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# ChatGPT as a Writing Aid: English Teachers' Perceptions on its Usefulness and Ethical Acceptability

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## Abstract

In recent years, approaches to addressing students' writing challenges in the classroom have predominantly been traditional. More recently, however, writing instruction has begun evolving with technological advancements. Situated in this context, the study aims to evaluate the potential of ChatGPT as a writing aid by examining English teachers' perceptions of its effectiveness in generating outlines, model texts, feedback, and translations, as well as their views on the ethical acceptability of proposed guidelines for its use. Using a descriptive quantitative research design, data were gathered from 30 English writing teachers in senior high school. The findings indicate that ChatGPT is generally perceived as useful for these writing tasks. It received the highest rating for generating outlines, highlighting its effectiveness in helping students organize ideas. However, translation was rated lower, as respondents noted ChatGPT's limitations in reliably translating between Filipino and English due to occasional inaccuracies. Additionally, respondents viewed the proposed guidelines for ChatGPT use as ethically acceptable, with high acceptability ratings for integrating AI guidelines into syllabi, orienting students on responsible use, counterchecking AI-generated content, and using ChatGPT as a reference tool. Integrating AI guidelines into course syllabi received the highest acceptability rating, showing educators' consensus on the need for clear guidance. Meanwhile, AI-checker software, though ethically acceptable, received the lowest rating, likely due to concerns over accuracy. While the study identified ChatGPT as a useful writing aid and has proposed ethical guidelines, further research is recommended to investigate its long-term impact on students' writing proficiency and critical thinking skills.

**Keywords:** Generative AI, ChatGPT, writing aid, perceived usefulness, ethical acceptability, English teachers' perceptions

## 1.      Introduction

Writing is a complex process that involves generating language and expressing ideas, feelings, and opinions (Harmer, 2004). This process unfolds through several stages: pre-writing, writing, revising, and editing (Zakime, 2018). Successfully navigating these stages requires linguistic and cognitive skills, as writers must balance ideas, content, and linguistic conventions (Fawa'reh, 2021). Consequently, writing is one of the most challenging skills to master, particularly in second language learning environments. Harmer (2004) notes that producing effective compositions poses a significant challenge for learners (Erden, 2022), especially when they are writing in a non-native language.

Previous studies identify common challenges encountered by second language learners in the writing process, including outlining problems, insufficient use of model texts, inadequate feedback, and translation difficulties (Bisriyah, 2022; Erden, 2022; Hardi, 2020; Hasan et al., 2019). These challenges can hinder students from producing quality writing. Outlining is a critical pre-writing activity that involves creating a structured plan by breaking down writing into manageable parts; however, many students struggle with this due to difficulties in organizing their thoughts and understanding the logical flow of ideas (Bisriyah, 2022; Saprina, 2021). Insufficient model texts can also limit students' ability to recognize and apply effective writing strategies, as these texts serve as valuable guides, helping them engage with new and unfamiliar compositions and providing reference points for organization, tone, and style, especially when navigating complex writing tasks (Peloghitis & Ferreira, 2018). Additionally, giving constructive feedback on grammar and structure is crucial for helping students refine their work and improve their overall proficiency, as timely feedback allows them to identify errors and weaknesses in their writing (Hardi, 2020; Plaindaren & Shah, 2019). However, teachers often face challenges in balancing individualized feedback with other responsibilities, which can lead to limited feedback on students' written work (Classkick, 2022; Johnson, 2020). Finally, translation, involving both a process and a product, plays a vital role in overcoming linguistic barriers (Doherty, 2016); nonetheless, students frequently struggle to choose appropriate words or phrases when translating from their first language to English, resulting in unclear or inaccurate expressions (Hasan et al., 2019).

Writing is a complex process that presents numerous challenges, particularly for second language learners. The stages of writing—pre-writing, writing, revising, and editing—require a delicate balance of linguistic and cognitive skills. Common difficulties mentioned above such as translation issues, outlining challenges, insufficient access to model texts, and inadequate feedback can significantly impede students' writing proficiency. Each of these challenges plays a distinct role in the writing process, from the struggles with word selection in translation to the necessity of well-organized outlines and the need for constructive feedback.

Given the writing challenges presented, the need for a writing aid—defined in this study as a digital resource or application that can assist students in the writing process by providing features like outlining, sample text suggestion, feedback, and translation—plays a crucial role in helping students overcome these difficulties.

**Technology as Writing Aid**

In the past years, approaches to address the writing challenges of students in the classroom were purely traditional, however, writing instruction has been evolving with the integration of technology. Studies have shown that technology-supported writing instruction enhances writing outcomes and facilitates the overall writing experience of students (Evmenova & Regan, 2019; Sandolo, 2010; Smith et al., 2020). Technology such as digital writing assistant can be a valuable writing aid for students, especially those who struggle with the writing process. Digital writing assistant, as defined by Harvard Summer School (2024), is a tool that can provide a prompt evaluation of the written content, particularly in generating in-depth suggestions to improve the clarity, grammar, mechanics, and other features of the text. Tools such as spell checkers, word prediction, translators, and electronic mapping assist students at various stages of writing, including outlining, transcribing, editing, and revising (Evmenova & Regan, 2019).

**Chat Generative Pre-Trained Transformer (ChatGPT)**

The ongoing evolution of technology, and the creation of Generative Artificial Intelligence (GenAI) offers new approaches and opportunities to enhance writing instruction. GenAI can be defined as a machine-learning model trained to generate new data rather than forecast a specific dataset. In recent years, GenAI has garnered significant attention in the education sector because of the emergence of the Chat Generative Pre-trained Transformer (ChatGPT) developed by OpenAI. ChatGPT is a smart chatbot that facilitates conversation task automation. This highly trained chatbot can process and analyze vast volumes of data using machine learning techniques to provide answers to user queries. ChatGPT can specifically address the aforementioned challenges faced by struggling students by providing essential support in several ways. First, it aids in creating outlines that help students stay organized and recall key topics for further development, as noted in a study by Harvard Summer School (2024). This organizational support is crucial for students who may struggle to structure their thoughts coherently. Additionally, ChatGPT offers model texts, which can significantly impact students' writing confidence by providing information on the required format and style (Erden, 2022). Model texts can also alleviate writing anxiety, making the writing process less intimidating for students (Kay & Dudley-Evans, 1998). Furthermore, ChatGPT can assist in providing feedback, a critical component of the writing process. Traditionally, teacher feedback has been the primary method for providing corrections and critiques (Plaindaren & Shah, 2019), but Mahapatra (2024) states that ChatGPT has proven beneficial in offering feedback, particularly in large-scale writing classes. It can effectively evaluate vocabulary and grammatical accuracy (Cao & Zhong, 2023) and facilitate self-correction (Dai et al., 2023). Lastly, ChatGPT offers translation support, which can be particularly helpful for students writing in a non-native language. It can assist students in generating translations of words and sentences from their first language to English (Lametti, 2022; Lund & Wang, 2023; Stock, 2023).

**Ethical Concerns**

The integration of ChatGPT into writing instruction offers significant promise for helping students overcome various writing challenges. However, leveraging this potential effectively requires a careful examination of ethical considerations that accompany the use of such tools. ChatGPT can address various writing challenges by serving as a valuable writing aid. It can assist students in generating outlines, model texts, translations, and feedback for effective writing. However, as Azeez et al. (2023) emphasize, users must verify the accuracy of AI-generated content by cross-referencing reliable sources, as it can produce biased or fabricated information and may occasionally yield inaccuracies in translations (Jiao et al., 2023). This underscores the importance of developing critical evaluation skills when using AI-generated content. While ChatGPT's role in producing outlines and model texts is significant, it can inadvertently limit students' original thoughts (Bawarshi, 2000). Therefore, balancing the use of ChatGPT's resources with students' creative ideas is essential. Additionally, Cornell University (2024) stresses that students should use ChatGPT's outputs as guides rather than copying them verbatim. By encouraging critical engagement with AI-generated texts, educators can foster analytical thinking and deepen students' understanding of writing conventions, ultimately enhancing their writing skills and empowering them to produce original compositions. Furthermore, the challenge experienced by teachers in providing individualized feedback due to time constraints (Classkick, 2022) can be alleviated through the use of AI technologies. ChatGPT can provide students feedback for self-correction on grammar, structure, and overall writing quality, allowing educators to focus on more nuanced aspects of writing that require their expertise. However, students must not rely solely on AI-generated feedback; they should still receive teachers' comments for the finalization and refinement of their work since human raters are able to provide more insightful, personalized comments (Steiss et al., 2023).

Ethical considerations must remain at the forefront of discussions regarding the use of ChatGPT as a writing aid. The European Network for Academic Integrity (https://www.academicintegrity.eu/wp/enai-webinars/) advocates for institutional policies to guide AI use in educational settings. Likewise, Fengchun and Holmes (2023) recommend educating students about the ethical implications of AI technologies to reduce the risk of academic misconduct. Specifically, to promote responsible usage of ChatGPT, teachers should establish clear guidelines in the syllabus that outline acceptable practices and prohibited uses of the tool. Establishing these guidelines can empower teachers to navigate AI-related issues effectively and set clear expectations for students regarding appropriate usage (Lund et al., 2023). Before students engage with ChatGPT, it is essential to conduct an orientation on usage policies, emphasizing the importance of counterchecking AI-generated content, as its dependability is not always guaranteed due to potential inaccuracies and biases (Hua et al., 2024; Ray, 2023). Ultimately, students need to verify the accuracy of AI-generated content by cross-referencing it with reliable sources (Azeez et al., 2023). Additionally, Elkhatat et al. (2023) highlight concerns about students becoming overly reliant on AI, potentially using it as the creator of their written outputs rather than as an aid or guide. One way to address

this concern is through the use of AI-detection technologies to identify AI-generated content in students' work. However, educators should not solely rely on these tools, as AI detectors like Turnitin may only have an 86% success rate (Salem et al., 2021), indicating they are not 100% reliable and can yield irregularities, leading to false positives and inaccurate classifications. Therefore, AI-detection tools should be complemented with manual reviews and contextual evaluations by teachers to ensure a comprehensive assessment of academic integrity (Elkhatat et al., 2023). By fostering an understanding of these limitations and ethical considerations, educators can guide students in making informed decisions about acceptable and unacceptable uses of ChatGPT as a writing aid.

The aforementioned studies on ethical concerns surrounding the use of ChatGPT as a writing tool emphasizes guidelines to promote responsible use among students. Concurrently, previous studies also identified the various functions of ChatGPT as a writing assistant, highlighting its frequent use by students for tasks such as planning, outlining, translating, and reviewing their work (Levine et al., 2024). As stated in the earlier studies, ChatGPT can assist students in creating outlines (Harvard Summer School, 2024), generating model texts (Erden, 2022), providing feedback (Cao & Zhong, 2023; Mahapatra, 2024), and facilitating translation (Lametti, 2022; Lund & Wang, 2023; Stock, 2023). However, these studies provided the general functions and guidelines for using ChatGPT that appear to be limited on the experiences and perceptions of students. These findings underscore the need for a more  specific examination of its functions, incorporating insights from writing teachers and developing more specific classroom guidelines for its use.

## Statement of the Problem

Previous studies mainly address the general purpose and limitations of ChatGPT from students' perspectives, revealing a gap in specific assessment of its functions and guidelines as a writing aid from the viewpoints of teachers who design and implement the writing instruction. This study, therefore, aims to evaluate the usefulness of ChatGPT in specific writing tasks—outlining, model text generation, feedback, and translation—and to examine the ethical acceptability of its use as a writing aid in these contexts, based on the perceptions of English writing teachers. Specifically, it sought to answer the following questions:

1. What is the level of perceived usefulness of ChatGPT when utilized as an aid in the following writing process:
   1.1 preparing an outline;
   1.2 generating model text;
   1.3 generating feedback; and
   1.4 translation?
2. What are teachers' perceptions of the level of ethical acceptability of the proposed guidelines for using ChatGPT as a writing aid?
3. What ethical guidelines can be proposed for the utilization of ChatGPT as a writing aid?

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**Theoretical Framework**

Writing is a process of generating, organizing, and structuring ideas in statements and paragraphs (Nunan, 1991). It is an extensive activity that requires a wide range of vocabulary and skills in writing mechanics, structure, and organization. The writing process involves several stages, including pre-writing, writing, revising, and editing (Zakime, 2018). The following stages are essential in the process of writing: (1.) Pre-writing involves planning or brainstorming ideas; (2.) Writing is the initial drafting of ideas; (3.) Reviewing refines content and ideas; and (4.) Editing focuses on grammar and mechanics. Recently, studies revealed that senior high school students demonstrated difficulties in writing English text and struggled with vocabulary, coherence, organization, grammar, and mechanics (Urbano et al., 2021) as well as in planning, translating, reviewing, and editing process (Roxas, 2020). Specifically, there are four common problems in the writing process namely translation difficulties, outlining challenges, insufficient use of model texts, and inadequate feedback (Bisriyah, 2022; Erden, 2022; Hardi, 2020; Hasan et al., 2019).

**ChatGPT as Digital Writing Aid**

In light of the identified writing difficulties, ChatGPT may be utilized as a digital writing aid to scaffold students in the writing process. ChatGPT, as an artificial intelligence-based technology, can perform the function of a personal writing assistant that can help students organize ideas, translate language, review content, and edit writing mechanics and this digital tool can be a helpful intervention.

According to current journal articles and web essays, ChatGPT is versatile in providing support to students during the writing process from the outlining phase to the final editing phase. Additionally, scholars outlined the following beneficial features of ChatGPT as a writing aid:

1. **Outline**: ChatGPT can draft an outline; Students can expound this outline by using original thoughts (Harvard Summer School, 2024).
2. **Model Text**: ChatGPT can help produce model text or sample text that students can use as a reference or guide when they are writing (Byrd et al., 2023).
3. **Feedback:** ChatGPT can provide feedback for improving textual elements like vocabulary and consistency (Cao & Zhong,2023). It made self-correction easy (Dai et al., 2023).
4. **Translation**: ChatGPT can translate Filipino to English language and vice versa. Students who are writing papers in a language other than their mother tongue may find ChatGPT's text translation feature helpful. It can assist students in generating translations from their first language to English for grammatical accuracy (Lametti, 2022; Lund & Wang, 2023; Stock, 2023).

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**Ethical Acceptability**

Ethical acceptability involves a conceptual analysis of the ethical concerns arising from the adoption of new technological advancements (Taebi, 2015). This concept combines ethics, which deals with the principles distinguishing right from wrong (Oxford Reference, 2024), and acceptability, defined as the degree to which something is regarded as good enough to allow (Cambridge Dictionary, 2024). Thus, ethical acceptability is defined in this study as the degree to which action, decision, or conduct is consistent with ethical principles, standards, or norms. It entails determining if the proposed guidelines for the utilization of ChatGPT as a writing aid are morally permissible or appropriate for utilization or approval in the academic community. The researcher purposively selected English teachers for the study to assess the ethical acceptability of the proposed guidelines, drawing on their expertise in writing instruction and their knowledge of ethical standards within academic settings. In this study, an English teacher is defined as an individual who has graduated with a degree in Education, majoring in English and possesses substantial experience in teaching writing. This background ensures a comprehensive understanding of writing processes and conventions. Consequently, these qualifications enable them to effectively evaluate both the usefulness and ethical acceptability of ChatGPT as a writing aid.
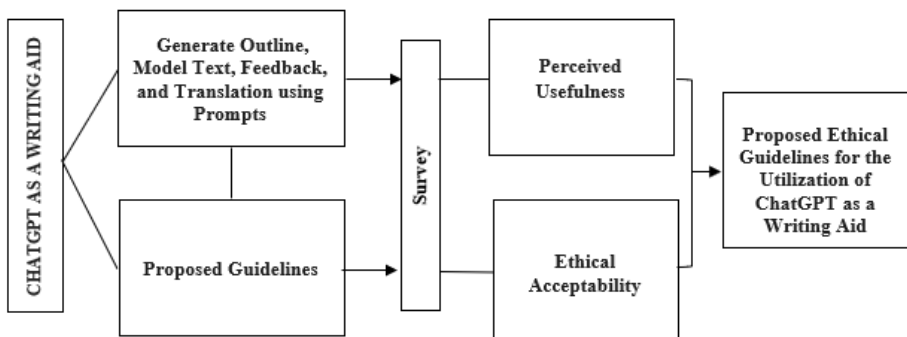
**Conceptual Framework**



**Figure 1:** *ChatGPT as a Writing Aid*

As the framework indicates, this study explores the potential of ChatGPT as a writing aid as perceived by English writing teachers. Central to this investigation is the concept of perceived usefulness, which Davis (1986) defines as the user's subjective belief that employing specific technologies will enhance task performance. In this context, the perceived usefulness of ChatGPT is evaluated based on its effectiveness in generating outlines, model texts, feedback, and translations using prompts, demonstrating its potential to significantly support users in their writing processes. Additionally, ethical acceptability is defined in this

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study as the degree to which actions, decisions, or conduct align with ethical principles, standards, or norms. This entails determining whether the proposed guidelines for utilizing ChatGPT as a writing aid are morally permissible or appropriate for endorsement within the academic community. The initial guidelines, created by the researcher and supported with related literature, will be evaluated and refined through this study, resulting in finalized proposed ethical guidelines based on the study's findings.

## 2.       Methodology

This study utilized a descriptive quantitative research design since it aims to identify and describe the perceptions of the respondents on the level of usefulness and ethical acceptability of ChatGPT as a writing aid. In descriptive research, the collected data is subsequently arranged, tallied, illustrated, and described (Sirisilla, 2023). Consequently, descriptive quantitative design is defined as a method used to obtain information concerning the current status of the phenomena and to describe them according to the variables or conditions in a situation (Creswell, 2014).

The respondents in this study are English teachers, who were purposively selected by the researcher on the basis of the following criteria: The respondent should hold a degree in Education, majoring in English, and have at least two years of experience in teaching writing. The teachers invited to participate are currently teaching writing subjects in senior high school at the time of the study, indicating that they have background and understanding of writing processes and conventions. This expertise equips them to effectively evaluate the usefulness of ChatGPT as a writing aid and to assess its accompanying guidelines. The sample consisted of 30 English writing teachers from two secondary schools in Metro Manila: 15 teachers from a public school in Makati City and 15 from a private school in Taguig City. Including participants from both public and private institutions enabled the study to capture diverse perspectives and experiences. This sample size of 30 respondents meets the criteria for statistical validity in quantitative research. Ethical practices were strictly adhered to, including obtaining informed consent from all participants and ensuring compliance with the Data Privacy Act of 2012 to protect their confidentiality and privacy. Anonymity of data was implemented to maintain participants' confidentiality throughout the study.

This study employed a researcher-made. survey questionnaire that underwent a pilot test to check its internal consistency. The internal consistency of the data set from the pilot test was 0.96 or in the range point of excellent internal consistency. Cronbach's alpha, the most widely used metric to determine internal consistency (Laerd Statistics, 2018), was utilized to assess the data. Moreover, the survey questionnaire consists of 3 parts (see appendix for the survey questionnaire). The first part comprised ready-made prompts and instructions that the respondents could follow when using ChatGPT to generate an outline, model text, feedback, and translation.  These are the prompts created by the researcher:

(1.)  "Create a structured outline for an essay on the topic (insert topic)."
(2.)  "Generate a sample introduction paragraph for an essay discussing the topic (insert topic)"
(3.)  "Critique the following text and provide suggestions for improvement (insert text)"; and
(4.)  "Translate the following word/passage from Filipino to English/ English to Filipino (insert word/text)."

The second part entailed questions to assess ChatGPT's level of usefulness as a writing aid using the following Likert scale: *5- Excellent; 4-Good; 3-Fair; 2- Poor;* and *1-Very Poor*. After the respondents utilize the guide prompts, they are asked to rate the perceived level of usefulness of ChatGPT based on their experiences using the tool. While the third part contained questions to evaluate the level of ethical acceptability of the proposed guidelines for using ChatGPT as a writing aid. The researcher developed these guidelines, drawing on supporting literature to reinforce their validity. With the following Likert scale: *5- Highly Acceptable; 4- Sufficiently Acceptable; 3-Acceptable; 2-Fairly Acceptable;* and *1-Poorly Acceptable*.

The mean scores derived from the survey were analyzed using Statistical Package for the Social Sciences (SPSS) and interpreted with the following scale intervals: high (3.67 to 5.00), medium (2.34 to 3.66), and low (1.00 to 2.33) (Goolamally & Ahmad , 2014).


## 3.    Results and Discussion

### Research Question No. 1: Perceived Usefulness of ChatGPT when Utilized as an Aid in Preparing an Outline, Model Text, Feedback, and Translation

Davis (1986) defined perceived usefulness as the user's subjective belief that employing specific technologies will improve task performance. In this study, the perceived usefulness of ChatGPT is evaluated based on its effectiveness in generating outlines, model texts, feedback, and translations. Respondents used prompts to generate these outputs with ChatGPT, and afterward, they were asked to rate the level of perceived usefulness by completing a survey questionnaire. Table 1 presents the perceived level of usefulness of ChatGPT as a writing aid, specifically in generating outlines, model texts, feedback, and translations.

Table 1 presents the perceived usefulness of ChatGPT as a writing aid, particularly in generating outlines, model texts, feedback, and translations. Overall, ChatGPT is rated positively, with an average mean score of 3.72. The low standard deviations suggest that participants had similar perspectives, indicating agreement that ChatGPT can be a valuable tool in the writing process.

**Table 1**

*Level of Perceived Usefulness of ChatGPT in Generating Outline, Model Text, Feedback, and Translation*

| Writing Process Generating: | Mean | Std. Deviation | Rank |
|---|---|---|---|
| Outline | 4.25 | .48 | 1 |
| Model Text | 3.88 | .59 | 2 |
| Feedback | 3.68 | .55 | 3 |
| Translation (Filipino to English and vice versa) | 3.05 | .89 | 4 |
| **Overall Mean** | **3.76** | **.54** | |

*\*Excellent (4.21 - 5.00); Good (3.41 - 4.20); Fair (2.61-3.40); Poor (1.81-2.60); Very Poor (1.00-1.80)*

The data also show that the respondents found ChatGPT most useful for generating outlines, with a mean score of 4.25. This highlights ChatGPT's effectiveness in assisting students with outline creation. These findings are consistent with the study by Harvard Summer School (2024), which suggests that ChatGPT is helpful in creating an outline that could keep students organized and ensure they recall key topics and ideas for further development with their original thoughts.

Moreover, the data indicate that the teachers also perceived ChatGPT as good in generating model text, with a mean score of 3.88. Model texts can positively impact students' writing confidence since they can provide them with pertinent information regarding the format and style of writing that they are required to write (Erden, 2022). Also, it can free the students from writing anxiety (Kay & Dudley-Evans, 1998). Although using model texts in writing might be advantageous, it can also limit students' capacity for producing original thought (Bawarshi, 2000). Students should therefore be encouraged to employ their original thoughts and creative thinking while utilizing ChatGPT's model text.

Though slightly lower, ChatGPT is still perceived as useful in generating feedback with a 3.68 mean score. This indicates that respondents found ChatGPT helpful in providing feedback to improve the elements of a text. Traditionally, teacher feedback has been the primary method for providing corrections and critiques to enhance students' writing output (Plaindaren & Shah, 2019). However, previous studies have also identified ChatGPT as a useful tool for providing feedback, which aligns with the findings of this study. ChatGPT is effective in offering feedback, particularly in large-scale writing classes (Mahapatra, 2024). Additionally, it is effective in evaluating vocabulary and grammatical accuracy (Cao & Zhong, 2023) and facilitates self-correction (Dai et al., 2023). While the aforementioned studies presented positive findings about ChatGPT as a generator of feedback, human raters were still viewed as superior at producing insightful comments compared to AI (Steiss et al., 2023). Thus, ChatGPT can be used by students for self-correction, but teachers should still provide the final substantial feedback.

The lowest mean score was for translation, with a mean score of 3.05 which is described as fair. This suggests that, while ChatGPT can translate between Filipino and English, it is perceived as less useful, likely due to certain inaccuracies in translation quality. Jiao et al. (2023) supports this, noting that although ChatGPT can translate between these languages, it occasionally generates inaccurate translations or hallucinations, which is why it is important to carefully examine the translation it generates. However, despite these limitations, ChatGPT's translation feature can still aid students in generating translations from first language to English for the accuracy of the usage of words and sentence structure (Lametti, 2022; Lund & Wang, 2023; Stock, 2023).

**Research Question No. 2: Perceived Ethical Acceptability of Guidelines for Using ChatGPT as a Writing Aid**

Ethical acceptability is defined in this study as the degree to which action, decision, or conduct is consistent with ethical principles, standards, or norms. It entails determining if the proposed guidelines for the utilization of ChatGPT as a writing aid are morally permissible or appropriate for utilization or approval in the academic community. Table 2 presents the respondents' perceptions of the ethical acceptability of the proposed guidelines for the utilization of ChatGPT as a writing aid and it reflects their views on whether these guidelines align with ethical principles commonly upheld in the academic community.

**Table 2**
*Teachers' Perceptions of the Ethical Acceptability of Guidelines for Using ChatGPT as a Writing Aid*

| | Guidelines | Mean | Std. Deviation | Rank |
|---|---|---|---|---|
| 1 | **Set Clear Guidelines in Syllabus** Teachers should set clear guidelines about which practices are allowed and which ones are not when using ChatGPT as a writing aid and these rules should be written in the course syllabus. | 4.06 | 1.09 | 1 |
| 2 | **Student Orientation on Usage Policies** Students should be oriented about ChatGPT usage policies before allowing them to use it. | 4.00 | .92 | 3 |
| 3 | **Countercheck** Students should countercheck information generated by ChatGPT to ensure accurate and unbiased content. | 4.02 | .74 | 2 |

Table 2 continued...

| | Guidelines | Mean | Std. Deviation | Rank |
|---|---|---|---|---|
| 4 | **Use as a Reference Text** Students should use the information generated by ChatGPT as reference or model text rather than copying it word for word. | 4.00 | 1.00 | 3 |
| 5 | **Encouraging Analytical Thinking** Students should be encouraged to carefully analyze the responses and consider different viewpoints when using ChatGPT | 3.86 | 1.06 | 4 |
| 6 | **Confidentiality of Information** Students should be informed that they cannot process confidential information in the chatbot. | 3.86 | .91 | 4 |
| 7 | **Monitoring Usage History** Teachers may print the history of prompts and responses in the chatbot to monitor whether students are adhering to ethical guidelines when using ChatGPT. | 3.68 | 1.11 | 5 |
| 8 | **AI Checker Software** Teachers may use AI detection software to assess the AI-generated content in a student's assignment. | 3.53 | .99 | 6 |
| | **Overall Mean** | **3.87** | **.19** | |

*\*Highly Acceptable (4.21 - 5.00); Sufficiently Acceptable (3.41 - 4.20); Acceptable (2.61-3.40); Fairly Acceptable (1.81-2.60); Poorly Acceptable (1.00-1.80)*

Table 2 presents respondents' insights on the ethical acceptability of the proposed guidelines for using ChatGPT as a writing aid. The mean scores reflect the respondents' level of agreement with the ethical acceptability of the guidelines, which are generally perceived as sufficiently acceptable based on the overall mean. Key areas emphasized include setting clear guidelines in the syllabus, orienting students on usage policies, counterchecking information generated by ChatGPT, and using AI-generated content as a reference rather than a primary source. The findings underscore the importance of orientation before students use ChatGPT, suggesting they should be informed about its acceptable use and limitations.

The integration of AI guidelines into the syllabus received the highest acceptability rating, indicating strong consensus among teachers on the need for explicit guidelines. These guidelines, although not official school policy, are based on AI's potential role in courses. Universities like Stanford and Illinois have already included AI policies in their syllabi (University of Illinois System, 2024; Stanford University, 2024). This is consistent with the European Network for Academic Integrity's (ENAI) recommendations for institutional guidelines to ensure ethical AI use in education. These guidelines also empower teachers

to manage AI-related issues and inform students about acceptable uses of ChatGPT (Lund, 2023).

The findings also highlight the need for counterchecking AI-generated content, as ChatGPT's dependability is not always guaranteed due to its potential to produce inaccurate or biased information (Hua et al., 2024; Ray, 2023). Users must verify the accuracy of AI-generated content by cross-referencing it with reliable sources (Azeez et al., 2023).

Lastly, the use of AI-checker software to determine the percentage of AI-generated content in students' work is viewed as sufficiently ethical but received the lowest rating among the guidelines. AI detectors such as Turnitin may achieve an accuracy rate of up to 86% (Salem et al., 2021.), yet they are not entirely dependable. These tools occasionally exhibit inconsistencies, leading to false positives and incorrect categorizations. Therefore, AI-detection tools should be used in conjunction with manual review and contextual evaluation to ensure a more comprehensive assessment of academic integrity (Elkhatat et al., 2023).

**Proposed Ethical Guidelines for Using ChatGPT as a Writing Aid**

Based on the findings, ChatGPT offers promising advantages as a digital writing aid along with its guidelines, however, its integration into educational practices must be carefully managed. By implementing acceptable guidelines, educators can harness the potential of ChatGPT to support and enhance the writing skills of students. Therefore, the following ethical guidelines are proposed:

1. **Outline:** ChatGPT can draft an outline, providing students with a structured framework to organize their thoughts. Teachers must encourage students to expand upon this outline using their original ideas to foster deeper engagement with the writing task.
2. **Model Text**: ChatGPT can help produce model text or sample text, offering students a reference or guide for their writing endeavors. While utilizing model texts can be beneficial, teachers must emphasize the importance of maintaining originality and critical thinking in students' compositions.
3. **Feedback**: ChatGPT can provide feedback for improving textual elements. Teachers should encourage students to utilize this feedback for self-correction but they must also provide the final feedback for finalization and refinement of the students' works.
4. **Translation:** ChatGPT offers translation capabilities, assisting students in translating between Filipino and English languages. This feature is particularly beneficial for students writing in a non-native language, enabling them to express their ideas accurately and check the grammar of their writing. Teachers should remind students to verify translations with credible sources to ensure accuracy and avoid literal translation.

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5.   **Accuracy and Bias Monitoring**: Students should be encouraged to cross-reference AI-generated content with credible sources to ensure accuracy and quality.

6.   **Inclusion in Syllabus**: Clear guidelines about the use of ChatGPT should be included in the course syllabus. This ensures that both students and educators understand the acceptable use of AI tools in academic settings.

7.   **Student Orientation**: Before allowing the use of ChatGPT, students should be thoroughly oriented on its usage policies. This includes understanding its role as a supplementary tool and the importance of academic integrity.

8.   **Reference Use**: Students should use the information generated by ChatGPT as a reference or model text rather than copying it verbatim. This approach encourages original thought and critical engagement with AI-generated content.

9.   **Encouraging Critical Analysis**: Teachers should promote analytical thinking by encouraging students to critically analyze ChatGPT responses and consider different viewpoints. This helps in developing higher-order thinking skills.

10.  **Confidentiality**: Students should be informed not to input confidential or sensitive information into ChatGPT. AI systems often store user data, raising privacy concerns.

11.  **Usage History Monitoring**: Keeping track of AI interactions may help adherence to ethical guidelines and identify any potential misuse. This monitoring can be done by printing and reviewing the history of prompts and responses.

12.  **AI Checker Software**: The amount of AI-generated content in students' work may be initially determined by teachers using AI checker software, but this should not be the sole consideration. They should also use manual review to countercheck the results of AI checker.

## 4.   Conclusion

The present study aimed to assess the perceived usefulness and ethical acceptability of ChatGPT as a writing aid based on the perceptions of English writing teachers. By focusing on the perspectives of educators, this study contributes valuable insights into how AI tools such as ChatGPT can possibly serve as effective writing aid and be integrated into writing instruction. The primary objectives of the study were to evaluate the perceived usefulness of ChatGPT in specific writing tasks—namely in generating outline, model text, feedback, and translation—and to get the teachers' perceptions of the ethical acceptability of proposed

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guidelines for its use. Subsequently, based on the findings of the two main research questions, ethical guidelines were then developed.

The major findings of the study indicate that ChatGPT is generally regarded as a useful tool, particularly in supporting the generation of outline, model text, feedback, and translation. It was notably excellent in generating outlines, demonstrating its effectiveness in helping users to organize their ideas. These findings are consistent with previous research highlighting ChatGPT's utility in similar contexts (Harvard Summer School, 2024; Erden, 2022; Cao & Zhong, 2023). However, in the area of translation, ChatGPT's performance was rated as fair, suggesting that its utility in translation—particularly between languages such as Filipino and English—is less effective compared to the other writing functions. This aligns with previous studies (Jiao et al., 2023; Hasan et al., 2019), which indicate that while ChatGPT can assist with translation tasks, further refinement is needed to improve its accuracy, especially in bilingual contexts.

In addition, the proposed ethical guidelines were generally considered as sufficiently acceptable by the teachers. Higher agreement was found on several key areas, including the integration of AI usage policies into course syllabi, the necessity of orienting students on acceptable use, and the importance of verifying AI-generated content for accuracy. These findings resonate with the practices of institutions such as Stanford and Illinois, which have integrated AI policies into their academic curricula. Despite the general acceptability of the proposed guidelines, teachers showed a lower level of agreement regarding the use of AI-detection tools to identify AI-generated content. This suggest that AI detectors are not entirely reliable so AI-detection tools should be used alongside manual reviews to ensure a more accurate assessment of academic integrity.

While the study highlights the valuable functions and acceptable guidelines of ChatGPT as a writing aid, it also raises important concerns regarding its long-term impact on students' writing skills. Future research should explore how the sustained use of ChatGPT influences the development of writing proficiency over time, ensuring that it does not deter creative thinking and authentic writing skills. Additionally, although the proposed ethical guidelines offer initial strategies for integrating AI into writing instruction, they need to be further refined and contextualized to meet the specific needs of various writing courses. With the continued advancement of AI, these guidelines must also be regularly updated to remain relevant and effective.

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**Declaration of Use of Generative AI**

The author declares that she utilized ChatGPT and Grammarly solely to review the grammar and logical flow of the paper and did not employ them in any other manner.

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# APPENDIX

## SURVEY QUESTIONNAIRE

## PART I: PRACTICAL APPLICATION OF CHATGPT AS WRITING AID

**Instructions:** Kindly use ChatGPT as a writing aid to help you through the writing process. Use the prompt to create an outline, sample text, feedback, and translation, then respond to the questions in the preceding parts.

**Prompts**

**1.1    Preparing an outline**
 *"Provide a structured outline for an essay on the topic (topic)"*

1.2     **Generating Sample Text**
*"Generate a sample introduction paragraph for an essay discussing the (topic)"*

**1.3    Generating Feedback**
*"Critique the following paragraph and provide suggestions for improvement: sample paragraph)."*
*"How to improve this statement/paragraph?  ____(statement/paragraph)"*

**1.4    Translation**
*"Translate the following passage/word from Filipino to English:  _(passage or word)"*
*"Translate the following passage/word from English to Filipino: (passage or word)"*

## PART II: PERCEIVED USEFULNESS IN THE WRITING PROCESS

*Davis (1986) defines* **perceived usefulness** *as users' subjective belief that employing specific technologies will improve the performance of their task. In the study, the perceived usefulness of ChatGPT is mostly determined by its ability to be beneficial, practical, or advantageous when used as a writing aid.*

**Instructions:** Use the scale below to rate the perceived usefulness of ChatGPT as a writing aid.

| Writing Process | Excellent (5) | Good (4) | Fair (3) | Poor (2) | Very Poor (1) |
|---|---|---|---|---|---|
| **Outlining** | | | | | |
| 1.   How well are the ideas suggested by ChatGPT for outlining? | | | | | |
| 2.   How helpful do you think ChatGPT is in providing relevant and useful suggestions for structuring your outline? | | | | | |
| 3.   How useful is ChatGPT in aiding you to generate the main idea, subtopics, and supporting details of your outline? | | | | | |

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|---|---|---|---|---|---|
| 4. | How useful do you see ChatGPT in helping you organize ideas for your outline? | | | | |
| 5. | How would you rate the overall usefulness of ChatGPT in aiding you to construct an outline? | | | | |
| **Generating Sample Text** | | | | | |
| 6. | How is the quality and relevance of the sample text generated by ChatGPT? | | | | |
| 7. | How reliable do you find the sample text provided by ChatGPT? | | | | |
| 8. | How helpful do you think is the generated sample text in brainstorming ideas? | | | | |
| 9. | How good is ChatGPT in illustrating a particular writing style? | | | | |
| 10. | How accurate is ChatGPT's grammar usage in its generated sample text? | | | | |
| 11. | How helpful are the vocabularies generated by ChatGPT in the sample text? | | | | |
| 12. | How would you rate the overall usefulness of ChatGPT in generating a sample text? | | | | |
| **Feedback** | | | | | |
| 13. | How would you rate the usefulness of the feedback provided by ChatGPT? | | | | |
| 14. | How clear is the ChatGPT's feedback? | | | | |
| 15. | How well do you think ChatGPT is giving feedback? | | | | |
| 16. | How well can you follow the ChatGPT's feedback or suggestions? | | | | |
| 17. | How would you rate the overall usefulness of ChatGPT in giving feedback and facilitating the revision process? | | | | |
| **Translation** | | | | | |
| 18. | How well does it translate English words, sentences, and paragraphs to Filipino? | | | | |

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|---|---|---|---|---|---|
| 19. How well does it translate Filipino words, sentences, and paragraphs to English? | | | | | |
| 20. How accurate and understandable were the English translations provided by ChatGPT? | | | | | |
| 21. How accurate and understandable were the Filipino translations provided by ChatGPT? | | | | | |
| 22. How useful is the translation in your writing process? | | | | | |
| 23. How would you rate the overall usefulness of ChatGPT in translating English to Filipino, and vice versa? | | | | | |

## PART III: ETHICAL ACCEPTABILITY OF THE PROPOSED GUIDELINES FOR USING CHATGPT AS A WRITING AID

Ethical acceptability involves a conceptual analysis of the ethical concerns arising from the adoption of new technological advancements (Taebi, 2015). This concept combines ethics, which deals with the principles distinguishing right from wrong (Oxford Reference, 2024), and acceptability, defined as the degree to which something is regarded as good enough to allow (Cambridge Dictionary, 2024). Thus, ethical acceptability is defined in this study as the degree to which action, decision, or conduct is consistent with ethical principles, standards, or norms. It entails determining if the proposed guidelines for the utilization of ChatGPT as a writing aid are morally permissible or appropriate for utilization or approval in the academic community.

**Instructions:** Use the scale below to indicate your level of agreement with each statement on the ethical acceptability of proposed guidelines for using ChatGPT as a writing aid:

| Guidelines | Highly Acceptable (5) | Sufficiently Acceptable (4) | Acceptable (3) | Fairly Acceptable (2) | Poorly Acceptable (1) |
|---|---|---|---|---|---|
| **Set Clear Guidelines in Syllabus**<br>1. Teachers should set clear guidelines about which practices are allowed and which ones are not when using ChatGPT as a writing aid and these rules should be written in the course syllabus. | | | | | |

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|---|---|---|---|---|
| **Student Orientation on Usage Policies**<br>2. Students should be oriented about ChatGPT usage policies before allowing them to use it. | | | | |
| **Countercheck**<br>3. Students should countercheck information generated by ChatGPT to ensure accurate and unbiased content. | | | | |
| **Use as a Reference Text**<br>4. Students should use the information generated by ChatGPT as reference or model text rather than copying it word for word. | | | | |
| **Encouraging Analytical Thinking**<br>5. Students should be encouraged to carefully analyze the responses and consider different viewpoints when using ChatGPT. | | | | |
| **Confidentiality of Information**<br>6. Students should be informed that they cannot process confidential information in the chatbot. | | | | |
| **Monitoring Usage History**<br>7. Teachers may print the history of prompts and responses in the chatbot to monitor whether students are adhering to ethical guidelines when using ChatGPT. | | | | |
| **AI Checker Software**<br>8. Teachers may use AI detection software to assess the AI-generated content in a student's assignment. | | | | |