



English Teachers' Perspectives on ChatGPT as a Writing Assistant in Narrative Writing: Benefits and Challenges for EFL Instruction

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ABSTRACT

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Writing is an essential skill in English as a Foreign Language (EFL) learning, particularly in developing students' ability to produce narrative texts. This study aims to explore English teachers' perspectives on the use of ChatGPT as a writing assistant in narrative writing instruction and to identify its perceived benefits and challenges. A qualitative study employing a basic interpretative design was conducted with five English teachers selected through purposive sampling based on their experience using ChatGPT in teaching. Data were collected through open-ended questionnaires and semi-structured interviews and analyzed using thematic analysis. The findings indicate that teachers perceive ChatGPT as a valuable tool for supporting students' idea generation, language development, and understanding of narrative text structure. It also assists teachers in preparing instructional materials and facilitating classroom activities. However, teachers also reported challenges, including students' over-reliance on ChatGPT, ethical concerns related to plagiarism, difficulties in monitoring responsible use, and the potential reduction of students' critical thinking skills. These findings imply that ChatGPT can effectively support narrative writing instruction when integrated with appropriate pedagogical guidance, ethical awareness, and teacher supervision to promote meaningful and responsible learning.

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INTRODUCTION

Writing is widely recognized as one of the most essential skills in English as a Foreign Language (EFL) learning because it enables learners to communicate ideas, share experiences, and participate actively in academic and professional contexts (Pu et al., 2022). As digital communication continues to dominate everyday life, the ability to write effectively has become increasingly important

for students to succeed in education and future careers. However, writing is also considered one of the most demanding language skills since it requires learners to generate ideas, organize information logically, and express meaning through appropriate vocabulary and grammatical structures (Bašić et al., 2023). These cognitive demands become even more complex in EFL contexts, where students have limited exposure to authentic English outside the classroom. Consequently, developing effective writing instruction has become a major concern for educators and researchers seeking to improve students' communicative competence. This situation highlights the importance of identifying innovative instructional approaches that can support students in developing writing skills while responding to the evolving demands of digital education (Eltayeb, 2025).

Despite the recognized importance of writing, many EFL students continue to experience considerable difficulties in producing quality written texts (Choemue & Bram, 2025; Hossain & Al Younus, 2025). Among the various genres taught in secondary education, narrative writing is particularly challenging because students are expected to create engaging storylines, organize events coherently, and apply appropriate language features while maintaining creativity throughout the text. In practice, many students struggle to generate ideas, expand story content, use suitable vocabulary, and construct grammatically accurate sentences, resulting in narratives that lack coherence and originality. These persistent difficulties often reduce students' confidence and motivation to write, making classroom instruction less effective. To address these challenges, English teachers have increasingly integrated digital technologies into writing instruction. The rapid development of Artificial Intelligence (AI), particularly generative AI, has introduced new opportunities to facilitate writing activities through personalized support, immediate feedback, and interactive learning experiences. One of the most widely used AI tools for this purpose is ChatGPT, which has attracted growing attention in English language education.

The increasing adoption of ChatGPT in educational settings reflects the growing integration of artificial intelligence into classroom practices. In many schools, teachers and students have begun using ChatGPT to support various stages of the writing process, including brainstorming ideas, developing outlines, revising drafts, and improving grammatical accuracy. Its ability to generate instant responses and provide language assistance has made it an attractive tool for both teaching and learning. Previous studies have reported that ChatGPT can enrich students' vocabulary, improve grammatical accuracy, enhance writing confidence, and facilitate personalized learning experiences by providing immediate responses tailored to learners' needs (Black & Tomlinson, 2025; Werdiningsih et al., 2024). Nevertheless, the implementation of ChatGPT in classroom practice has also raised concerns regarding students' overdependence

on AI-generated content, plagiarism, academic integrity, and the possible decline of critical thinking skills, indicating that its educational value largely depends on how teachers manage and supervise its use (Rahman & Watanobe, 2023; Sullivan et al., 2023).

Numerous studies have investigated the integration of ChatGPT into English language learning, particularly its contribution to improving students' writing performance. Existing research consistently indicates that ChatGPT functions as an effective writing assistant by helping learners generate ideas, organize content, expand vocabulary, and improve grammatical accuracy during the writing process (Ramirez & Esparrell, 2024; Vettori et al., 2022). In addition, several studies have highlighted its capacity to provide immediate feedback and personalized learning support, enabling students to revise their work independently and develop greater confidence in writing. These findings demonstrate that AI-assisted learning can enhance writing instruction by making learning more interactive, flexible, and accessible (Sakkir, 2020). However, the majority of previous studies have primarily emphasized students' learning outcomes or measured the effectiveness of ChatGPT in improving writing achievement. As a result, relatively limited attention has been devoted to understanding how teachers perceive the integration of ChatGPT and how they evaluate its pedagogical value within actual classroom practices.

Although previous studies have acknowledged both the benefits and challenges of ChatGPT in education, several important gaps remain unresolved. Existing research has largely discussed concerns related to plagiarism, academic integrity, excessive dependence on AI-generated content, and the possible reduction of students' critical thinking skills (Rahman & Watanobe, 2023; Roman et al., 2025). Nevertheless, these issues have generally been examined from students' perspectives or through experimental studies that focus on learning outcomes rather than classroom implementation. Furthermore, limited research has explored ChatGPT as a pedagogical support tool for teachers, particularly in assisting lesson planning, instructional material development, classroom facilitation, and writing assessment. This limitation suggests that teachers' experiences and professional judgments remain insufficiently represented in the current literature (Crompton & Burke, 2023). Since teachers are the key decision-makers in integrating technology into instruction, understanding their perspectives is essential for identifying both the instructional opportunities and pedagogical challenges associated with the responsible use of ChatGPT in narrative writing instruction.

This study offers a different perspective by examining ChatGPT beyond its role as a writing aid for students. Instead of focusing solely on students' writing achievement or attitudes toward AI, this research explores English

teachers' perceptions of ChatGPT as both a writing assistant and a pedagogical support tool in narrative writing instruction. It investigates how teachers perceive the opportunities provided by ChatGPT for enhancing students' writing development while simultaneously examining its contribution to instructional planning, material preparation, and classroom facilitation. Moreover, the study considers the practical challenges teachers encounter when integrating ChatGPT into teaching, including maintaining students' active engagement, promoting responsible AI use, and balancing technological assistance with meaningful learning. By addressing these interconnected aspects, this research provides a more comprehensive understanding of ChatGPT implementation in narrative writing instruction and extends existing knowledge by emphasizing teachers' professional experiences as a central consideration in AI-assisted language education.

Based on these considerations, this study seeks to answer the question of how English teachers perceive the use of ChatGPT as a writing assistant in students' narrative writing and how they evaluate its benefits and challenges during classroom implementation. The study is grounded in the argument that the effectiveness of ChatGPT is influenced not only by its technological capabilities but also by teachers' pedagogical decisions, instructional strategies, and supervision throughout the learning process. Teachers play a crucial role in determining whether AI functions as a meaningful learning resource or merely as a shortcut that limits students' creativity and critical thinking. Therefore, exploring teachers' perspectives is expected to provide valuable insights into the responsible integration of artificial intelligence in English language teaching. The findings are anticipated to contribute to the development of more balanced instructional practices that maximize the educational benefits of ChatGPT while minimizing its potential risks in narrative writing instruction.

RESEARCH METHODS

This study employed a qualitative descriptive case study to explore English teachers' perceptions of ChatGPT as a writing assistant in students' narrative writing (Seo, 2024). A qualitative case study design was considered appropriate because the research sought to obtain an in-depth understanding of teachers' experiences, perceptions, and interpretations regarding the implementation of ChatGPT in authentic classroom contexts rather than to examine causal relationships or measure its effectiveness quantitatively. The descriptive case study approach enabled the researcher to investigate a contemporary educational phenomenon within its real-life setting and to capture participants' perspectives comprehensively. The study was conducted in junior

high schools, where ChatGPT had been introduced as a supporting tool for English writing instruction (Raisch & Krakowski, 2021). The research setting was selected because English teachers in these schools had practical experience integrating ChatGPT into narrative writing activities, allowing them to provide rich, relevant, and context-specific information aligned with the objectives of the study.

The participants consisted of five English teachers who were selected through purposive sampling based on their experience in using ChatGPT to support students' narrative writing. Purposive sampling was employed because it enabled the researcher to recruit participants who possessed direct knowledge and practical experience related to the phenomenon under investigation. Data were collected using two qualitative instruments, namely open-ended questionnaires and semi-structured interviews (Barrot, 2024). The open-ended questionnaires were administered to obtain preliminary information regarding teachers' perceptions, experiences, and opinions about the use of ChatGPT in narrative writing instruction. Subsequently, semi-structured interviews were conducted to explore the participants' responses in greater depth, allowing them to elaborate on the perceived benefits, instructional practices, and challenges encountered during the implementation of ChatGPT. The combination of these two instruments provided comprehensive data and facilitated a deeper understanding of teachers' perspectives.

The collected data were analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña, which consists of four interconnected processes: data collection, data condensation, data display, and conclusion drawing or verification (Asyidiq et al., 2020). During the data condensation stage, the researcher selected, simplified, coded, and organized the information obtained from the questionnaires and interview transcripts according to the research objectives. The condensed data were then presented systematically through thematic categories to facilitate interpretation and identify relationships among the emerging findings. Finally, conclusions were drawn and continuously verified by comparing data from different sources to ensure consistency and credibility throughout the analysis process. To enhance the trustworthiness of the findings, data triangulation was conducted by cross-checking the information obtained from the open-ended questionnaires and the semi-structured interviews, thereby strengthening the validity of the interpretations and conclusions.

RESULTS AND DISCUSSION

Results

Teachers' Perceptions of ChatGPT as a Writing Assistant in Students' Narrative Writing

The findings revealed that English teachers generally held positive perceptions of ChatGPT as a writing assistant in students' narrative writing. Teachers perceived ChatGPT as more than an AI-based text generator; they viewed it as a learning support tool that could assist students throughout the writing process. According to the participants, ChatGPT helped students generate ideas, understand the structure of narrative texts, enrich vocabulary, improve grammar, and receive immediate responses during writing activities. These features were considered useful, particularly for students who experienced difficulties in developing ideas and organizing their narratives. Teachers also reported that ChatGPT created a more interactive writing environment by providing students with continuous assistance while completing writing tasks.

The findings also showed that teachers implemented ChatGPT in different ways depending on their instructional objectives and students' learning needs. Some participants used ChatGPT to provide examples of narrative texts, while others used it for brainstorming activities, vocabulary enrichment, grammar support, and story development. In addition to supporting students, teachers stated that ChatGPT assisted them in preparing teaching materials, designing classroom activities, and generating instructional ideas for narrative writing lessons. Participants further indicated that the accessibility, flexibility, and ease of use of ChatGPT encouraged its integration into classroom instruction. Overall, teachers perceived ChatGPT as a practical instructional tool that supported both teaching and learning activities in narrative writing.

Benefits of ChatGPT in Assisting Students' Narrative Writing

The findings indicated that teachers perceived several benefits of using ChatGPT in narrative writing instruction. One of the most frequently reported benefits was its ability to help students generate and develop ideas for their stories. Teachers explained that students often experienced difficulties in starting a narrative or expanding initial ideas into complete stories. By interacting with ChatGPT, students were able to explore different storylines, organize plot sequences, and develop narratives more systematically. Teachers also observed that ChatGPT supported students in understanding the organization of narrative texts, enabling them to produce stories with clearer structures and more coherent content.

In addition to supporting idea development, teachers reported that ChatGPT contributed to students' language improvement. Participants explained that the tool provided vocabulary suggestions, descriptive expressions, and

grammatical assistance that helped students produce more accurate and varied writing. Teachers also observed improvements in students' motivation and confidence during writing activities because they received immediate responses and guidance throughout the writing process. Furthermore, participants stated that ChatGPT benefited teachers by assisting them in preparing lesson materials, designing classroom activities, and developing examples of narrative texts. These findings indicate that ChatGPT supported both students' writing development and teachers' instructional practices during narrative writing instruction.

Challenges of Using ChatGPT in Assisting Students' Narrative Writing

The findings revealed several challenges encountered by teachers during the implementation of ChatGPT in narrative writing instruction. One of the primary challenges was students' tendency to seek instant answers rather than actively engaging in the writing process. Teachers observed that some students expected ChatGPT to generate complete narratives without making sufficient efforts to develop their own ideas. Participants also reported that several students became overly dependent on AI-generated responses, limiting their opportunities to practice independent writing and idea development. These conditions required teachers to provide continuous guidance to ensure that ChatGPT was used as a learning support tool rather than as a substitute for students' own work.

Another challenge identified by the participants concerned ethical issues related to plagiarism and responsible AI use. Teachers reported difficulties in distinguishing between students' original writing and AI-generated content, making it more challenging to monitor academic honesty during writing assignments. In addition, participants expressed concerns that excessive reliance on ChatGPT could reduce students' opportunities to develop critical thinking skills because they might accept AI-generated responses without sufficient evaluation. Teachers also noted that many students experienced difficulties in creating effective prompts, resulting in responses that did not fully meet the intended learning objectives. These findings suggest that the successful implementation of ChatGPT requires teacher supervision, ethical guidance, and students' ability to use AI tools appropriately.

Discussion

The findings demonstrate that English teachers generally perceive ChatGPT as a valuable writing assistant that supports students throughout the narrative writing process (Abdullayeva et al., 2023). Teachers considered ChatGPT beneficial in helping students generate ideas, organize narrative structures, enrich vocabulary, improve grammatical accuracy, and receive

immediate feedback during writing activities. These findings are consistent with previous studies reporting that ChatGPT facilitates students' writing development by providing individualized assistance, vocabulary support, and opportunities for independent revision (Black & Tomlinson, 2025; Werdiningsih et al., 2024). This study, however, extends previous research by demonstrating that teachers' positive perceptions are influenced primarily by the pedagogical value of ChatGPT rather than by its technological sophistication. Teachers viewed ChatGPT as an instructional resource that complements classroom teaching instead of replacing the teacher's role in the writing process. This finding indicates that the successful integration of AI depends on teachers' ability to incorporate technology into meaningful pedagogical practices rather than merely adopting new digital tools.

The findings also reveal that teachers implemented ChatGPT flexibly according to different instructional objectives and students' learning needs. Participants used ChatGPT for brainstorming activities, vocabulary enrichment, narrative text modeling, grammar assistance, and classroom material preparation. These findings support previous research suggesting that ChatGPT contributes to instructional planning and facilitates language learning activities (Jenahut et al., 2023). However, the present study broadens previous findings by showing that ChatGPT functions not only as a learning support tool for students but also as a professional support tool for teachers. Teachers perceived that ChatGPT reduced the time required for lesson preparation while providing new instructional ideas that could be adapted to different classroom contexts (Rahma & Fithriani, 2024). Theoretically, these findings reinforce the concept that AI integration should be viewed as a collaborative partnership between teachers and technology. Practically, the findings imply that teacher training programs should focus not only on students' use of AI but also on equipping teachers with the competencies needed to integrate AI effectively into instructional planning and classroom practice (Lee et al., 2023).

Another important finding concerns the pedagogical benefits perceived by teachers during narrative writing instruction. Teachers reported that ChatGPT effectively supported students in generating ideas, developing coherent storylines, improving language use, and increasing motivation and confidence throughout the writing process. These findings are consistent with previous studies reporting that AI-assisted writing tools facilitate brainstorming, support idea development, enrich vocabulary, improve writing quality, and encourage students' engagement in writing activities (Mohammad et al., 2025). Nevertheless, this study indicates that the educational value of ChatGPT extends beyond providing linguistic assistance because teachers perceived it as a form of instructional scaffolding that guided students during each stage of narrative

writing. This finding suggests that ChatGPT can promote more meaningful learning when students actively interact with AI-generated feedback instead of passively accepting the generated responses. Therefore, the findings strengthen the theoretical perspective that AI should function as a facilitator of learning rather than as a replacement for students' cognitive processes (Pörn et al., 2024).

Despite these benefits, the findings also reveal several pedagogical challenges associated with the implementation of ChatGPT in narrative writing instruction. Teachers expressed concerns regarding students' tendency to seek instant answers, excessive dependence on AI-generated content, plagiarism, academic integrity, limited critical thinking, and difficulties in constructing effective prompts. These findings are consistent with previous studies reporting that excessive reliance on AI may reduce students' independent learning, weaken higher-order thinking skills, and create ethical concerns regarding academic honesty (Halaweh, 2023). However, unlike previous studies that primarily attribute these issues to the presence of AI technology, the present study indicates that the challenges arise mainly from students' learning behaviors and the absence of appropriate instructional supervision. This finding implies that teachers play a central role in ensuring that ChatGPT is used as a learning support tool rather than as a substitute for students' own thinking. Consequently, integrating explicit instruction on ethical AI use, prompt construction, and critical evaluation into writing instruction becomes essential for maximizing the educational benefits of ChatGPT (Sun et al., 2023).

The novelty of this study lies in its comprehensive exploration of English teachers' perspectives on ChatGPT as both a writing assistant for students and an instructional support tool for teachers. Unlike previous studies that primarily focused on students' perceptions or examined the effectiveness of ChatGPT in improving writing performance, this research highlights teachers' experiences, pedagogical considerations (Punar Özçelik & Yangın Ekşi, 2024), and classroom practices as central factors influencing the successful implementation of AI in English language teaching. This broader perspective provides a more comprehensive understanding of AI integration because it simultaneously considers instructional benefits, pedagogical challenges, and teachers' professional responsibilities. The findings therefore contribute to the development of a more balanced conceptual framework for AI-assisted language learning by emphasizing that successful technology integration depends on teachers' pedagogical decision-making as much as on the technological capabilities of ChatGPT.

Overall, this study contributes both theoretically and practically to English language education. Theoretically, the findings enrich the existing literature by demonstrating that teachers' perceptions of ChatGPT are shaped not only by its

technological capabilities but also by its pedagogical usefulness in supporting narrative writing instruction. Practically, the findings provide useful insights for English teachers, school administrators, and educational policymakers regarding the responsible integration of AI into classroom practice. The study suggests that ChatGPT should be positioned as a complementary instructional resource rather than as a replacement for students' creativity, independent learning, or teachers' professional roles. Furthermore, teachers should provide explicit guidance regarding ethical AI use, prompt engineering, critical evaluation of AI-generated responses, and responsible writing practices to ensure meaningful learning experiences. By combining appropriate pedagogical strategies with responsible AI implementation, ChatGPT has the potential to enhance both teaching quality and students' narrative writing competence while maintaining academic integrity and supporting the development of higher-order thinking skills.

CONCLUSION

This study concludes that ChatGPT has considerable potential to support narrative writing instruction when it is integrated through appropriate pedagogical practices and teacher supervision. The most important finding is that English teachers perceive ChatGPT not only as a writing assistant that facilitates idea generation, language development, narrative organization, and immediate feedback, but also as an instructional support tool that enhances lesson preparation and classroom activities. At the same time, the findings highlight that the educational value of ChatGPT depends largely on teachers' ability to guide students in using AI responsibly, thereby preventing excessive dependence, maintaining academic integrity, and fostering critical thinking. This study contributes to the field of English language teaching by providing a comprehensive understanding of teachers' perspectives on the dual role of ChatGPT in supporting both student learning and instructional practices, thereby extending existing research that has predominantly focused on students' experiences. Nevertheless, this study is limited by its small number of participants and its focus on English teachers' perspectives within a qualitative case study. Therefore, future research is recommended to involve a larger and more diverse sample, investigate students' perspectives, examine the use of ChatGPT across different language skills and educational contexts, or employ mixed-methods designs to provide a more comprehensive understanding of AI-assisted language learning.

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