

# SENIOR UNDERGRADUATE STUDENTS' CHATGPT EXPERIENCE AND PERSPECTIVES DURING ACADEMIC WRITING: A CASE STUDY AT FACULTY OF FOREIGN LANGUAGES, THU DAU MOT UNIVERSITY

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This study examines the use of ChatGPT in students' report-writing process in the course "Mini-project: British and American work styles". The participants were 105 senior English majors at Thu Daub Mot University in Vietnam in the second semester of the 2024-2025 school year. This study investigates how students used ChatGPT while writing their reports and their perceptions of its use. A questionnaire containing both closed and open-ended items was administered at the end of the course to collect students' responses. The results showed that the majority of students used ChatGPT during their writing process. They believed ChatGPT should be integrated into academic writing courses and intended to continue using it in future academic tasks. However, they indicated that more specific university guidelines on the use of AI tools should be provided.

**Keywords:** ChatGPT, writing.

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## 1. Introduction

Mini-project: British and American work styles is a course in the series of business culture courses in the curriculum for the third-year and fourth-year English-majored students in Faculty of Foreign Languages (FFL), Thu Dau Mot University (TDMU) in the 2024-2025 school year. The course provides students with the basic knowledge of British and American work styles, helping students to communicate effectively in the age of globalization, especially in the working environment. Like the other culture courses, this course requires students to write a report as a final course assessment, focusing mainly on the differences in one particular aspect of British or American work styles with the same aspect in Vietnam. The students may do research based on business situations in the target country's movies or a collection of native business people's opinions to check the theory they have learnt during the course.

From another view, in the educational domain, more students turn to catgut for academic assistance. chatty has been increasingly utilized by students for generating ideas, improving grammar, enhancing coherence, and revising academic writing. While it provides valuable support, concerns regarding overreliance, ethical considerations, and

the quality of AI-generated content has emerged. It is important to understand how students are using ChatGPT in their academic writing process and whether it improves or hinders their writing skill. This is the main reason for this study.

The main questions to be answered in this study are:

- How do senior undergraduate students at the Faculty of Foreign Languages use ChatGPT in their academic writing?
- What are students' perceptions of ChatGPT's benefits and limitations as a writing tool?

## **2. Literature Review**

### ***2.1 What is ChatGPT?***

ChatGPT (Chat Generative Pre-training Transformer) is an AI chatbot developed by OpenAI, an American company, in November 2022. It uses natural language processing to engage in human-like conversations and generate various written content formats like articles, essays, and code.

### ***2.2 Benefits of ChatGPT in Report Writing***

Chukwuere, J. E. (2024) points out that ChatGPT has the following four benefits:

Firstly, ChatGPT can create ideas, brainstorm, and generate more focused information on a given topic, which can significantly reduce the thinking time required (Jelson & Lee, 2024). It also helps to structure texts, organize ideas, outline chapters, and ensure a strong connection between main ideas and supporting details (Schwenke, Söbke & Kraft, 2023). Sharing the same opinion, Barrett & Pack (2023) and Pham & Nguyen (2024) believed that ChatGPT could generate an outline of content on suggested topics, assisting students in the stages of idea formation, outline construction, and writing.

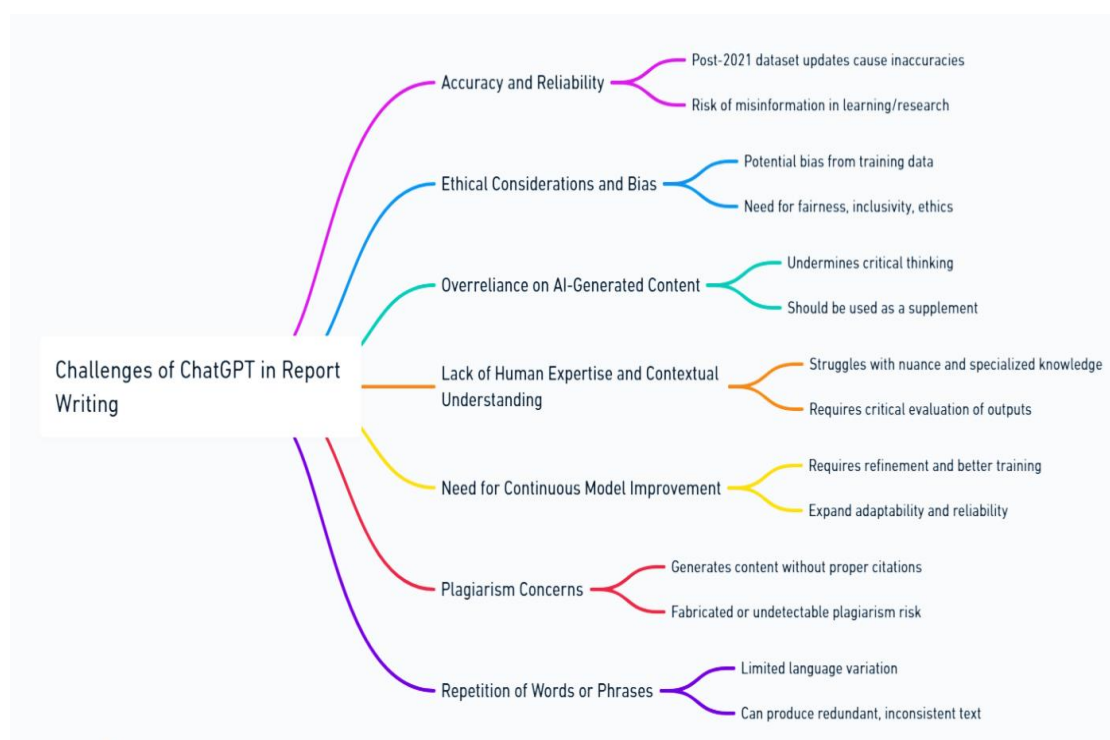
Secondly, ChatGPT can improve the grammatical accuracy and syntactic complexity of academic writing. It helps identify and correct errors while offering constructive feedback to enhance the overall quality of written work. It enhances the use of vocabulary and grammar structure, improves accuracy in sentence structure, and provides explanations for language errors, making writing better. This is particularly helpful for non-native English speakers (Geng & Trotta, 2024).

Thirdly, ChatGPT can help to improve language fluency and style. It can help with more accurate vocabulary choices and replace colloquial expressions with technical terms and academic phrases, improving the overall formality and precision of the text (Schwenke et al., 2023). What's more, Pham & Cao (2025) claimed that interacting with ChatGPT can expose learners to a wide range of language uses and styles, which can broaden their understanding of language nuances and help them acquire a more varied vocabulary. Also, Schwenke et al. (2023) believed that ChatGPT can generate content in various writing styles, such as expository, analytical, argumentative, or descriptive, and can adapt its output to a user's preferred scientific writing style or other requirements. Likewise, Geng & Trotta (2024) assured that ChatGPT helps improve the overall quality and flow of written content.

Fourthly, ChatGPT serves as a useful tool for offering writers constructive feedback and revision recommendations. It highlights key areas for improvement, such as coherence, structural organization, and clarity. ChatGPT can proofread essays, edit writing styles, technical terms, and eliminate filler words (Jelson & Lee, 2024). Moreover, Schwenke et al (2023) found that for the case at hand of a research-heavy and highly committed thesis, ChatGPT did not lead to a reduction of thesis-typical learning and assessment functionality. An increase in productivity seems likely.”

### 2.3 Challenges of ChatGPT in Report Writing

On the other hand, ChatGPT has drawbacks. Barrot (2023) stated that students applying ChatGPT to their writing and being overdependent on this tool might obstruct their proficiency in Academic writing. With more details, Chukwuere (2024) points out that ChatGPT has the following seven drawbacks:



**Figure 1. Challenges of ChatGPT in Report Writing**

(Source: Chukwuere, 2024)

### 2.4 Previous studies on students' use of ChatGPT in academic writing

Many research articles have been produced about the use of ChatGPT in academic writing these days.

#### 2.4.1 In the world

The first study was conducted by Smith et al. (2024) with the name “Uses, Benefits, and Limitations of AI Chatbots: Implementing ChatGPT in the First-Year Writing Classroom.” The study was carried out in two stages. Students utilized ChatGPT to create and edit essays during the first phase. Teachers assessed several iterations of the essays with varying degrees of ChatGPT assistance in the second round. The findings showed that the highest essay scores were obtained when students and ChatGPT worked together during the writing process. ChatGPT did not completely replace the students' own writing

styles and reasoning skills, but it did help them generate ideas and improve the structure of their writing. Naturally, the study also identifies ChatGPT's drawbacks, such as the lack of analytical depth and the inability to connect ideas. The paper argues that ChatGPT should be appropriately included in the writing process and used only for short assignments and at specific stages of the writing process. Teachers must become adept with ChatGPT to help students use it effectively.

The second study conducted by Chukwuere (2024) also examined the role of ChatGPT in academic writing, highlighting its capabilities in generating human-like text. It explores ChatGPT's impact on various academic tasks, including writing support, data analysis, and literature reviews. Using a literature review approach, the study identifies both the benefits and limitations of ChatGPT in academic research. It also discusses the issue of plagiarism and suggests ways to use ChatGPT responsibly. The findings indicate that, when used smartly, ChatGPT has the potential to enhance academic research.

The third study, which was conducted in the same year, 2024, by Sain et al., investigated the pros and cons of ChatGPT, particularly in improving students' writing abilities. ChatGPT technology helps students write logical texts, receive quick feedback, and generate ideas for their writing. But technology also poses challenges for students, including concerns about data veracity, moral dilemmas, and the potential for negative effects on their critical thinking abilities, especially their writing abilities, if they depend too much on AI technologies. The study highlights that while there may be many benefits to using ChatGPT in writing, it must be properly managed to prevent its drawbacks.

#### *2.4.2 In Vietnam*

In Vietnam, there have also been several studies on the use of ChatGPT in academic writing.

The first study conducted by Thao et al. (2023) investigated the benefits and challenges of using ChatGPT in English as a Foreign Language (EFL) writing exercises, focusing on students' perceptions. Conducted with 20 Vietnamese EFL students from two universities, the research used semi-structured interviews and was guided by Constructivist Learning Theory and the Technological Acceptance Model. Findings indicate that ChatGPT enhances engagement, improves writing skills, fosters learner autonomy, and exposes students to diverse language uses. However, challenges such as over-reliance on AI, accuracy concerns, limited creative expression, and ethical issues were also identified.

The second study of Pham & Le (2024) also explores students' perspectives on using ChatGPT for language learning. Data was collected from 77 Vietnamese students studying in Vietnam and the U.S. through a questionnaire. The findings indicate that students view ChatGPT as a valuable tool for enhancing learning and engagement. However, over-reliance on ChatGPT may hinder critical thinking and creativity. To address this, the study recommends balancing ChatGPT with traditional teaching methods. Educators are encouraged to integrate AI tools to innovate language teaching and research.

In the same year as the study above, the third study conducted by Nguyen & Dieu (2024) examined the familiarity, usage, and perceptions of 46 third-year English Language Teaching (ELT) students at the University of Danang regarding ChatGPT as an AI writing assistant. Using a mixed-method design, the research collected quantitative data through a questionnaire based on the Technology Acceptance Model and qualitative data from

semi-structured interviews. Findings reveal that students generally have a positive perception of ChatGPT and a notable level of familiarity with its use. However, challenges in its implementation were identified. The study suggests several solutions for optimizing the effective integration of ChatGPT in writing instruction.

The fourth study, entitled “Utilizing Artificial Intelligence in Writing Feedback: Benefits and Challenges for First-Year students at Hanoi University of Industry” conducted by Duong & Le (2024), claimed that AI technology can help students fix typical writing errors like poor grammar, a lack of variety in sentence structure, and overly simplified writing styles. AI tools can be used at any time, enabling students to learn at their own pace, and they can offer quick, personalized feedback that helps students pinpoint areas where their writing needs work. Students expressed worries about over-reliance on AI and the possibility that it may not be able to completely replace teacher education, despite the benefits. The study suggests additional research on the effectiveness of AI technologies in diverse educational contexts and how AI could be customized to support learning.

The fifth study conducted by Nguyen et al. (2025) examines the disadvantages postgraduate students face when using ChatGPT for academic writing. While AI chatbots like ChatGPT bring innovations to education, their overuse can lead to student dependency, particularly among those transitioning into higher education. The research, conducted with 25 English-major postgraduate students at the Industrial University of Ho Chi Minh City, used qualitative methods, including surveys and interviews. The findings suggest that the challenges of using ChatGPT outweigh its benefits in enhancing academic writing. Although ChatGPT can assist with generating ideas, summarizing, and structuring essays, over-reliance may hinder students' critical thinking, organization, and analytical skills, raising concerns about its role in academic writing.

On a clearer and broader view, last but not least, the research of Pham & Cao (2025) systematically reviews 12 studies from 2023 to 2024 on the use of ChatGPT in English teaching and learning in Vietnam. It analyzes benefits, challenges, and issues based on studies from various academic journals via Google Scholar. The findings highlight ChatGPT's positive contributions to language education by assisting both students and teachers. However, concerns such as academic dishonesty, plagiarism, over-reliance on the tool, and the accuracy of its information remain unresolved. The study suggests the need for proper training, balanced integration with teacher supervision, and further research to optimize ChatGPT's use in English education.

### ***2.5 Gaps in existing research***

While previous studies discuss the benefits and challenges of using ChatGPT in academic writing, few investigations have examined how students actually use ChatGPT during the writing process, such as brainstorming, drafting, revising, or editing. There is an even greater scarcity of research on university students' ChatGPT experience and perspectives on ChatGPT's strengths and challenges during academic writing, particularly at TDMU.

## **3. Methodology**

### ***3.1 Research design***

This study employed mixed methods to assess the strategies and perceptions of senior undergraduate students regarding their use of ChatGPT in academic writing. The research



was conducted at the Faculty of Foreign Languages, Thu Dau Mot University, where ChatGPT is increasingly integrated into students' academic activities.

### **3.2 Participants**

A total of 105 senior undergraduate students participated in this study. A convenience sampling method was used to select participants from the three classes the writer was teaching.

### **3.3 Research instrument**

To get the data, an online questionnaire using Google Forms was designed to elicit the responses from the participants. In this questionnaire, the researcher designs the questions based on the theory stated in Section 2. The questionnaire contained five main parts with a total of 24 questions: Demographic information (2 closed questions); Usage of ChatGPT in academic writing (7 closed questions); Perceived benefits of ChatGPT (5 closed questions and 1 open question); Challenges and ethical concerns (6 closed questions); General perception and future use (2 closed questions). 11 questions focusing on the benefits and challenges of ChatGPT use a five-point Likert Scale (1: totally disagree, 2: disagree, 3: neutral, 4: agree and 5: totally agree)

### **3.4 Data collection**

The data collection process took place over a **one-week period (14/4-20/4/2025)**. This was the last week of the course. Participants were given clear instructions on how to complete the survey during class hours. The survey ensured anonymity and confidentiality, encouraging honest and unbiased responses.

### **3.5 Data analysis methods**

For closed questions, Microsoft Excel was used to calculate the percentage and the mean of the responses. In the first step, the researcher downloaded the data file obtained from the Google form after the data collection period. The second step, data collection, was handled by the researcher. The researcher created a spreadsheet in Excel and counted how many people chose this answer. Then the numbers counted were entered into the spreadsheet and calculated a percentage of the total number of participants answering the questionnaire. The final step, a summary data table is created to give the final analysis results. Data is received in numerical form and then arranged in the form of tables and figures. After that, the researcher conducted a detailed discussion and used these tables and figures to support the final report.

For open questions, thematic analysis was applied to identify key themes related to students' experiences and concerns regarding the use of ChatGPT.

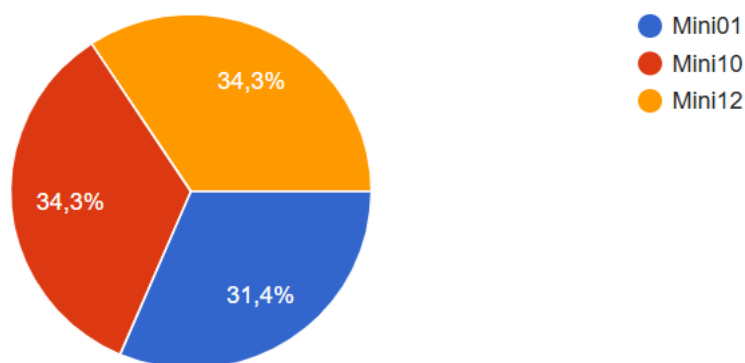
### **3.6 Limitations of the study**

The participants were the students of the classes the writer was teaching, so they might not represent the whole population in the faculty.

## **4. Findings**

### **4.1 Demographic Information**

**Question No.01:** What is your class?

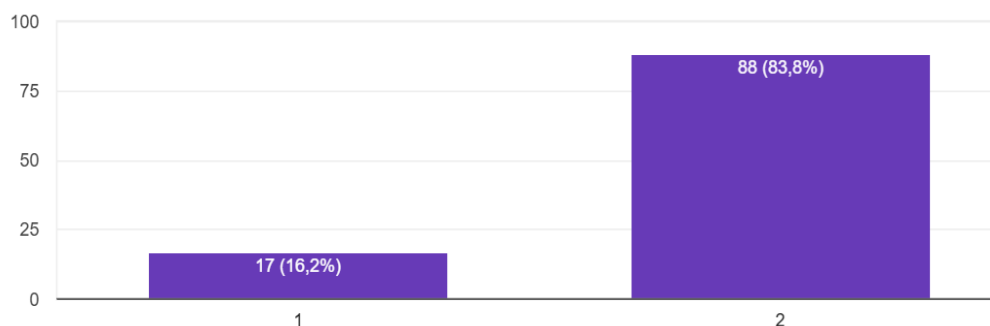


**Figure 2. Distribution of Students by Class**

(Source: Author, 2025)

The above pie chart shows that the participants came from all three classes, in which the majority came from Mini10 and Mini12 (34.3%), followed by Mini01 (31.4%)

**Question No.02:** Have you used ChatGPT during your final report writing process?



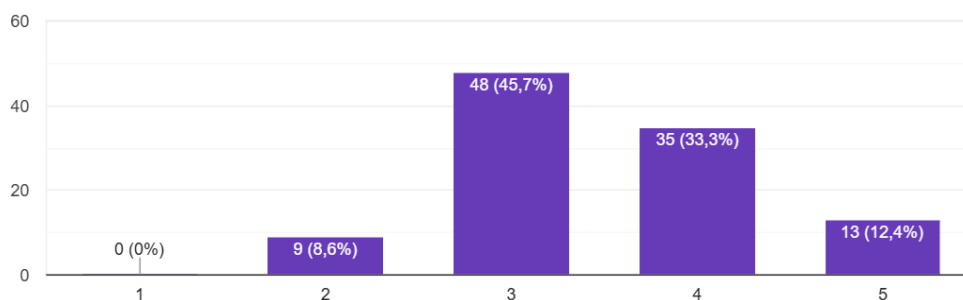
**Figure 3. Use of ChatGPT in the Final Report Writing Process**

(Source: Author, 2025)

According to the results acquired from Question 2 of the Questionnaire, “Have you used ChatGPT during your final report writing process?”, most of the students answered “Yes”. This proved that ChatGPT is widely used among the students during their writing process.

#### 4.2 Usage of ChatGPT in Academic Writing

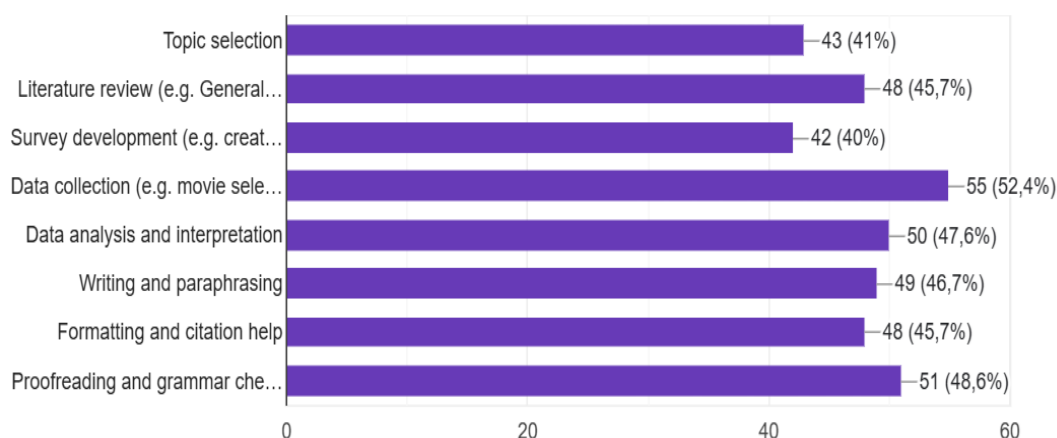
**Question No.03:** How often do you use ChatGPT for writing-related tasks? (5 = Always; 4 = usually; 3 = Sometimes; 2 = Rarely; 1 = never)



**Figure 4. Frequency of ChatGPT Use for Writing-Related Tasks**

(Source: Author, 2025)

The highest percentage (45.7%) chose “sometimes”, coming next with 33.3% who chose “usually” and then 12.4% chose “always”. This proves that ChatGPT becomes a tool



**Figure 5. Aspects of Final Report Writing Supported by ChatGPT**

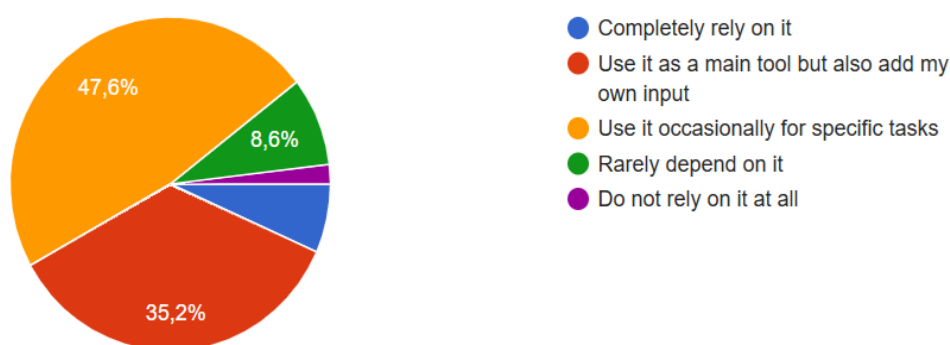
(Source: Google Form Survey, 2025)

Data collection (movie selection) was the most used aspect with 52.4%, followed by proofreading and grammar check (48.6%) and data analysis and interpretation (47.6%). Writing and paraphrasing comes next with 46.7%. Sharing the same percentage is Literature Review and Formatting and citation help with 45.7%. The least used aspect is Survey development with 40%.

**Question No.05:** To what extent do you rely on ChatGPT for your final report?

which supports the students in the writing process.

**Question No.04:** What aspects of final report writing do you use ChatGPT for? (Select all that apply).



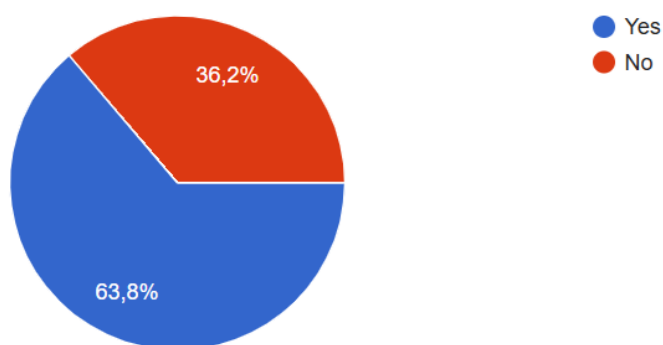
**Figure 6. Extent of Students' Reliance on ChatGPT for Final Report Writing**

(Source: Author, 2025)

Most students (47.6%) used ChatGPT for specific tasks while 1.9% do not rely on it at all. 35.2% used it as a main tool, but also added their own input. This proved that ChatGPT has become an important tool in students' writing process.

**Question No.06:** Do you know that ChatGPT cannot give answers about current affairs because its data was up to September 2021?



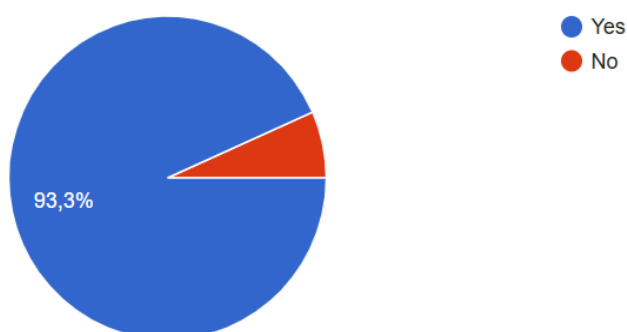


**Figure 7. Students' Awareness of ChatGPT's Knowledge Limitation**

(Source: Author, 2025)

The majority of the participants (63.8%) recognized that ChatGPT cannot give answers about current affairs while 36.2% did not. This showed that most participants had background knowledge of ChatGPT before using it.

**Question No.07:** Do you check the answers ChatGPT gives you?

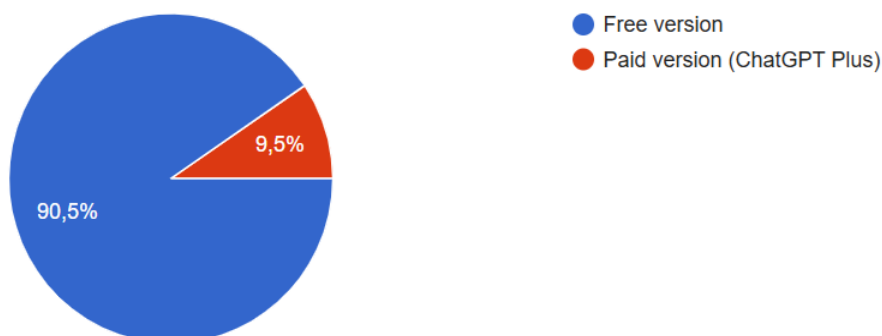


**Figure 8. Students' Verification of ChatGPT-Generated Answers**

(Source: Author, 2025)

93.3% of the participants check the answers ChatGPT gives them. This is relevant to the previous question. Most students recognized the weaknesses of ChatGPT and knew how to control them.

**Question No.08:** How do you primarily access ChatGPT?

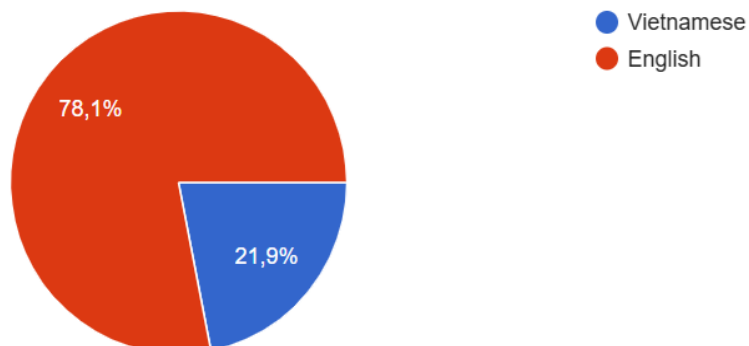


**Figure 9. Students' Primary Access Methods for ChatGPT**

(Source: Author, 2025)

Most participants (90.5%) used the free version of ChatGPT while only 9.5% chose the paid version.

**Question No.09:** What language do you use to ask ChatGPT?



**Figure 10. Language Students Use to Interact with ChatGPT**

(Source: Author, 2025)

Most students (78.1%) used English to ask ChatGPT. This suggests that students knew ChatGPT performs best and most accurately with English.

#### 4.3 Perceived Benefits of ChatGPT

**Table 1. Perceived Benefits of ChatGPT**

Questions	Options					Mean
	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
Q10.ChatGPT has improved the efficiency of my report writing	1%	4.8%	40%	39%	15.2%	3.62
Q11.ChatGPT helps me generate ideas and structure my report.	0%	8.6%	29.5%	<b>43.8%</b>	18.1%	<b>3.71</b>
Q12.ChatGPT has enhanced my grammar and syntax.	1.9%	4.8%	<b>41%</b>	35.2%	17.1%	3.60
Q13.ChatGPT has improved my language fluency and style.	1.9%	10.5%	32.4%	<b>41.9%</b>	13.3%	3.54
Q14.ChatGPT has provided feedback and revision suggestions	0%	4.8%	37.1%	<b>42.9%</b>	15.2%	3.68

(Source: Author, 2025)

Explanation: 1-1.8 Totally disagreed

1.8-2.6: Disagreed

2.6-3.4: Average

3.4-4.2: Agreed

4.2-5: Totally Agreed

Table 1 describes the students' perception of the benefits of ChatGPT on their writing. The statement "ChatGPT helps me generate ideas and structure my report" (M=3.71) got the highest mean score while the lowest score is at the statement "ChatGPT has improved my language fluency and style" (M=3.54). This shows that ChatGPT helped students most in generating ideas (M=3.71) and providing feedback (M=3.68). Overall, through Table 1, it is evident that the mean scores ranged from 3.54 to 3.71, which suggests that the participants agreed with the perceived benefits of ChatGPT.

**Question No.15:** What is the most significant benefit you have experienced while using ChatGPT?

**Table 2. The most significant benefit of ChatGPT**

Theme	Frequency	Example Responses	Description
<b>Time-Saving and Efficiency</b>	41	<i>"The most significant benefit I have experienced is getting quick and helpful answers that save time and make learning or working easier.", "Quick response", "The most significant benefit is getting quick, accurate help with writing and learning, which saves time and boosts productivity.", It responds the answer immediately with various sources and brief content".</i>	Many students noted that ChatGPT helped them complete tasks faster, reducing the time and effort needed for writing, searching, and organizing.
<b>Idea Generation and Brainstorming</b>	29	<i>"Better organization and idea", "It gives me more ideas", "I find a lot of diverse information and GPT chat gives me good ideas", "The most significant benefit I have experienced while using ChatGPT is the ability to quickly generate ideas and improve the clarity of my writing. It helps me organize my thoughts and saves time during the writing process."</i>	Many students highlighted ChatGPT's ability to help them generate and structure ideas.
<b>Grammar, Vocabulary, and Writing Improvement</b>	14	<i>"Correct grammar errors, correct vocabulary errors, translate", "It help me write and edit some parts in the report; and get quick answers or summarizes", "Enhance my writing skill", "Checking grammar mistakes and give feedback to improve my writing" "It helps summarize articles and paraphrase quite effectively."</i>	Students mentioned ChatGPT as a tool for checking grammar, improving vocabulary, and enhancing writing skills.
<b>Others / Unclear / No Opinion</b>	19	<i>"I have no idea", "Nothing", "AI edit photos", "!!!"</i>	These responses were either unrelated or did not contribute clearly to the question.

(Source: Author, 2025)

According to Table 2, the responses to the question “What is the most significant benefit you have experienced while using ChatGPT?” are classified into three major themes: Time-Saving and Efficiency, Idea Generation and Brainstorming, Grammar, Vocabulary, and Writing Improvement. As can be seen from the table, Time-Saving and Efficiency is the most frequently mentioned theme.

#### 4.4. Challenges and Ethical Concerns

**Table 3. Challenges and Ethical Concerns**

Questions	Options					Mean
Q16.ChatGPT's responses can be incorrect or irrelevant.	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
	1%	2.9%	33.3%	<b>40%</b>	22.9%	3.80
Q17.ChatGPT has potential biases.	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
	0%	3.8%	44.8%	<b>40%</b>	11.4%	3.59
Q18.ChatGPT makes users on ChatGPT-generated content	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
	1%	2.9%	34.3%	<b>40%</b>	21.9%	3.79
Q19.ChatGPT lacks human expertise and contextual awareness	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
	0%	1.9%	33.3%	<b>42.9%</b>	21.9%	<b>3.84</b>
Q20.ChatGPT can generate content without citing sources or may provide fabricated citations.	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
	0%	3.8%	36.2%	<b>39%</b>	21%	3.77
Q21.ChatGPT has repetitive words or phrases, as well as inconsistencies or unnatural language use.	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	
	0%	5.7%	36.2%	<b>38.1%</b>	20%	3.72

(Source: Author, 2025)

Explanation: 1-1.8 Totally disagreed

1.8-2.6: Disagreed

2.6-3.4: Average

3.4-4.2: Agreed

4.2-5: Totally Agreed

Table 3 describes the students' perception of the shortcomings of ChatGPT. The statement “ChatGPT lacks human expertise and contextual awareness” (M=3.84) got the highest mean score while the lowest score is at the statement “ChatGPT has potential biases.” (M=3.59). This shows that the students recognized the weaknesses of ChatGPT, especially the lack of human expertise (M=3.84) and inaccurate responses (M=3.80). As in Table 3, the mean scores ranged from 3.59 to 3.84, which suggested that the participants agreed with the perceived limitations of ChatGPT. Over-reliance (M=3.79) and improper citations (M=3.77) are also of concern.

#### 4.5. General Perception and Future Use

**Table 4. General Perception and Future Use**

Q22. Have you received guidelines from your university on using AI tools like ChatGPT in academic writing?	No 42.9%
	Yes 57.1%
Q23. Do you believe ChatGPT should be integrated into academic writing courses?	No 32.4%
	Yes 67.6%
Q24. Would you continue using ChatGPT for academic writing after completing your report?	No 18.1%
	Yes 81.9%

(Source: Author, 2025)

Table 4 describes the students' general perception and future use of ChatGPT. A significant majority (57.1%) of respondents reported receiving guidelines from TDMU on using AI tools like ChatGPT in academic writing. 67.6% of the students believe that ChatGPT should be integrated into academic writing courses. A very high percentage (81.9%) of respondents indicated that they would continue using ChatGPT for academic writing. This indicates a strong positive perception of ChatGPT's potential as a pedagogical tool.

### 5. Discussion

The present study aimed to examine the strategies the senior undergraduate students at FFL use ChatGPT in their academic writing and their perceptions of ChatGPT's effectiveness as a writing tool.

#### 5.1 ChatGPT usage in senior undergraduate students' academic writing

The findings indicate that a significant majority of participants (83.8%) used ChatGPT during their final report writing process. This is consistent with Nguyen, Nguyen & Phan (2025). One possible explanation for this is that ChatGPT gives quick responses.

The most common stage of final report writing for which students use ChatGPT is data collection (movie selection) (52.4%). This is in line with previous research of Jelson & Lee (2024) and Schwenke, Söbke & Kraft (2023). It helps students work more effectively in a more structured way and can "handle some chore work" during literature research and writing. This result may be due to the fact that ChatGPT helps in generalizing ideas and providing instant information about any topic or user prompt.

#### 5.2 Students' perceptions of ChatGPT's benefits and limitations as a writing tool

In this study, the writer also found that the most significant benefits experienced were time-saving and efficiency. These results are consistent with those of Nguyen, Nguyen & Phan (2025), Thao, Hieu & Thuy (2023) and Schwenke, Söbke, & Kraft (2023). Students explicitly noted that using ChatGPT reduced their thinking time for ideas and information, allowing them to complete tasks much faster. ChatGPT is considered an efficient and beneficial tool in thesis writing and for text-heavy teaching formats.

Regarding the weaknesses of ChatGPT, the lack of human-like understanding and potential citation issues are particularly prominent concerns of the participants. These results are consistent with those of Nguyen, Nguyen & Phan (2025), who found that ChatGPT's responses can lack human-like vision and creativity and that the results created

by ChatGPT were involved in plagiarism, and no one completely trusted ChatGPT's answers without worrying about plagiarism. Schwenke, Söbke & Kraft (2023) also found that a significant concern is ChatGPT's potential for generating incorrect references or fabricating citations.

What's more, a majority (63.8%) of students were aware that ChatGPT's data is only updated until September 2021, and 93.3% reported checking the answers provided by ChatGPT. One previous study by Geng & Trotta (2024) mentioned that GPT-3.5's training data is "up to September 2021" in the context of their own simulations, but this does not indicate whether students using the tool were aware of this specific cutoff date. Nguyen, Nguyen & Phan (2025). Generally, discusses "limited training data for ChatGPT" as a cause for AI providing responses that lack human-like vision and creativity, implying a general awareness of data limitations, but again, it does not specify the precise September 2021 cutoff or confirm widespread student knowledge of it.

However, the study has several limitations. One limitation is that it relied on self-reported data, which may be subject to bias. Additionally, the sample size was relatively small, limiting the generalizability of the findings. Despite these limitations, the results contribute to our understanding of how ChatGPT is used during the academic writing process and students' perceptions.

## 6. Conclusion

Overall, while students recognize ChatGPT as a valuable tool with numerous benefits, especially for idea generation, structuring, and providing feedback, they are also aware of its limitations and the need for critical evaluation and careful use. A majority of students believe ChatGPT should be integrated into academic writing courses and intend to continue using it for academic writing. However, specific university guidelines on using AI tools should be given.

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