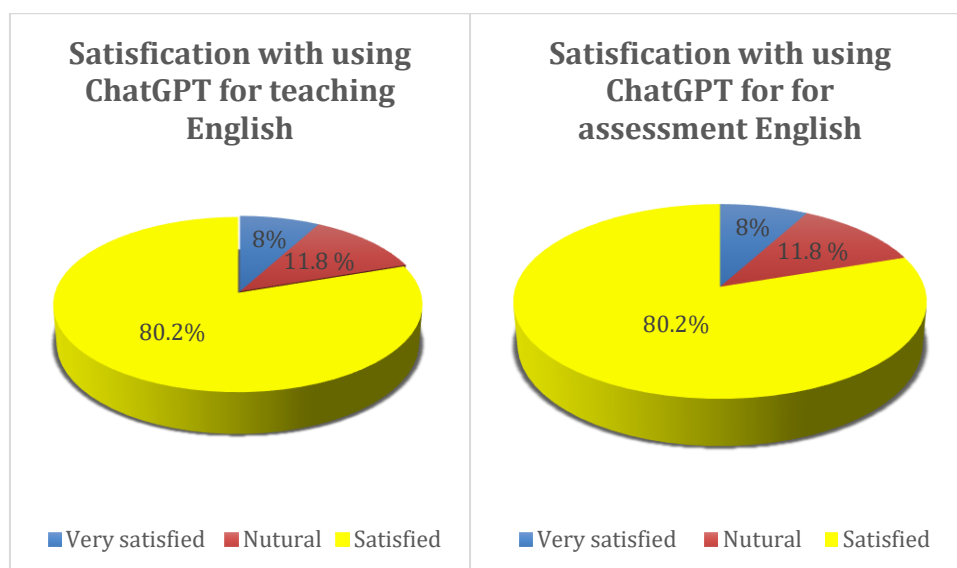
**Figure 3:** Accuracy of ChatGPT-Generated Content (N=15)



#### 4.6 Satisfaction and Perceived Usefulness

A survey was conducted to assess participants' satisfaction with teaching and assessment, as well as their perceptions of the usefulness of ChatGPT's recommendations. The satisfaction with both teaching and assessment has the same result; the majority of respondents, 80.2%, indicated they were "satisfied," while a smaller segment, 8%, expressed being "very satisfied." A portion of the participants, 11.8%, remained "neutral" on the matter (See in Figure 4).

**Figure 4:** Satisfaction with using ChatGPT for teaching English and assessment (N=15)



## 4.7 Comments and Suggestions

Integrating ChatGPT into educational settings has garnered both commendation and caution from educators and students alike.

### 4.7.1 Positive Insights

Users have highlighted ChatGPT's ability to save time and adapt to various teaching needs, proving especially beneficial in lesson planning. Its capacity to rapidly generate ideas and emulate expert roles, such as teachers or assessors, has been noted as a significant advantage. Moreover, providing clear prompts and example-based inputs has been observed to enhance the accuracy of ChatGPT's outputs.

### 4.7.2 Concerns and Limitations

However, several challenges have been identified. The necessity for specific and detailed prompts is crucial to obtain relevant responses. Instances of ChatGPT producing inaccurate information have been reported, underscoring the importance of diligent fact-checking. Additionally, concerns have been raised regarding potential student overreliance on the tool, associated costs, and the limited training available for effective utilization.

Selected Quotes:

- *"Prompts must be exact and detailed."*
- *"We need to check the answers... sometimes it provides incorrect answers."*
- *"Convenient, time-saving... but student overuse and copyright cost are concerns."*

These perspectives underscore the dual-edged nature of ChatGPT in education, emphasizing the need for strategic implementation to maximize benefits while mitigating drawbacks.

### 4.7.3 Suggestions

To make ChatGPT work more accurately and effectively, participants suggested that some prompt-building techniques could be applied as follows:

(1) Be specific:

The clearer and more detailed the request, the more accurate the result.

For example:

- Less accurate prompt: "Write a paragraph about the environment."
- More accurate prompt: "Write a 100-word paragraph about air pollution in a major city in Vietnam, for English-majored freshmen."

(2) Define the role for ChatGPT (Role prompting):

Help ChatGPT understand the role to use the right tone and expertise.

For example:

- "You are an English lecturer at a university, please design a 15-minute test for first-year students on the present simple tense."

(3) Provide context:

If there is a background or data in advance, provide it for ChatGPT to rely on.

For example:



- “Based on the following content, please write a short 150-word summary.” (then you provide the text)

(4) Break down complex requirements (Step-by-step prompting)

Requesting step-by-step to avoid errors and facilitate quality control.

For example:

**Step 1:** Define the term simply.

Prompt: "Give a simple definition of 'pragmatics' suitable for beginners."

**Step 2:** Identify key features.

Prompt: "List the key features or components of pragmatics."

**Step 3:** Give basic examples.

Prompt: "Provide 2–3 simple examples that show how pragmatics works in daily conversations."

...

(5) Requiring clear output format (Format specification)

Do you want the results in the form of tables, paragraphs, lists, or code? Be specific.

For example:

- “Create a comparison table between traditional and modern teaching methods in terms of criteria: goals, tools, and teacher roles.”

(6) Refinement / improvement requests (Refinement prompts)

After the results are available, you can request:

“Rewrite in a more formal tone.”

(7) Few-shot prompting

Give ChatGPT a few examples, then ask for more of the same.

For example:

- “Write multiple-choice questions like the examples below...” (then provide 2–3 examples)

(8) Structured tasks

Instead of asking for a paragraph, ask for a diagram, plan, checklist.

For example:

- “Plan a 3-month English study plan for beginners, 5 classes per week.”

These perspectives highlight the dual nature of ChatGPT in education, emphasizing the need to implement strategies to maximize benefits while minimizing disadvantages.

## 5. Discussion

### 5.1 Integration and Familiarity with ChatGPT

A key finding of this study is that the majority of educators (15 out of 16) have already integrated ChatGPT into their teaching practices, especially those affiliated with Kiên Giang University. This is consistent with Pham and Cao (2025), who emphasized institutional support as a catalyst for AI adoption in Vietnamese EFL contexts. While Nguyen and Nguyen (2023) also reported positive engagement with ChatGPT, the

current study differs in highlighting that teaching experience had little correlation with ChatGPT familiarity ( $r = 0.05$ ). This suggests that openness to technology may not depend heavily on seniority, a contrast to Mahapatra (2024), who found that younger instructors tended to be more adaptive to AI tools.

## **5.2 Pedagogical Uses and CLT/TBLT Alignment**

The present study supports the Communicative Language Teaching (CLT) approach as participants used ChatGPT for diverse pedagogical purposes such as lesson planning, vocabulary creation, and communicative task design. These uses are aligned with Nguyen and Nguyen (2023), who found that ChatGPT fostered writing autonomy and communicative effectiveness. The emphasis on task-based teaching and real-life language use supports CLT principles and indicates congruence with TBLT as well.

However, a distinctive contribution of this research lies in its observation that ChatGPT is often used to scaffold tasks aligned with curriculum goals, directly invoking Vygotsky's (1978) ZPD. This echoes constructivist learning theory more explicitly than previous Vietnamese studies, further highlighting ChatGPT's role as a "more knowledgeable other" supporting learners just beyond their current competence.

## **5.3 Language Skills and Scope of Application**

Consistent with Pham and Cao's (2025) systematic review, this research confirms that ChatGPT has been predominantly used for writing (94%) and grammar (70%). However, it goes further by quantifying its use across all language skills, revealing moderate integration in speaking, reading, and listening. This broader scope contrasts with many previous studies, which tended to focus solely on writing or reading applications (Nguyen & Nguyen, 2023; Li et al., 2024), thus underscoring a more comprehensive pedagogical reach.

## **5.4 Accuracy and the Role of Human Oversight**

In line with Bachman and Palmer's (1996) skepticism about automated assessments, most respondents rated ChatGPT as only "somewhat accurate." This finding is consistent with Ravšelj et al. (2025), who reported concerns over factual reliability. A noteworthy addition from this study is the emphasis on prompt specificity and human verification, confirming that while ChatGPT is a useful assistant, it is not yet a standalone instructional authority. This reinforces the TPACK framework, specifically the importance of Pedagogical Knowledge (PK) in evaluating and refining AI-generated content.

## **5.5 Educator Satisfaction and Perceived Usefulness**

A high proportion of teachers expressed satisfaction (very satisfied and satisfied) with both teaching and assessment (88.2%), mirroring findings from Li et al. (2024), who highlighted user satisfaction with ChatGPT-generated writing feedback. Nevertheless, the neutrality expressed by 11.8% and concerns about overreliance and cost reflect the ethical tensions identified in global studies (e.g., Eshraghian et al., 2024). Unlike many

prior works, this study captured both the positive sentiments and limitations in one unified evaluation, offering a more nuanced understanding.

### 5.6 Comments, Concerns, and Strategic Implementation

The dual-edged nature of ChatGPT integration is underscored in participants' qualitative feedback. This resonates with concerns raised by Ravšelj et al. (2025) and Eshraghian et al. (2024) about ethical dilemmas, misinformation, and AI-induced dependency. However, unlike previous research, this study highlighted practical strategies such as detailed prompting and iterative verification, offering concrete suggestions for improved implementation. These insights contribute to addressing the research gap on teacher readiness and digital competence in Vietnamese contexts.

## 6. Conclusion and recommendations

This research has critically examined the extent to which Vietnamese English language educators integrate ChatGPT into both instructional and assessment practices. The findings show a cautiously positive orientation toward AI tools, underpinned by moderate satisfaction and considerable pedagogical experimentation. Yet, the study also reveals persistent challenges, particularly in relation to tool accuracy, ethical ambiguity, and teacher preparedness.

Despite the tool's growing popularity, particularly for writing support and lesson planning, this study confirmed that educators remain skeptical of AI-generated outputs' reliability, emphasizing the continued necessity of teacher mediation. Importantly, teaching experience did not significantly influence adoption, suggesting that digital competence, rather than professional seniority, determines ChatGPT use.

In light of these findings, the following recommendations are proposed:

- 1) **Targeted Professional Development:** Institutions should invest in training programs that enhance teachers' AI literacy, focusing on prompt design, ethical considerations, and integration strategies aligned with the national EFL curriculum.
- 2) **Pedagogical Frameworks for AI Use:** Educators should be supported in applying frameworks like TPACK and CLT to ensure that AI adoption enhances, rather than replaces, sound pedagogical practice.
- 3) **Curriculum Alignment Audits:** Teachers and curriculum designers should collaborate to ensure that ChatGPT-generated materials align with Vietnam's CEFR benchmarks, especially for formative and summative assessments.
- 4) **Ethical Guidelines and Student Policies:** Clear institutional guidelines must be developed to address the ethical use of ChatGPT by students, especially concerning plagiarism, dependency, and academic integrity.
- 5) **Ongoing Research and Classroom Trials:** Further studies should explore the long-term effects of ChatGPT on student achievement, motivation, and cognitive development, particularly across varied proficiency levels.

Last but not least, the topic-related studies in the future should be conducted over a longer time for more detailed information. Besides, the number of participants should be larger to get more reliable information. The research methods should be more diverse. In conclusion, while ChatGPT presents significant opportunities for innovation in English language education, its implementation must be informed by robust pedagogical frameworks, continuous teacher support, and an unwavering commitment to educational equity and integrity.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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## Appendices

### A. Questionnaire (Google Form Survey)

#### 1. What is your affiliation?

(Thầy/cô thuộc tổ chức nào?)

Example responses:

- Kiên Giang University (Trường Đại học Kiên Giang)
- Đồng Tháp University (Trường Đại học Đồng Tháp)
- Another option:

#### 2. How many years of teaching experience do you have?

(Thầy/cô đã có bao nhiêu năm kinh nghiệm giảng dạy?)

Type: Multiple choice

Answer options:

- 1–3 years (1-3 năm)
- 4–6 years (4-6 năm)
- 7–9 years (7-9 năm)
- 10–12 years (10-12 năm)
- Another option:

#### 3. How familiar are you with ChatGPT?

(Thầy/cô quen thuộc với ChatGPT đến mức nào?)

- Very familiar (Rất quen thuộc)
- Somewhat familiar (Có phần quen thuộc)
- Not familiar at all (Không quen chút nào)
- Another option:

#### 4. Have you integrated ChatGPT into your English language teaching activities?

(Thầy/cô đã tích hợp ChatGPT vào các hoạt động giảng dạy tiếng Anh của mình chưa?)

Type: Multiple choice

- Yes (Có)
- No (Không)
- Another option:

#### 5. If you have integrated ChatGPT into your English language teaching activities, please describe how you have used ChatGPT in your teaching.

(Nếu thầy/cô đã tích hợp ChatGPT vào các hoạt động giảng dạy tiếng Anh của mình, vui lòng mô tả cách thầy/cô đã sử dụng ChatGPT trong việc giảng dạy của mình.)

Type: Open-ended

**6. If you have NOT integrated ChatGPT into your English language teaching activities, please provide the reason why not.**

(Nếu thầy/cô CHƯA tích hợp ChatGPT vào các hoạt động giảng dạy tiếng Anh của mình, vui lòng cho biết lý do.)

Type: Open-ended

**7. What language skills have you taught and assessed with the help of ChatGPT? (Choose all options that are right to you)**

(Thầy/cô đã giảng dạy đánh giá những kỹ năng ngôn ngữ nào với sự trợ giúp của ChatGPT? (Chọn tất cả những phương án đúng với trường hợp của thầy/cô))

Multiple select

- Grammar (Ngữ pháp)
- Vocabulary (Từ vựng)
- Reading Comprehension (Đọc hiểu)
- Writing (Viết)
- Listening Comprehension (Nghe hiểu)
- Speaking (Nói)
- I haven't assessed anything using ChatGPT (Chưa có làm)

**8. How accurate do you find the activities created by ChatGPT to be for teaching English?**

(Thầy/cô thấy các hoạt động do ChatGPT tạo ra để dạy tiếng Anh chính xác đến mức nào?)

Answer options:

- Very accurate (Rất chính xác)
- Somewhat accurate (Khá chính xác)
- Not very accurate (Không chính xác lắm)
- Another option:

**9. How accurate do you find ChatGPT-generated tasks for assessing students' language skills?**

(Thầy/cô thấy các nhiệm vụ do ChatGPT tạo ra để đánh giá kỹ năng ngôn ngữ của người học chính xác đến mức nào?)

- Very accurate (Rất chính xác)
- Somewhat accurate (Khá chính xác)
- Not very accurate (Không chính xác lắm)
- Another option:

**10. Did you encounter any challenges or concerns when using ChatGPT to teach English and assess learners' English proficiency?**

(Thầy/cô có gặp phải bất kỳ thách thức hoặc lo ngại nào khi dạy tiếng Anh và sử dụng ChatGPT để đánh giá năng lực tiếng Anh của người học không?)

- Yes (Có)

- No (Không)

**11. How satisfied are you with using ChatGPT for teaching English?**

(Thầy/cô hài lòng như thế nào khi sử dụng ChatGPT để dạy tiếng Anh không?)

- Very satisfied (Rất hài lòng)
- Satisfied (Hài lòng)
- Neutral (Không có ý kiến)
- Dissatisfied (Không hài lòng)

**12. How satisfied are you with using ChatGPT for assessment in English language teaching?**

(Thầy/cô có hài lòng như thế nào khi sử dụng ChatGPT để đánh giá việc giảng dạy tiếng Anh không?)

- Very satisfied (Rất hài lòng)
- Satisfied (Hài lòng)
- Neutral (Không có ý kiến)
- Dissatisfied (Không hài lòng)

**13. Are the instructions or suggestions on creating teaching activities and testing tasks generated by ChatGPT for courses helpful to you?**

(Những hướng dẫn hoặc khuyến nghị về việc tạo hoạt động dạy học và nhiệm vụ kiểm tra do ChatGPT tạo cho các khóa học có hữu ích với thầy/cô không?)

- Yes (Có)
- No (Không)
- I have no experience yet (Chưa có kinh nghiệm)

**14. Do you have any comments or useful information to add regarding your experience using ChatGPT for teaching and assessment?**

(Thầy/cô có bất kỳ bình luận hoặc thông tin hữu ích nào cần bổ sung nào liên quan đến trải nghiệm sử dụng ChatGPT để giảng dạy và đánh giá không?)

Type: Open-ended



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