CHATGPT IN ACADEMIC WRITING: EFL PRE-SERVICE TEACHERS' POINTS OF VIEW

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ABSTRACT

Based on recent developments, artificial intelligence (AI) has transformed the way second language writing is taught. ChatGPT, as a current AI tool, is seen as a potential writing assistant for students. This study explores how university students evaluate ChatGPT when writing academic papers. Employing a qualitative case study, data were collected from six female undergraduate English language education students enrolled in an academic writing course at a private university in West Java, Indonesia, through interviews, reflective diaries, and classroom observations. The findings show a shift in students' perceptions, from initial doubts to recognizing practical benefits. Many students initially struggled to begin writing due to difficulties generating ideas or forming sentences. After being introduced to ChatGPT, they used it to draft opening paragraphs, check grammar, and explore concepts. Students reported improved ability in structuring thoughts and overcoming writer's block, leading to more coherent writing. However, some expressed concern about overreliance, fearing it might hinder critical thinking and creativity. The study concludes that while ChatGPT offers substantial support, it should be used as a complementary tool. Educators are encouraged to guide students in leveraging AI to enhance rather than replace their writing skills.

INTRODUCTION

Artificial Intelligence has progressed rapidly to change educational practices alongside many other professional fields in recent years. Educational results experience increased opportunities for improvement, particularly within language studies, because AI technology integrates with teaching practices (Kozhakhmet et al., 2022). Artificial Intelligence technologies expand educational opportunities for high-quality learning modules that fuse immersive and immersive educational environments (Nadhifah et al., 2024). This also means going from not knowing to knowing or being unable to be more skilled (Saleh et al., 2025), e.g., providing feedback (Abidah & Ratih, 2022) because AI allows students to learn independently and step by step based on their needs. Research by Marzuki et al. (2023) shows that

AI has sufficient power to reshape educational teaching procedures. Student reception of AI writing programs, including ChatGPT, shows growing acceptance as they use these tools to develop their academic content and obtain feedback at multiple stages during their writing process (Kim et al., 2024). However, the integration of AI in writing, especially in the context of EFL (English as a Foreign Language) classrooms, has not been thoroughly explored in real classroom-based practices, making this study relevant to examine how this technology can assist students in developing academic writing.

English as a Foreign Language (EFL) students need a proficient writing ability that measures academic potential and language mastery (Faiz et al., 2023). ChatGPT can be of great use to language learners to be able to get some grammatical help and also to help them get ideas and organize sentences to write, as it is the easiest AI-driven text writer out there. ChatGPT has the potential of bringing immense alterations to the route towards writing improvement by EFL students. Educational use of ChatGPT expands its usability to become a full fledged instructional tool in more than written job tasks. The targeted format of ChatGPT allows the provision of personalized instruction, which reacts to the questions asked by the pupil and acts as an automatic online instrument of learning. It is an effective learning system where teachers and students are able to explore the world of artificial intelligence technology and practical applications through the prism of the real world. Nevertheless, little is known about specific ways of how ChatGPT may serve argumentative writing in EFL, which requires critical thinking and a logical organization. Building upon this potential, this research explores practical and effective ways to integrate ChatGPT as a writing aid in EFL education, focusing on how it can support students' academic writing development (Faiz et al., 2023). This study focuses on the voices and experiences of pre-service EFL teachers, who are future teachers who will have to deal with the intersection of technology and teaching. This study aims to fill that gap by showing how EFL students can use ChatGPT not just to fix their language but also to help them plan, organise, and evaluate their arguments. This study, on the other hand, looks at the lack of information about how students' writing performance changes when they get help from AI.

Based on this potential, this study explores practical and effective ways to integrate ChatGPT as a writing aid in EFL education, with particular attention to the experiences and perceptions of pre-service teachers. Artificial intelligence systems demonstrate their usefulness when used in academic writing. Khalifa and Albadawy (2024) mention that the writing process gets better through AI-powered tools. When authors utilize these tools, they can dedicate more time to essential content creation because the systems help with syntax errors, document structuring, and reference formats. Writing in EFL contexts poses several challenges, particularly due to limited language proficiency (Baskara, 2023). In response to these difficulties, artificial intelligence systems such as ChatGPT assist non-native English writers by enhancing their writing coherence and style (Giglio & Costa, 2023). The increasing prevalence of English as a Lingua Franca has also driven educators to adopt more effective and interactive tools like ChatGPT to enhance language learning outcomes (Gayed, 2022). Students have reported that ChatGPT

helps them in various aspects of writing development, such as generating ideas, enriching vocabulary, and improving grammar and organization (Nguyen et al., 2024). The generative AI tool serves two purposes. It functions as a writing assistant for pre-service teachers while acting as an educational resource to promote comprehension and critical reflection practices, contributing to students' academic and professional growth (Nyaaba & Shi et al., 2024). Furthermore, studies show that ChatGPT can be integrated into the unsequestered model of writing, helping students remain engaged in the core processes of planning, structuring, and evaluating through the very act of prompting the tool (Levine et al., 2025). Despite the growing use of AI tools, however, research exploring their specific role in supporting complex tasks like argumentative writing remains limited, particularly in EFL contexts (Dang et al., 2020).

Recent research looked into what students think about using ChatGPT to write school papers. Dewi (2024) discovered that students favored ChatGPT above all other writing tools, and found that it built their writing confidence. Saragih et al. (2025) found that students recognized Chat GPT's benefits but expressed concern that their excessive usage could cause them to lose their ability for critical thinking. Meanwhile, AI writing tools help students develop better logical reasoning abilities, particularly in structuring and expressing thoughts. According to Aladini's (2023) research, pupils who employed AI technologies showed long-term benefits by improving their logical thinking and academic writing. Further, pre-service teachers have claimed that ChatGPT contributes to connecting the divide between theory and practice in teacher education by allowing them to plan lessons, access real-world examples, and interact more deeply with the concepts they are learning, which helps them grow as learners and future teachers (Nyabaa et al., 2024). Students also appreciated ChatGPT for personalized tutoring, time-saving, and idea generation support, though they noted limitations in evaluating source reliability and citation accuracy (Ngo, 2023). AI has had a fantastic effect on education, impacting various aspects of instruction and learning. However, trust is a crucial component for successfully deploying AI-based educational assistance systems, and its adoption also raises significant worries about it (Herdiani & Mahayana et al., 2024).

Even though they are known by the term "digital natives," many pre-service teachers lack the digital pedagogy skills needed to use technology effectively. There is a wide range in their views and trust in their ability to use these technologies, which emphasizes their importance specific to situation training and organized assistance (Merjovaara et al., 2024). These worries are supported by Kim et al. (2025), who show how students' enthusiasm for ChatGPT can be affected by how accurate and flexible they believe it to be in various writing situations. However, ethical issues and the requirement for openness in AI-generated feedback frequently temper this acceptance. All things considered, ChatGPT's integration into academic writing has mostly been successful in helping students overcome writing challenges, improve their sentence construction, and more effectively communicate their ideas. Beginning instructors will find this tool particularly useful as they strive to improve their pedagogical skills and subject-matter expertise. Nevertheless,

ChatGPT should be considered an additional tool but not a replacement of critical thinking and natural writing.

Although numerous beneficial outcomes have been identified, it still has pitfalls that need to be addressed in ChatGPT learning, particularly in writing. A large review by Lo et al. (2024) found that most studies about ChatGPT in language learning focus on writing and that students enjoy using it. But the review also says that better research is needed, especially using real classroom experiments. It also points out problems like incorrect information and the need for more transparent answers. To help with these issues, Han et al. (2023) designed an interactive learning platform called RECIPE, where students practice revising essays with ChatGPT. The tool allows students to ask questions directly and get feedback. It was tested with over 200 students and led to deeper writing improvements. A follow-up version called RECIPE4U gives more detailed data about how students interact with AI in writing classes (Han et al., 2024). Another big study by Wang & Fan (2025) looked at over 50 research papers and found that ChatGPT had a strong effect on student learning and writing skills. However, they suggest teachers should guide students carefully to help them develop deeper thinking, not just fix grammar. In Indonesia, Hasman & Idris (2023) found that using ChatGPT helped university students write essays more quickly and accurately. Still, they say students should not rely too much on AI, so they can keep their creativity and original thinking. Other research also warns that plagiarism, hallucinations (made-up info), and over-dependence can still be issues (Lo et al., 2024). That's why digital literacy and critical thinking skills are important when using AI tools.

Besides those points, recent studies have also helped explain how EFL pre-service teachers feel about using ChatGPT in their academic writing. Hossain and Al Younus (2025), through a phenomenological study, found that most EFL teachers have a positive attitude toward using ChatGPT as a support tool in teaching. They liked how it gives quick feedback, helps come up with ideas, and organizes writing better. But at the same time, they were also worried about things like plagiarism, students relying too much on it, and students losing their basic writing skills (Hossain & Al Younus, 2025). This shows that although AI tools like ChatGPT can help make writing more effective and engaging, teachers still need to create a balanced way of using them in class. Supporting this, Asadi, Ebadi & Mohammadi (2025) did a mixed-method study with intermediate EFL learners in Iran. They compared students who got feedback from both ChatGPT and their teacher with those who only got traditional feedback. The results showed that students who had both types of feedback did better in areas like completing tasks, organizing their writing, using correct grammar, and choosing better words (Asadi, Ebadi, & Mohammadi, 2025). However, teachers also saw that ChatGPT sometimes didn't get the whole picture and could make students too dependent on it, even though it gave quick, personalised feedback.

Thus, the study leaves the existing literature on generative AI and, in its pedagogical contribution, provides valuable explanations about the ways it may be applied to the teaching of EFL academic writing. Another research has also seen the positive effect evident on ChatGPT on the EFL writing to be largely positive. For example, Lo et al. (2024) did a systematic review and found that generative AI

helps students brainstorm ideas, improve how they structure their writing, fix grammar and spelling mistakes, and use better vocabulary. Students agreed, saying that ChatGPT "helps us find the information we need, organize our thoughts, and write correctly" (Lo et al., 2024, p. 9). Still, there were also concerns, like when ChatGPT gave incorrect answers, didn't work well technically, or didn't meet students' expectations. In this regard, this study contributes by highlighting how pre-service EFL teachers interpret these benefits and limitations in actual academic writing experiences. This shows that while it's helpful, ChatGPT should be used as a support tool, not as a full replacement for teachers. Guided by this focus, the research seeks to answer the question: *How do pre-service English teachers perceive ChatGPT in their academic writing?* This question guides the study's exploration of ChatGPT as a complementary writing aid, considering both its benefits and its limitations, and how these perceptions shape the participants' approach to academic writing.

RESEARCH METHOD

The present study adopted a case study approach to reveal EFL preservice teachers' attitudes on using ChatGPT in academic writing. To carry out this research, six undergraduate students (all of them are female) enrolled in an academic writing course at a private university in West Java were invited to participate. All participants were female and had voluntarily agreed to participate in the study, providing diverse perspectives on the use of ChatGPT. They all gladly registered and consented to talk about their ChatGPT experiences. Interviewing the students, reviewing their analytical notes, and seeing them in class were the three primary methods to gather the data. During the interviews, they shared their first thoughts on ChatGPT, and as the study went on, how their opinions changed could be seen. They explained how they used ChatGPT to help develop ideas, fix their grammar, and organize their writing. Their journals played an important role in learning more about their process of learning. Their use of ChatGPT in regard to writing activities was observed during the class observations as the opportunity to check it.

After gathering all data, we could carefully examine the data and highlight any groups that would appear repeatedly. To generate the key findings that will be discussed in the given study, we tried to discover such data as how their perception of ChatGPT changed, its advantages, as well as their fears of being dependent on it so much.

FINDING AND DISCUSSION
Finding

The research was conducted to identify the experiences of using ChatGPT as an academic writing tool by EFL pre-service teachers, focusing on the interaction with the tool and its perceived positive outcomes, risks, and implications of using the tool as a response to digital literacy and professional development in the age of artificial intelligence. Herewith, thematic findings are described and based on the trends observed in the study through the interview, reflections and classroom

observation data. The principal research question also serves as a point of reference for all major findings, which keeps the analysis focused.

Perception of Pre-Service Teachers on Technology Adaptation in Language Learning

At the start of the academic writing course, most students admitted they did not know how to use ChatGPT and were unsure about it. Initially sceptical, they questioned its relevance to their work. However, with teacher guidance and regular use in class, their views shifted toward acceptance.

For example, Meira said that at first she had trouble starting to write because she didn't think she could make sentences that made sense. When she first learnt about ChatGPT, she tried out some simple commands and was surprised at how clear the answers were.

> *"I wrote down simple requests, such as 'Create an opening sentence for an essay on the theme of the environment' or 'Please correct and improve the sentence I have compiled,' and the results were quite helpful" (Meira, female, 22).*

Her experience illustrates how direct engagement transformed her skepticism into appreciation, especially when she found the AI-generated sentences useful as a reference for structuring her thoughts.

Similarly, Putri found value in using ChatGPT during the brainstorming process, particularly for selecting and narrowing down topics for academic writing.

> *"ChatGPT helped me explore possible titles and refine topic ideas. The lecturer emphasized using it only as a reference tool, which guided my responsible use" (Putri, female, 22).*

In contrast, Layla was more open to using technology from the beginning and readily incorporated ChatGPT into her writing process.

> *"We used ChatGPT as a tool to help us correct incorrect grammar. We are taught how to be confident in our abilities, and we also know how to solve problems if we are confused by the wrong grammar sentence" (Layla, female, 23).*

These varying perceptions highlight a spectrum of responses—from skepticism (Meira), cautious acceptance (Putri), to early enthusiasm (Layla). Despite their different starting points, all participants ultimately recognized ChatGPT's usefulness in academic writing. This supports the research question by showing that interaction with the tool, when scaffolded by educators, can facilitate a positive shift in students' technological adaptation.

ChatGPT as a Platform to Develop Writing Skills

The participants perceived ChatGPT as an effective tool for developing various aspects of writing. It was used not only for grammar correction, but also for generating ideas, translating difficult phrases, and organizing sentences into coherent structures.

Agustin saw ChatGPT as a supportive learning partner that went beyond correction, helping her with clarity and flow.

> *"This technology helps me better understand how to organize good and correct writing. I also gained insight from a sentence that ChatGPT has*

corrected. This experience made me realize that technology can be a positive learning companion as long as it is used wisely" (Agustin, female, 21).

Layla also acknowledged the tool's role in boosting her writing confidence, particularly with grammar.

"ChatGPT helped us when we made grammar mistakes, and over time, I realized it was helping me improve how I construct sentences" (Layla, female, 23).

Meira emphasized its value in overcoming writer's block. She did not use ChatGPT to write full paragraphs but used it strategically to generate starting sentences.

"Sometimes I just needed something to get me started. When I saw how ChatGPT arranged the sentence, I could build from there" (Meira, female, 22).

Putri highlighted the translation feature as an added benefit.

"Using ChatGPT is very easy for me. One benefit I can use is the ability to translate phrases" (Putri, female, 22).

Interestingly, Rani was the only participant who did not frequently use ChatGPT for her own writing, stating:

"I prefer to try and write it on my own. I use ChatGPT more for preparing material for students, not for my academic writing" (Rani, female, 23).

These diverse reflections show how participants tailored ChatGPT to their specific writing needs. Most used it for grammar, organization, and vocabulary development, while one used it more pedagogically. This variation illustrates how ChatGPT functioned as a flexible platform for writing improvement, which directly answers the research question regarding the tool's perceived usefulness.

Using ChatGPT Critically

While most participants benefited from ChatGPT, they also developed critical awareness of its limitations. Several voiced concern about potential overdependence and the erosion of their critical thinking skills.

Layla, for example, warned that excessive reliance on ChatGPT could hinder independent learning.

"The downside will happen if we get too used to ChatGPT. It will make us feel accustomed without wanting to think about learning, and will make us unable to hone our brains because we only accept this" (Layla, female, 23).

Agustin echoed this sentiment, saying that although ChatGPT improved her writing, it might reduce her motivation to construct ideas independently if used without control.

"There's a risk of becoming lazy to think. That's why I try not to depend on it too much" (Agustin, female, 21).

Putri maintained a balanced view, using ChatGPT only as a reference and editing all outputs to preserve her own voice.

"Even if I ask for help with structure, I always rewrite it in my own way" (Putri, female, 22).

Meira also emphasized that while ChatGPT helped her start writing, she remained responsible for developing her ideas.

"I never used it for the whole writing. I just used it to begin, and then I continued on my own" (Meira, female, 22).

These reflections indicate that participants were not passive users but critical consumers of AI technology. They were aware of the risks and managed their use thoughtfully, aligning with ethical writing practices. This confirms the research question by showing that participants were not only aware of the tool's benefits but also of its pedagogical and cognitive implications.

Comparative Reflections on Critical Use

Even though critical awareness toward ChatGPT was achieved by the majority of users, the extent of keeping alertness differed. The possibility of dependency was discussed most loudly by Agustin and Layla. However, Putri and Meira took a more accommodative approach and trusted their self-control skills in controlling the consumption.

For example, Layla stressed the danger of "not wanting to think anymore," while Putri believed responsible use could coexist with creativity.

"It's not about rejecting ChatGPT. It's about knowing how far to rely on it" (Putri, female, 22).

At the same time, Rani considered ChatGPT as an aid to teaching, so she avoided the danger of academic dependency altogether. This analogy demonstrates a scale of awareness and usage approach, ranging from highly cautious, balanced, and selectively implemented.

The differences indicate that the perceptions of students are influenced not only by personal preference, but also by their developing idea about the field that technology should play in learning.

Using ChatGPT as a Platform for Improving Professionalism as a Teacher Candidate

ChatGPT was considered a professional development tool in addition to its results in academic writing. Participants started seeing the tool not only as a writing aid, but as an educational companion that could enlighten their in-service teaching behaviour and teacher identity.

Andin offered a reflective insight into how she positioned ChatGPT in her development as a teacher:

"As a prospective teacher, I must not be inferior to ChatGPT; I must be able to provide insight and use ChatGPT as a place to learn to find out what I don't know, not a place that just provides answers to solve problems in learning" (Andin, female, 22).

Her statement shows a shift from passive consumption of information to active learning. She recognized ChatGPT's potential to enrich knowledge but maintained the importance of human judgment and agency.

Rani shared a more applied example, using ChatGPT during her Kampus Mengajar program to develop materials for her high school students:

"While teaching through the Kampus Mengajar program, I frequently used ChatGPT to find relevant material. It helped develop engaging content for my students. I also found that many of my students were already familiar with ChatGPT and used it for their schoolwork, which made me reflect on how future teachers must be digitally literate" (Rani, female, 23).

Unlike other participants who focused on academic writing, Rani bridged her learning with practice, demonstrating how ChatGPT informed her professional actions. These perspectives align with findings from Nyaaba et al. (2024) and Su and Yang (2023), who emphasized the role of AI in enhancing teacher adaptability and digital competence. The participants' thoughts show how ChatGPT became a place to practise not only schoolwork but also teaching ideas. This answers the research question in terms of what it means for teacher education in general.

Discussion

The findings align with Dewi's (2024) observation that initial reluctance often shifts to appreciation once students experience tangible benefits. Similarly, Saragih et al. (2025) found that AI-based tools help organize ideas, reduce anxiety, and overcome writer's block. Kim et al. (2025) also noted that generative AI's interactive nature supports iterative learning and feedback, consistent with participants' experiences in this study.

The findings also reveal that ChatGPT enables students to be more independent and own responsibility to create texts and assist with grammar. It makes writing somewhat more comfortable and advances confidence as it is quite convenient and suggests a lot of useful functions, like translation, which can be really helpful to those who still experience trouble with language despite the fact that during the learning process it becomes less problematic. But when we explored ideas, the instructor pointed out that only as a method of exploration are we to use it. This puts emphasis on the fact that teacher supervision is necessary to guarantee the possibility of an appropriate and reasonable use of AI. Saragih et al. (2025) stated that although students appreciated the convenience offered by ChatGPT, they also voiced concerns about the loss of intellectual independence if they were too dependent on the tool. Furthermore, Aladini (2023) emphasized that the use of AI in learning should be accompanied by a pedagogical approach that prioritizes the development of logical thinking and understanding of concepts rather than simply imitating the structures produced by technology. Therefore, this information suggests that students get better at using digital materials when they start to think more critically about how they use technology. Students are not only using technology, but they are also thinking about how it affects how they learn. This kind of awareness is important if technology is going to be used responsibly and thoughtfully in school.

While most participants gradually accepted ChatGPT as a helpful writing tool, some did not fully adopt it in their academic work. For example, one participant clearly stated she preferred not to use ChatGPT for writing her assignments. Instead, she developed her ideas on her own and mainly used ChatGPT for preparing teaching materials rather than personal studies. This shows that even though most students had a positive change in perception, there were still cases os resistance or selective use. Such choices reflect differences in learning styles, comfort with technology, and personal beliefs about authorship. Rather than viewing this as a problem, these differences highlight the importance of providing flexible guidance that respects varied attitudes toward AI in education.

Generative AI, given the proper instructions and guidance, can assist students both in solving technical writing-related issues and also in the general process of education. Generative AI can be considered a tutor and a learner companion, since generative AI provides opportunities to reflect, generate new ideas, and clarify in detail what exactly was being explored, which contributes to professional growth, claim Nyaaba et al. (2024). Additionally, non-native English speakers have found ChatGPT and other AI applications beneficial. Enhancing writing style, coherence, and clarity helps students effectively convey their research (Giglio & Costa, 2023). Artificial Intelligence powered tools can help with vocabulary building, sentence restructuring, and turning unfinished manuscripts into polished academic works to help with language problems in academic writing.

It is also critical to address the questions around AI and encourage students to learn more about it. Kim et al. (2025) claim that giving students excellent pedagogical teaching and critical thinking skills is the key to implementing generative AI technology in academic settings responsibly. This underlines the importance of engaging the teachers to set ethical boundaries and provide educational guidance in the way of using AI to facilitate a positive experience instead of taking the place of a human mind. The application of ChatGPT in academic texts has proved to be beneficial, particularly in the case of EFL pre-service teachers. It not only assists them with the technical aspect of writing, but it also enhances their emotional and thinking participation. A study by Kim, Yu, Detrick, and Li (2024) found that when students used ChatGPT integrated writing systems, they started to see the tool as more than just a machine. They used it to help them write, as a virtual tutor, and even as a digital partner. This made the writing process seem more interactive and thoughtful. This means that future teachers were more likely to think carefully about what the AI gave them, make better prompts, and learn from editing the outputs.

On the academic side, Yang et al. (2024) found that students who actively edited and adjusted the content generated by ChatGPT ended up with better writing. Their writings were more integrated, had a wider range of words and less language prejudices. However, when the students simply got down and did what the AI was telling them to do, they tended to write having poorer results. Therefore, the inclusion of students and mostly pre-service teachers in writing process is something of great significance as evidently demonstrated in this paper. They should select them attentively, edit what the AI provides, and consider the outcome so that their writing can be strengthened and more valuable. Naturally, there remain issues, particularly as far as ethics and precision are concerned. A review by Munaye et al. (2025) in Algorithms pointed out that while ChatGPT offers flexibility and personalization, it can also lead to plagiarism, bias in the answers, and factual mistakes. That's why students need proper AI literacy and clear ethical guidelines things that should be part of any teacher education program. Zhang and Eriksen (2024) suggested using process-based assessment strategies like revision logs and prompt planning sheets. These methods help teachers and students understand how students think and how they use AI tools when they write. ChatGPT is more than just a way to get things done quickly; it also helps students keep track of how they are growing and improving as academic writers.

On the academic side, Yang et al. (2024) found that students who actively edited and adjusted the content generated by ChatGPT ended up with better writing. Their texts were more consistent, employed more affluent terminology, and contained less linguistic bigotries. However, in the situation where students simply copied the recommendations that the AI provided them with, the writing was tendentiously weaker. Thus, this demonstrates that it is quite critical that students, and in particular, pre-service teachers, participate in the process of writing. To get their writing better and more substantial, they have to select wisely, edit what the AI provides them with, and think over the outcome. Naturally, challenges are not yet over, and in such cases, it means ethics and accuracy. A review by Munaye et al. (2025) in Algorithms pointed out that while ChatGPT offers flexibility and personalization, it can also lead to plagiarism, bias in the answers, and factual mistakes. That's why students need proper AI literacy and clear ethical guidelines things that should be part of any teacher education program. Zhang and Eriksen (2024) suggested using process-based assessment strategies like revision logs and prompt planning sheets. These methods help teachers and students understand how students think and how they use AI tools when they write. ChatGPT is more than just a way to get things done quickly; it also helps students keep track of how they are growing and improving as academic writers.

There's also something called "cognitive dissonance" that can happen when using AI tools. Seran et al. (2025) clarified that students are frequently placed between the comfort of working with AI and the urge to retain their work's originality and significance. This psychological struggle may be stressful. However, exposed to teacher advice and having time to think, students can be trained on how to moderate those emotions and utilize the tools more wisely. The second intriguing consideration is how this technology is transforming the ideas of the professional in the context of being one. A study published in Frontiers (2024) found that many lecturers now see ChatGPT as a kind of teaching partner. It can help design mini-lessons or even join classroom discussions as a co-facilitator. So, when future teachers get used to using ChatGPT in a reflective and creative way, they can later bring these skills into their own classrooms.

Finally, to use ChatGPT well, you need to make sure it fits the language and culture of the people who will be using it. What works in one country or school system may not work in another. Hossain and Younus (2025) stressed that AI tools need to be changed, especially when it comes to local language styles and rules. This is why teacher training programs should include "localised AI modules." These can help students learn how to change prompts and outputs to fit the language and culture they are in.

CONCLUSION AND SUGGESTION

This research was carried out in a local private higher education institution in West Java, Indonesia, and it echoed the experiences of learners of the English language in that area. It was intended to determine what the pre-service instructors who are EFL students thought about the use of ChatGPT to write an academic paper. The results proved that the perspectives of students have changed since the

initial critical attitude toward the Olympics took a kinder and more positive direction. Among others, it was discovered that ChatGPT created a useful resource in language enhancement, sorting content, and generating ideas. Nevertheless, the students expressed their concern regarding the possibility of developing an overdependence on the AI-based technology that would prevent them to write and think independently.

The use of ChatGPT in a more interactive learning environment, such as outdoor practice exercises or microteaching, should also be studied in more detail in future research. Another critical factor that instructional designers should consider is the successful inclusion of AI-connected learning into teacher education courses. This is going to guarantee that prospective teachers will not only be competent in dealing with technology but will also be in a position to guide pupils in much-needed and responsible digital learning activities.

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