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Exploring the Teacher's Perceptions on the Use of ChatGPT for Teaching English Writing Skills to Collegiate-Level Students in Pakistan

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ABSTRACT

Instructional writing has long been at the forefront of research, with the advent of artificial intelligence (AI) tools such as ChatGPT. Understanding teachers' perceptions of ChatGPT's use for teaching English writing skills has become increasingly significant. The present study explores Pakistani English teachers' perceptions of using ChatGPT to teach writing skills to college-level students. Using a qualitative research design, the study involved 15 faculty members from a government college in Pakistan who participated in semi-structured interviews. The study found that teachers perceived ChatGPT as a valuable tool for developing vocabulary, syntactic structure, paragraph writing, and emotional intelligence. The results also showed a potential increase in the students' involvement while reducing writing anxiety. However, concerns were rising about the overreliance on AI tools, less academic creativity, diminished critical thinking, and a lack of AI-assisted writing classrooms. Further, the findings suggest a balanced approach towards implementing ChatGPT favors creative writing skills, organization, and accuracy. This study recommends practical strategies and provides clear instructions for using AI tools. Moreover, the Technology Acceptance Model (TAM) highlights perceived usefulness, influence, and challenges as key determinants of TAM acceptance. The participants emphasized the need to prompt teachers' training programs, provide scaffolding, and integrate ChatGPT and other AI tools for effective writing instruction, focusing on structured guidelines to minimize risks and maximize outcomes. This research contributes to contemporary debates on the use of AI tools to support digital transformation in education and provides an actionable plan for integrating AI tools into the English writing classroom.

Keywords: *teachers' perceptions, ChatGPT, AI tools, TAM acceptance, writing skills.*

INTRODUCTION

The rapid evolution of artificial intelligence (AI) has significantly transformed educational practices, particularly in language learning and instruction. In recent years, AI-powered tools such as ChatGPT have attracted considerable attention for their potential to support teaching and learning. Within the field of English language teaching (ELT), writing instruction remains one of the most complex and cognitively demanding skills to develop, requiring learners to integrate linguistic knowledge, critical thinking, and creativity. Consequently, the integration of AI tools into writing pedagogy has prompted renewed scholarly interest, especially regarding how teachers perceive and adopt such technologies in their instructional practices (Zawacki-Richter et al., 2019; Holmes et al., 2022).

The increasing reliance on digital technologies in education has accelerated following global disruptions such as the COVID-19 pandemic, which necessitated the rapid transition to online and blended learning environments. This shift has not only normalized the use of technological tools but has also highlighted the need for innovative approaches to teaching writing. AI-driven platforms offer features such as automated feedback, language modeling, and content generation, which can assist students in developing vocabulary, improving grammatical accuracy, and organizing ideas more effectively (Ranalli, 2021; Li & Hafner, 2022). However, despite these affordances, the pedagogical implications of such tools remain contested, particularly in contexts where educational infrastructure and teacher training may be unevenly distributed.

In the Pakistani context, English functions as a second language and holds significant socio-academic value, especially in higher education. Writing proficiency is often associated with academic success and professional advancement, yet many students at the collegiate level struggle with writing due to limited exposure, inadequate instructional strategies, and high levels of writing anxiety (Rahman, 2020; Mahmood & Iqbal, 2021). Teachers, therefore, play a pivotal role in mediating learning experiences and adopting tools that can scaffold students' writing development. The emergence of AI tools such as ChatGPT presents both opportunities and challenges for educators, raising questions about instructional effectiveness, ethical considerations, and the preservation of critical thinking skills.

Existing literature suggests that teachers' perceptions are central to the successful integration of educational technologies. According to the Technology Acceptance Model, perceived usefulness and perceived ease of use significantly influence individuals' willingness to adopt new technologies (Davis, 1989; expanded in Teo, 2019). Recent studies have extended this model to AI-based educational tools, indicating that teachers' beliefs, attitudes, and contextual constraints shape their acceptance and implementation of such innovations (Chocarro et al., 2023; Dwivedi et al., 2023). In this regard, understanding teachers' perceptions is not merely descriptive but also predictive of how effectively AI tools can be integrated into classroom practices.

While global research has begun to explore AI in education, there remains a notable gap in context-specific studies focusing on developing countries such as Pakistan. Much of the existing scholarship is concentrated in technologically advanced settings, where access to resources and professional development opportunities differs significantly from local realities (Bond et al., 2020). Consequently, there is a need to critically examine how Pakistani teachers interpret and utilize AI tools within their unique institutional and cultural contexts. Such an inquiry is essential for identifying both the enabling factors and the constraints that shape technology adoption in English writing classrooms.

Moreover, the use of AI in writing instruction raises critical pedagogical concerns. Scholars have cautioned against the potential overreliance on AI-generated content, which may undermine students' originality and analytical abilities (Kasneci et al., 2023; Cotton et al., 2024). There is also an ongoing debate about the ethical implications of AI use, including issues related to academic integrity, authorship, and data privacy. Teachers, therefore, must navigate a complex landscape in which they balance the benefits of technological support with the need to maintain academic rigor and foster independent learning.

Given these considerations, the present study aims to explore teachers' perceptions of using ChatGPT for teaching English writing skills at the collegiate level in Pakistan. By adopting a qualitative research design, the study seeks to provide in-depth insights into how educators evaluate the usefulness, challenges, and pedagogical implications of AI tools in writing instruction. It also examines how these perceptions align with or diverge from theoretical frameworks such as the Technology Acceptance Model.

Ultimately, this research contributes to the growing body of literature on AI in education by offering a nuanced understanding of teacher perspectives in a developing country context. It underscores the importance of context-sensitive approaches to technology integration and highlights the need for

structured training, institutional support, and pedagogical guidelines. Through this exploration, the study aims to inform policy, practice, and future research on the effective and responsible use of AI tools in English language teaching.

The following research questions guide the present study:

RQ: 1. How do collegiate-level English teachers in Pakistan perceive the usefulness of ChatGPT in teaching writing skills?

RQ: 2. What benefits and challenges do teachers identify when integrating AI tools into English writing instruction?

RQ: 3. How do teachers' perceptions influence their acceptance and use of AI tools within the framework of the Technology Acceptance Model?

LITERATURE REVIEW

AI Integration in English Language Teaching (ELT)

The integration of artificial intelligence (AI) into English language teaching has gained substantial scholarly attention in recent years, particularly with the emergence of generative AI tools such as ChatGPT. AI technologies are increasingly being used to support language learning by providing instant feedback, adaptive learning environments, and opportunities for individualized instruction (Holmes et al., 2022; Zawacki-Richter et al., 2019). These tools have shown promise in enhancing students' engagement and motivation by allowing learners to interact with language in dynamic, responsive ways.

Recent studies suggest that AI-powered platforms can facilitate writing development by assisting learners in idea generation, grammar correction, and coherence building (Li & Hafner, 2022; Ranalli, 2021; Sulehri et al., 2025). In particular, generative AI tools enable students to receive real-time suggestions, which can significantly improve drafting and revising processes. However, scholars also argue that the pedagogical integration of AI should not be viewed as a replacement for traditional teaching methods but rather as a complementary resource that requires careful implementation (Dwivedi et al., 2023).

Despite the growing body of research, the application of AI in ELT remains uneven across different educational contexts. In developing countries, including Pakistan, infrastructural limitations and lack of teacher training often hinder the effective use of such technologies (Bond et al., 2020). Therefore, understanding how teachers perceive and utilize AI tools is critical for ensuring meaningful integration in classroom settings.

Teachers' Perceptions of AI Tools in Writing Instruction

Teachers' perceptions play a pivotal role in determining the success or failure of educational innovations. Research indicates that educators' beliefs about the usefulness and reliability of AI tools significantly influence their willingness to adopt them in teaching practices (Teo, 2019; Chocarro et al., 2023). In the context of writing instruction, teachers often view AI tools as beneficial for supporting students with linguistic challenges, particularly in vocabulary enhancement and grammatical accuracy.

Empirical studies conducted between 2018 and 2024 highlight that teachers generally acknowledge the potential of AI tools to reduce students' writing anxiety and increase participation (Cotton et al., 2024; Kasneci et al., 2023). These tools can provide scaffolding for learners who struggle with writing, thereby fostering a more inclusive learning environment. However, perceptions are not uniformly positive. Many teachers express concerns about the reliability of AI-generated content and its potential to produce inaccurate or contextually inappropriate responses.

Furthermore, teachers often question the extent to which AI tools can support higher-order thinking skills. While AI can assist with surface-level features of writing, such as grammar and structure, its role in fostering critical analysis and originality remains debated (Selwyn, 2019). As a result, teachers tend to adopt a cautious approach, emphasizing the need for guided use and pedagogical control.

Benefits of AI in Enhancing Writing Skills

The literature identifies several advantages of using AI tools in writing instruction. One of the most significant benefits is the enhancement of linguistic competence. AI tools provide immediate feedback on grammar, syntax, and vocabulary usage, enabling students to identify and correct errors in real time (Ranalli, 2021). This immediacy is particularly valuable in large classrooms, where individualized teacher feedback may be limited.

Another key advantage is the promotion of learner autonomy. AI tools encourage students to take an active role in their learning by allowing them to experiment with different writing styles and receive instant feedback (Li & Hafner, 2022). This self-directed learning approach can lead to improved confidence and reduced writing anxiety, especially among learners who are hesitant to participate in traditional classroom settings.

Additionally, AI tools can support the development of organizational skills by helping students structure their ideas more effectively. Features such as automated outlining and content generation can help learners produce coherent and logically organized texts. However, these benefits are contingent upon the appropriate use of AI, as excessive reliance may hinder the development of independent writing skills.

Challenges and Ethical Concerns in AI-Assisted Writing

Despite the potential benefits, the use of AI in writing instruction raises several challenges and ethical concerns. One of the primary issues is the risk of overreliance on AI tools, which may lead to a decline in students' critical thinking and creativity (Kasneci et al., 2023). When students depend heavily on AI-generated content, they may become passive recipients of information rather than active creators of knowledge.

Academic integrity is another major concern associated with AI-assisted writing. The ease with which students can generate complete essays using tools like ChatGPT raises questions about authorship and plagiarism (Cotton et al., 2024). Educators are increasingly challenged to design assessment strategies that can effectively evaluate students' original work while accommodating the use of AI tools.

Moreover, there are concerns related to data privacy and the ethical use of AI technologies. The use of AI tools often involves the collection and processing of user data, which may pose risks if not properly managed (Selwyn, 2019). These challenges highlight the need for clear institutional policies and guidelines to regulate the use of AI in educational settings.

Technology Acceptance Model (TAM) and AI Adoption

The Technology Acceptance Model provides a useful framework for understanding teachers' adoption of AI tools in education. According to this model, two key factors—perceived usefulness and perceived ease of use—determine an individual's intention to use a particular technology (Teo, 2019). In the context of AI-assisted writing, teachers are more likely to adopt tools like ChatGPT if they believe that these tools can enhance teaching effectiveness and are easy to integrate into existing practices.

Recent studies have extended TAM to include additional variables such as social influence, facilitating conditions, and perceived risks (Chocarro et al., 2023; Dwivedi et al., 2023). These factors are particularly relevant in educational contexts where institutional support and professional development opportunities

play a crucial role in technology adoption. For instance, teachers who receive adequate training and technical support are more likely to develop positive attitudes toward AI tools.

However, applying TAM in developing countries reveals additional complexities. Limited access to technology, inadequate infrastructure, and resistance to change can significantly affect teachers' acceptance of AI tools (Bond et al., 2020). Therefore, it is essential to consider contextual factors when applying theoretical models to real-world educational settings.

Research Gap and Rationale

Although the existing literature provides valuable insights into the use of AI in education, there is a noticeable lack of research focusing on teachers' perceptions in the Pakistani context. Most studies have been conducted in technologically advanced environments, which may not accurately reflect the challenges educators in developing countries face.

Furthermore, while previous research has examined the technical capabilities of AI tools, there is limited exploration of their pedagogical implications, particularly in relation to writing instruction. The present study addresses this gap by investigating how Pakistani English teachers perceive the use of ChatGPT in teaching writing skills. It also examines the challenges and opportunities associated with integrating AI tools into classroom practices, thereby contributing to a more comprehensive understanding of AI adoption in education.

RESEARCH METHODOLOGY

This study employs a qualitative research design to explore teachers' perceptions of using ChatGPT for teaching English writing skills at the collegiate level in Pakistan. A qualitative approach is appropriate as it facilitates an in-depth understanding of participants' experiences, beliefs, and interpretations within their specific educational contexts. As argued by John W. Creswell (2018), qualitative research is particularly effective when the aim is to explore complex social phenomena and interpret the meanings individuals assign to them. The study is situated within an interpretivist paradigm, emphasizing subjective understanding and context-based inquiry. The research was conducted in public sector colleges in Pakistan. A purposive sampling technique was used to select 15 English language teachers who have experience in teaching writing skills and some familiarity with AI tools. This sampling strategy ensures the inclusion of participants who can provide rich and relevant insights into the research problem. According to Creswell (2018), purposive sampling is widely used in qualitative studies to identify information-rich cases.

Data were collected through semi-structured interviews, allowing flexibility while maintaining focus on key research objectives. The interview questions were designed to explore teachers' perceptions of the usefulness, challenges, and pedagogical implications of AI tools in writing instruction. Each interview lasted approximately 30–45 minutes and was conducted either face-to-face or online. With participants' consent, interviews were audio-recorded and later transcribed verbatim to ensure accuracy. The data were analyzed using thematic analysis, following the procedures outlined by Creswell (2018). Initially, the transcripts were carefully read multiple times to gain familiarity with the data. Open coding was then applied to identify significant statements and recurring patterns. These codes were grouped into broader themes, such as perceived usefulness, student engagement, and concerns about overreliance on AI tools. The analysis was iterative, allowing themes to emerge inductively from the data.

To ensure trustworthiness, several strategies were employed. Credibility was enhanced through member checking, where participants reviewed the accuracy of their responses. Dependability was ensured by maintaining a clear audit trail of the research process, while detailed contextual descriptions supported transferability. Ethical considerations were strictly followed, including informed consent, confidentiality, and voluntary participation. The study is guided by the Technology Acceptance Model, which helps explain teachers' acceptance of AI tools in terms of perceived usefulness and ease of use. This framework

provides a structured lens for interpreting participants' perceptions and their implications for classroom practice.

FINDINGS AND DISCUSSION

The findings are presented in relation to the three research questions, using thematic analysis. Consistent with qualitative inquiry, themes emerged inductively from participants' responses.

RQ1: Teachers' Perceptions of the Usefulness of ChatGPT in Teaching Writing

Enhancement of Vocabulary and Lexical Range

A dominant theme across interviews was the perceived improvement in students' vocabulary. Teachers consistently reported that ChatGPT exposes learners to a broader lexical repertoire, enabling them to use more precise and contextually appropriate expressions. One participant noted, *"students now use more academic and varied vocabulary, which was previously limited in their writing."*

This finding aligns with recent studies suggesting that AI-assisted tools can enhance lexical acquisition through repeated exposure and contextual usage (Li & Hafner, 2022; Ranalli, 2021). However, some teachers cautioned that such improvement may be superficial if students rely on AI-generated suggestions without understanding the underlying meanings.

Development of Syntactic Accuracy and Writing Structure

Participants also emphasized improvements in sentence construction and grammatical accuracy. Teachers observed that students increasingly produce well-formed sentences and coherent paragraphs after interacting with AI-generated models. One respondent explained, *"ChatGPT helps students see how correct sentences are formed, and they try to imitate that structure."*

This reflects the scaffolding function of AI tools, where learners benefit from modeled responses (Holmes et al., 2022). Nevertheless, concerns were raised regarding imitation versus genuine learning, suggesting that students may replicate structures without internalizing grammatical rules.

Improved Organization and Coherence

Another key theme was the enhancement of organizational skills. Teachers reported that students struggle less with essay structure when ChatGPT is used to support them. AI-generated outlines and logical sequencing were viewed as particularly helpful. As one teacher stated, *"students who couldn't organize ideas before are now able to write more structured essays."*

This supports claims that AI tools assist in higher-level writing processes such as planning and organization (Dwivedi et al., 2023). However, some participants questioned whether reliance on AI-generated organization limits students' independent planning abilities.

Increased Engagement and Reduced Writing Anxiety

Teachers widely agreed that ChatGPT increases student engagement. The interactive nature of AI tools appears to reduce the fear associated with writing tasks. One participant shared, *"Students are less hesitant now; they try writing because they know they can get help instantly."*

This finding resonates with research highlighting the motivational benefits of AI in learning environments (Kasneci et al., 2023). Reduced anxiety is particularly significant in second-language contexts, where students often experience apprehension toward writing tasks.

RQ2: Benefits and Challenges of Integrating AI Tools in Writing Instruction

Immediate Feedback and Learning Support

A major benefit identified was the provision of immediate feedback. Teachers appreciated that ChatGPT allows students to correct errors independently, reducing dependence on teacher feedback. One participant remarked, *"It saves time because students can fix basic mistakes on their own."*

This aligns with the literature emphasizing AI's role in promoting autonomous learning (Zawacki-Richter et al., 2019). However, participants noted that AI feedback may lack contextual sensitivity, requiring teacher intervention.

Overreliance on AI Tools

Despite the benefits, overreliance emerged as a critical concern. Many teachers reported that students depend excessively on ChatGPT to generate complete responses. One teacher stated, *"Students sometimes copy everything from ChatGPT without thinking."*

This finding aligns with broader academic concerns about passive learning and reduced cognitive engagement (Cotton et al., 2024). Overdependence may hinder the development of independent writing skills and critical thinking.

Decline in Critical Thinking and Creativity

Participants expressed concerns that AI usage may negatively impact students' analytical abilities. Instead of generating original ideas, students may rely on AI-generated content. A respondent observed, *"Students are not thinking deeply; they just accept what AI gives them."*

This aligns with critical perspectives in recent scholarship, which argue that AI tools may undermine higher-order thinking if used uncritically (Selwyn, 2019). The tension between assistance and intellectual dependency remains a central issue.

Academic Integrity and Authenticity Issues

Another significant challenge relates to academic integrity. Teachers reported difficulty in distinguishing between students' original work and AI-generated content. One participant noted, *"It is hard to know whether the writing is truly the student's own."*

This concern is widely discussed in contemporary research, particularly with the rise of generative AI (Kasneci et al., 2023). The findings highlight the urgent need for revised assessment strategies and institutional policies.

Lack of Training and Institutional Support

Participants also identified a lack of professional training as a barrier to effective AI integration. Many teachers reported uncertainty about how to use ChatGPT pedagogically. One teacher explained, *"We are not trained to use these tools, so we are experimenting on our own."*

This finding underscores the importance of institutional support and professional development, as emphasized in recent studies (Bond et al., 2020). Without proper guidance, the potential of AI tools cannot be fully realized.

RQ3: Influence of Teachers' Perceptions on AI Adoption (TAM Perspective)

The findings demonstrate that teachers' acceptance of ChatGPT is strongly influenced by their perceptions, consistent with the Technology Acceptance Model.

Perceived Usefulness as a Driver of Adoption

Teachers who recognized ChatGPT's benefits were more inclined to integrate it into their teaching practices. Positive perceptions of usefulness—particularly in improving writing skills—encouraged adoption. One participant stated, *"I use ChatGPT because it genuinely helps students improve."*

This aligns with the TAM framework, in which perceived usefulness is a primary determinant of technology acceptance (Teo, 2019).

Perceived Ease of Use and Accessibility

Ease of use was another influential factor. Most participants found ChatGPT accessible and user-friendly, which facilitated its integration. A teacher commented, *"It is easy to use, so both teachers and students can adopt it quickly."*

This finding aligns with TAM's emphasis on usability as a predictor of adoption (Chocarro et al., 2023).

Perceived Risks Limiting Adoption

Despite recognizing its benefits, some teachers adopted a cautious approach due to perceived risks. Concerns about overreliance, academic dishonesty, and reduced critical thinking limited full integration. One participant noted, *"I use it carefully because it can harm students' thinking abilities."*

This suggests that perceived risks act as barriers to adoption, extending traditional TAM constructs (Dwivedi et al., 2023).

Role of Institutional and Pedagogical Factors

Teachers emphasized that institutional support and pedagogical beliefs significantly influence AI adoption. Those with access to resources and training were more confident in using ChatGPT. Additionally, teachers who favored innovative teaching approaches were more open to AI integration.

This finding highlights the contextual nature of technology adoption, particularly in developing educational settings.

The findings indicate that ChatGPT is widely perceived as a valuable tool for enhancing writing skills, particularly in vocabulary, grammar, and organization. However, its use is accompanied by significant challenges, including overreliance, reduced critical thinking, and concerns about academic integrity. Teachers' perceptions—shaped by usefulness, ease of use, and perceived risks—play a crucial role in determining AI adoption.

Overall, the study underscores the need for a balanced and guided approach to AI integration, supported by institutional policies, teacher training, and pedagogical frameworks.

CONCLUSION

This study set out to explore teachers' perceptions of using ChatGPT for teaching English writing skills at the collegiate level in Pakistan, with particular attention to its pedagogical value, associated challenges, and implications for technology adoption. The findings demonstrate that while AI tools are increasingly

recognized as transformative in educational contexts, their integration into writing instruction remains complex and multifaceted. Overall, the study reveals that teachers perceive ChatGPT as a valuable supplementary resource that can enhance various aspects of students' writing performance. Improvements in vocabulary development, grammatical accuracy, and organizational skills were consistently highlighted, alongside increased student engagement and reduced writing anxiety. These findings suggest that AI tools can serve as effective scaffolding, particularly in contexts where students face linguistic limitations and lack confidence in their writing. The interactive and responsive nature of AI appears to create a supportive learning environment, encouraging experimentation and active participation.

However, the study also underscores significant concerns that complicate the uncritical adoption of AI tools. A central issue identified by participants is the risk of overreliance, where students depend excessively on AI-generated content rather than developing their own ideas. This tendency raises important questions about the long-term impact of AI on critical thinking, creativity, and learner autonomy. Teachers expressed apprehension that while AI may improve surface-level writing features, it may simultaneously undermine deeper cognitive processes essential for academic writing. Another critical concern relates to academic integrity and authorship. The ease with which students can generate complete texts using AI tools challenges traditional notions of originality and assessment. Teachers highlighted the difficulty of distinguishing between student- and AI-generated work, underscoring the urgent need for revised evaluation strategies and clear institutional policies. These concerns reflect broader debates in contemporary scholarship regarding the ethical implications of AI in education.

The study further demonstrates that teachers' acceptance and use of AI tools are strongly influenced by their perceptions, as explained through the Technology Acceptance Model. Perceived usefulness and ease of use emerged as key factors encouraging adoption, while perceived risks and contextual constraints acted as barriers. Importantly, the findings highlight that technology adoption is not solely an individual decision but is shaped by institutional support, access to resources, and professional training opportunities. In the Pakistani context, limitations in infrastructure and a lack of formal training were identified as significant challenges hindering effective integration. From a pedagogical perspective, the study advocates for a balanced and guided approach to AI integration in writing instruction. Rather than replacing traditional teaching methods, AI tools should be used strategically to complement and enhance existing practices. Teachers emphasized the importance of structured guidelines, classroom control, and the scaffolded use of AI to ensure that students benefit from technological support without compromising their independent learning.

In conclusion, this research contributes to the growing discourse on AI in education by providing context-specific insights into teachers' perceptions in Pakistan. It highlights both the opportunities and challenges associated with integrating AI tools into English writing classrooms. The study calls for comprehensive teacher training programs, the development of institutional policies, and pedagogical frameworks that support the responsible and effective use of AI. Future research may further explore students' perspectives and examine long-term impacts of AI-assisted learning to develop a more holistic understanding of its role in education.

RECOMMENDATIONS

Based on the findings, the following key recommendations are proposed:

1. Institutions should provide training programs to help teachers effectively integrate ChatGPT into English writing instruction.

2. AI tools should be used as supportive resources rather than replacements for traditional teaching to ensure the development of students' critical thinking and creativity.

3. Clear institutional policies should be developed to address issues of academic integrity and the appropriate use of AI in writing tasks.

4. Teachers should design writing activities that balance AI assistance with independent student effort to promote authentic learning.

5. Further research should explore the long-term impacts of AI tools on students' writing development and academic performance.

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