


Chapter 8


Perceptions of ChatGPT– Assisted Writing in the Stages of the Writing Process: An Exploratory Study

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ABSTRACT

Artificial intelligence chatbots have recently drawn considerable attention for their potential to revolutionise education systems in myriad ways. Notwithstanding the growing interest in examining the use of chatbots in Foreign Language Teaching (FLT), research on Chatbot-Assisted Writing remains scarce. This study explores how 16 first-year upper secondary students from a Spanish high school interact with ChatGPT while writing an argumentative essay. Specifically, it gathers perceptions about the impact of this tool on the main stages of the Writing Process, namely Planning, Translating, and Reviewing. For this purpose, data on students' interactions with the tool, written essays, and responses to two different questionnaires were collected. Findings revealed that students predominantly used the chatbot

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for Planning, particularly when they lacked ideas or arguments. Consequently, their overall perceptions after completing the Chatbot-Assisted Writing Task were remarkably positive, suggesting that learners value their use in education and FLT.

INTRODUCTION

Recent advances in artificial intelligence have opened new avenues in education, particularly in supporting writing skills among language learners. ChatGPT, a conversational tool developed by OpenAI, has attracted significant attention for its ability to offer immediate feedback and guidance (Lo, 2023; Murphy et al., 2023). Through vocabulary suggestions, illustrative examples, and alternative perspectives, ChatGPT has the potential to enrich language instruction and promote more effective learning strategies (Huang & Li, 2023). In foreign language teaching, its capacity for real-time interaction enables learners to practice all four language skills—reading, writing, speaking, and listening—beyond the confines of the traditional classroom (Yan, 2023).

Despite the growing interest in chatbot-assisted learning, research has yet to fully explore the specific contributions of ChatGPT across the different stages of the writing process. While prior studies have generally examined the role of AI in educational contexts (Javier & Moorhouse, 2023; Montenegro-Rueda et al., 2023), the distinct functions of ChatGPT during planning, composing, and reviewing have not been sufficiently addressed. This gap is notable given the importance of each stage in developing coherent and well-structured written texts, as described in classical writing models (Hayes & Flower, 1980).

In this study, we investigate students' perceptions of ChatGPT as they engage with the three phases of the writing process: planning, composing, and reviewing. Our research seeks to clarify how the tool supports idea generation, facilitates language formulation, and aids in the refinement of text. By examining the experiences of language learners, the study aims to contribute to a more detailed understanding of how AI tools can be integrated into foreign language writing instruction to improve both process and product.

The findings of this research are expected to inform pedagogical practices and provide a framework for effectively incorporating ChatGPT into language classrooms. In what follows, we outline the background and rationale for the study, positioning our approach within the broader context of AI-supported education.

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