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# Applications of Chat GPT in English language teaching: A survey on Vietnamese EFL high school teachers

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**ABSTRACT**

The rapid advancement of artificial intelligence (AI) has yielded transformative tools, such as ChatGPT, which are becoming increasingly vital in assisting English Language Teaching (ELT) teachers in English instruction. As AI-powered language models become more accessible, educators are exploring their potential to support various aspects of teaching, including planning lessons, depveloping materials, delivering instruction, and testing and assessment. In this context, understanding how English teachers adopt such tools in real-world classroom settings is increasingly important. This study aims to investigate the ways in which Vietnamese high school EFL (English as a Foreign Language) teachers utilize ChatGPT in their teaching practices. The research involved 300 high school English teachers across various regions of Vietnam. A quantitative approach, with a structured questionnaire, was employed to gather data, which was analyzed using SPSS. The findings reveal that high school EFL teachers in Vietnam often integrate ChatGPT into their teaching practices, particularly for lesson planning, materials development, instructional delivery, and testing and assessment. Among these areas, ChatGPT is most commonly used for testing and assessment, followed closely by lesson planning, instructional delivery, and materials development. The study highlights the potential of ChatGPT to improve teaching efficiency and creativity, but also underscores the importance of training teachers to use it effectively and ethically. The study calls for further research projects into ChatGPT's long-term impact, its effectiveness in fostering student learning, and its adaptability to diverse educational settings.

**Keywords:** Artificial intelligence, ChatGPT, Vietnamese ELT teachers, English Language Teaching.

## 1. INTRODUCTION

The rapid advancement of artificial intelligence (AI) has brought significant transformations across various sectors, including education (Rashid & Kausik, 2024). Among numerous AI tools, ChatGPT stands out as a powerful platform that enhances teaching and learning experiences. Globally, educators have incorporated ChatGPT into diverse educational settings, leveraging its capabilities for lesson planning, content creation, and language practice. For instance, teachers in countries such as the United States and South Korea utilize ChatGPT to support differentiated instruction and alleviate administrative workload (Zawacki-Richter et al., 2019). Research highlights ChatGPT's strength in generating contextually relevant texts, providing instant feedback, and simulating conversational practice, thereby improving teaching efficiency and student outcomes (Wu et al., 2021).

In the field of English Language Teaching (ELT), AI tools like ChatGPT are gradually transforming traditional instructional methods. ChatGPT assists in various ELT domains, including translation, teacher training, curriculum design, lesson planning, materials development, instructional delivery, and assessment (Choukaier, 2024). It supports teachers by suggesting relevant topics, interactive activities, and additional resources for lesson planning. Moreover, ChatGPT contributes to materials development by generating tailored instructional content such as grammar exercises, writing prompts, and reading passages suitable for different proficiency levels (Kim et al., 2022). During instructional delivery, the tool enables interactive and personalized teaching through simulated dialogues, immediate feedback, and explanations of complex concepts, thus fostering a more engaging classroom environment

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(Park & Shin, 2022). In assessment, ChatGPT facilitates the creation of quizzes, tests, rubrics, and automated grading, providing formative feedback to guide learners' progress (Chen et al., 2021). These multifaceted applications demonstrate ChatGPT's growing potential in enhancing both the effectiveness and efficiency of English language instruction.

Despite the global interest and increasing research on ChatGPT in education, most studies focus on its technical capabilities or its impact on students. There remains a limited understanding of how teachers, especially in ELT contexts, actually use ChatGPT in their daily practices (Ma et al., 2024; Meniado, 2023; Kavak & Ekinci, 2024). In Vietnam, the integration of AI tools like ChatGPT into education is still in its infancy (Hai Yen, 2024). Although the government has emphasized digital transformation in education, adoption of AI remains uneven. English, as a mandatory subject throughout the national curriculum, faces increasing demand for innovative teaching methods, prompting interest in ChatGPT as a support tool (Ministry of Education and Training, 2018). Vietnamese EFL high school teachers have started exploring ChatGPT's applications in lesson planning, instructional delivery, materials development, and personalized feedback. However, existing research primarily investigates ChatGPT's role in developing specific language skills, such as writing or speaking, rather than its broader integration into ELT teaching tasks (Pham & Vu, 2023; Nguyen, 2023). This gap underscores the necessity for empirical research on how Vietnamese high school EFL teachers utilize ChatGPT across core instructional areas.

Therefore, this study aims to explore the practical use of ChatGPT by Vietnamese EFL high school teachers in English language teaching. By addressing this gap, the research seeks to provide insights that can inform educational policy, guide teacher training, and optimize the pedagogical benefits of AI tools like ChatGPT in modern language classrooms.

## 2.MATERIALS AND METHOD

### 2.1 Research Design

This study was conducted according to the positivist paradigm, which emphasizes that reality exists independently of human perception and can be observed, measured, and explained through systematic empirical investigation (Bryman, 2016). Positivism emphasizes objective, quantitative observation, repeatability, and the construction of general laws based on empirical evidence, while eliminating subjectivity by focusing on observable phenomena and measurable variables. Since the goal of the study was to examine how high school English teachers in Vietnam use ChatGPT based on measurable patterns and behaviors, it was necessary to choose a research strategy that conforms to the principles of positivism. Accordingly, quantitative research methods were applied to ensure that the results were based on objective data and could be verified statistically (Creswell, 2014; Cohen, Manion, & Morrison, 2018). Among quantitative methods such as experiments, structured observations, and surveys (Creswell, 2014; Bryman, 2016), questionnaire surveys are considered to be the most suitable for the goal of identifying general trends in the use of ChatGPT across a large and geographically dispersed sample, as it allows for standardized data collection, facilitating generalization and cross-comparison. A structured questionnaire with closed-ended questions was chosen to standardize the data collection process, minimize researcher bias, and facilitate statistical analysis (Kothari, 2004). The content of the questionnaire focused on teachers' perceptions of ChatGPT, benefits, challenges, and practical applications in English language teaching (Nguyen & Tran, 2023). The collected data were coded and analyzed using SPSS version 30 with descriptive statistics (mean, standard deviation), reliability analysis using Cronbach's Alpha, and exploratory factor analysis (EFA) to ensure a rigorous, systematic analysis process, consistent with the empirical and quantitative approach of the study.

### 2.2. Research Context and Participants of the Study

This study focused on examining how high school English teachers in Vietnam use ChatGPT in activities such as lesson planning, materials development, teaching, and assessment. A total of 300 teachers were recruited through a Zalo group sharing educational resources, including teachers from many provinces, creating diverse perspectives on integrating ChatGPT into English teaching (Tran & Nguyen, 2024). The survey was conducted over three months September-November 2024 with the participation of teachers from both well-resourced and under-resourced schools, helping to fully reflect the context of digital tool adoption. The study used convenience sampling a non-probability sampling method to select people who are available and willing to participate (Onwuegbuzie & Collins,

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2007), which is popular in educational research because of its efficiency, cost-effectiveness, and practical relevance (Jager, Putnick, & Bornstein, 2017). Although it does not guarantee absolute randomness, this approach helps to focus on appropriate groups of subjects and increases contextual relevance. The selection criteria were: (1) being a high school English teacher, (2) being willing to participate, and (3) having used ChatGPT in teaching.

### 2.3. Data Collection Procedures

The data collection process was conducted in 4 steps:

*Step 1: Communicating with the participants for the survey process*

Various methods were available to contact participants, such as phone calls, emails, and postal mail. However, for convenience, the researcher sent messages to approximately 1000 English teachers in a well-established Zalo group, inviting them to participate in the study. In these messages, the researcher briefly outlined the study, explained its objectives, emphasized the importance of understanding the use of ChatGPT in English language teaching, and requested their support by participating in the survey. Due to my familiarity with them and our shared community of English teachers throughout Vietnam, the researcher received 300 responses confirming their willingness to participate in my study.

*Step 2. Getting the confirmation to join the research*

After contacting the participants initially, the researcher sent the Information Sheet and Consent Forms to address ethical concerns and verify their participation. The researcher received these documents back, confirming their agreement and participation.

*Step 3. Instructions on filling in the questionnaire*

After step 2 was done for a week, the participants were sent the questionnaires. The researcher organized a Zoom meeting because of its convenience; therefore, all surveyors could participate easily. The researcher introduced the questionnaire at the meeting, which was created using Google Forms because it was convenient for responders living far from the researcher, and it is free. It could enable the researcher to collect data quickly. A comprehensive explanation of completing the questionnaire was provided in a Zoom meeting to ensure that all participants understood the questions and the submission process. The researcher answered questions the participants had regarding the study or the questionnaire. This was to ensure clarity and encourage accurate and thoughtful responses.

Additionally, to increase the response rates, the researcher informed them that any surveyors who had completed the survey were given useful educational material resources. Singer and Ye (2013) suggested that cash incentives are the most effective way to boost response rates. However, cash incentives felt inappropriate since my study was conducted in an educational setting. As a result, the researcher opted for teaching materials as an alternative.

*Step 4. Setting a deadline for questionnaire submission*

Finally, the researcher set a deadline for the participants to complete and submit the Google Form questionnaire. The survey was administered for about two weeks, from September 10 to September 24, 2024. This deadline was communicated clearly during the Zoom meeting, and reminders were followed up as necessary to ensure a high response rate.

After the survey, the Google Form system had collected 300 responses, resulting in a response rate of 100%.

## 3. RESULTS AND DISCUSSION

### 3.1. Findings

*3.1.1. The Teachers' Overall Use of ChatGPT in ELT*

The results presented in Table 3.1 show that Vietnamese EFL high school teachers highly frequently used ChatGPT in their English language teaching practices (M = 3.563, SD = 1.092). The study examined four categories: testing and assessment, lesson planning, instructional delivery, and materials development. Among these, testing and assessment recorded the highest (M = 3.616, SD = 1.114), suggesting that teachers most frequently utilized ChatGPT for designing rubrics, creating tests, and providing feedback to students. Lesson planning (M = 3.609, SD = 1.069)

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and instructional delivery (M = 3.589, SD = 1.023) followed closely, indicating that ChatGPT was also commonly used to assist in organizing lessons and supporting classroom instruction. In contrast, materials development had the lowest mean score (M = 3.436, SD = 1.157), implying that teachers used ChatGPT less frequently for generating teaching materials, possibly due to concerns about customization or relevance. Overall, these findings suggest that while ChatGPT is broadly accepted as a useful tool in teaching, its application is more prevalent in testing and assessment and lesson planning tasks than in materials development.

**Table 3.1 The Teachers' Overall Use of ChatGPT in ELT**

| Categories | N | M | SD | Interpretation |
|---|---|---|---|---|
| Testing and assessment | 300 | 3.616 | 1.114 | often |
| Lesson planning | 300 | 3.609 | 1.069 | often |
| Instructional delivery | 300 | 3.589 | 1.023 | often |
| Materials development | 300 | 3.436 | 1.157 | often |
| Overall | 300 | 3.563 | 1.092 | often |

*(Never (1.00-1.79); Rarely (1.80- 2.59); Sometimes (2.60 - 3.39); Often (3.40- 4.19); Always (4.20- 5.00))*

*3.1.2. Teachers' Use of ChatGPT in Testing and Assessment*

The results presented in Table 3.2 show that Vietnamese EFL high school teachers often used Use of ChatGPT in Testing and Assessment (M = 3.616, SD = 1.114). Among the specific tasks, the highest mean score was recorded for assisting in grading students' written work and providing constructive feedback (M = 3.657, SD = 1.202), suggesting that teachers highly value ChatGPT's support in streamlining evaluation processes. Teachers also frequently used ChatGPT to deliver feedback highlighting students' strengths and weaknesses (M = 3.637, SD = 1.153), design formative and summative assessments (M = 3.620, SD = 1.101), and create comprehension questions for reading tasks (M = 3.617, SD = 1.049), reflecting the tool's usefulness across various assessment activities. Slightly lower usage was observed for developing rubrics to grade students' writing and oral products (M = 3.590, SD = 1.146) and generating customized writing prompts suited to learners' contexts (M = 3.577, SD = 1.024). Overall, these findings indicate that while ChatGPT is commonly used to support traditional assessment tasks, its application in creating adaptive or personalized assessments remains somewhat limited.

**Table 3.2 The Usage of ChatGPT for Testing and Assessment**

| Items | N | M | SD | Interpretation |
|---|---|---|---|---|
| I use ChatGPT to assist in grading students' written work by analyzing and evaluating their responses based on predefined criteria and providing constructive feedback. | 300 | 3.657 | 1.202 | often |
| I use ChatGPT to deliver feedback that highlights the strengths and weaknesses of students' work and offers recommendations for improvement. | 300 | 3.637 | 1.153 | often |
| I use ChatGPT to design formative and summative assessments, including quizzes and test items, to evaluate students' understanding and performance. | 300 | 3.620 | 1.101 | often |
| I use ChatGPT to create comprehension questions for assessing students' understanding of reading tasks. | 300 | 3.617 | 1.049 | often |

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|---|---|---|---|---|
| I use ChatGPT to develop rubrics to grade students' writing and oral products. | 300 | 3.590 | 1.146 | often |
| I use ChatGPT to generate writing prompts that assess students' ability to express ideas based on their proficiency levels and contexts. | 300 | 3.577 | 1.024 | often |
| Overall | 300 | 3.616 | 1.114 | often |

*3.1.3. Teachers' Use of ChatGPT in Lesson Planning*

The results presented in Table 3.3 show that Vietnamese EFL high school teachers often used ChatGPT for lesson planning. (M = 3.609, SD = 1.069). Among the specific items, the highest-rated usage was employing ChatGPT to ensure that lesson plans are educational, meet learning objectives, and maintain student engagement (M = 3.743, SD = 1.126), highlighting teachers' appreciation for ChatGPT's role in helping structure effective and engaging lessons. Other commonly reported uses included suggesting culturally relevant themes and current events (M = 3.693, SD = 1.066) and generating new lesson ideas across various topics (M = 3.640, SD = 1.013), reflecting teachers' tendency to utilize ChatGPT to diversify and enrich lesson content. Moderate usage was reported for designing alternative lesson plans to accommodate different student progress rates (M = 3.627, SD = 1.160) and brainstorming creative teaching methods such as gamified lessons or flipped classrooms (M = 3.540, SD = 0.986). The least frequent use was for creating individualized lesson plans tailored to students' specific learning needs, styles, and proficiency levels (M = 3.413, SD = 1.052), suggesting that while teachers appreciate ChatGPT's general support, they may be less confident in relying on it for highly personalized instructional design. Overall, the findings indicate that teachers actively leverage ChatGPT to enhance lesson structure and content diversity, though its application in addressing individualized learning needs appears to be more limited.

**Table 3.3 The Usage of ChatGPT for Lesson Planning**

| Items | N | M | SD | Interpretation |
|---|---|---|---|---|
| I use ChatGPT to ensure my lesson plans are educational, meet learning objectives, and maintain student engagement. | 300 | 3.743 | 1.126 | often |
| I use ChatGPT to suggest themes or topics that reflect cultural nuances and current events, making the lessons more relatable and engaging for students. | 300 | 3.693 | 1.066 | often |
| I use ChatGPT to generate new lesson ideas on a wide range of topics. | 300 | 3.640 | 1.013 | often |
| I use ChatGPT to design alternative lesson plans for scenarios where students progress at different paces, either faster or slower than expected. | 300 | 3.627 | 1.160 | often |
| I use ChatGPT to brainstorm creative teaching methods, such as gamified lesson plans or flipped classroom activities. | 300 | 3.540 | 0.986 | often |
| I use ChatGPT to create lesson plans that are tailored to the individual learning needs, styles, and proficiency levels of my students. | 300 | 3.413 | 1.052 | often |
| Overall | 300 | 3.609 | 1.069 | often |

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*3.1.4. Teachers' Use of ChatGPT in Instructional Delivery*

About teachers' use of ChatGPT in instructional delivery, the participants demonstrated frequent usage (M = 3.589, SD = 1.023). The highest usage was for providing insights into English-speaking cultures, such as idioms, customs, and traditions, to enhance students' communicative competence, with a mean score of 3.780 (SD = 1.004). This suggests that teachers value ChatGPT for enhancing students' cultural understanding, which is key to developing practical communication skills in English. Teachers also frequently used ChatGPT to paraphrase and edit texts for clarity and accuracy (M = 3.650, SD = 1.041). They also recommended relevant reading materials to help students develop their ideas and improve their language use (M = 3.567, SD = 0.984). These tasks indicate that teachers use ChatGPT to refine content and offer students valuable resources. However, the use of ChatGPT for providing personalized learning support (M = 3.557, SD = 1.060) and generating ideas for classroom activities (M = 3.520, SD = 0.983) was less common. The least frequent use was reported for crafting prompts for group-based activities (M = 3.460, SD = 1.061).

**Table 3.4 The Usage of ChatGPT for Instructional Delivery**

| Items | N | M | SD | Interpretation |
|---|---|---|---|---|
| I use ChatGPT to provide insights into English-speaking cultures, such as idioms, customs, and traditions, to enhance students' communicative competence. | 300 | 3.780 | 1.004 | often |
| I use ChatGPT to paraphrase and edit texts for clarity and accuracy. | 300 | 3.650 | 1.041 | often |
| I use ChatGPT to recommend relevant reading materials that help students develop their ideas and provide feedback to improve their language use. | 300 | 3.567 | 0.984 | often |
| I use ChatGPT to provide personalized learning support and answer students' questions. | 300 | 3.557 | 1.060 | often |
| I use ChatGPT to generate ideas that inspire engaging classroom activities. | 300 | 3.520 | 0.983 | often |
| I use ChatGPT to craft prompts and guidelines for group activities, promoting teamwork and peer learning in language classes. | 300 | 3.460 | 1.061 | often |
| Overall | 300 | 3.589 | 1.023 | often |

*3.1.5. Teachers' Use of ChatGPT in Materials Development*

The results presented in Table 3.5 show that Vietnamese EFL high school teachers reported often use of ChatGPT for materials development (M = 3.436, SD = 1.157). Among the specific tasks, the highest mean score was recorded for generating learning examples tailored to students' linguistic challenges, such as sample essays or contextual grammar usage (M = 3.513, SD = 1.135), suggesting that teachers frequently relied on ChatGPT to produce illustrative learning content. ChatGPT was also often used to create reading materials suited to learners' proficiency levels (M = 3.500, SD = 1.178) and to develop templates or outlines for writing and speaking tasks (M = 3.493, SD = 1.164), reflecting its practical role in supporting structured academic work. Meanwhile, slightly lower usage was observed for accessing online language resources such as dictionaries and grammar guides (M = 3.417, SD = 1.143) and for producing dialogue scripts and short stories (M = 3.393, SD = 1.097). The least frequent use was for designing customized activities based on learners' individual styles and proficiency levels (M = 3.300, SD = 1.228), indicating that while ChatGPT is valued for generating general educational content, its application in highly personalized materials development remains limited. Overall, the findings suggest that teachers use ChatGPT more confidently for generating standard instructional resources rather than for creating individualized learning activities.

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**Table 3.5 The Usage of ChatGPT for Materials Development**

| Items | N | M | SD | Interpretation |
|---|---|---|---|---|
| I use ChatGPT to generate learning examples, such as sample essays or contextual grammar usage, tailored to specific linguistic challenges faced by students. | 300 | 3.513 | 1.135 | often |
| I use ChatGPT to create reading materials well-suited to learners' proficiency levels. | 300 | 3.500 | 1.178 | often |
| I use ChatGPT to create templates or outlines for writing and speaking tasks, such as essay structures or research reports. | 300 | 3.493 | 1.164 | often |
| I use ChatGPT to access online dictionaries, grammar guides, writing tips, and other language-learning resources to enhance the development of teaching materials. | 300 | 3.417 | 1.143 | often |
| I use ChatGPT to produce dialogue scripts, short stories, and sample vocabulary or sentences that cater to learners' needs. | 300 | 3.393 | 1.097 | sometimes |
| I use ChatGPT to design activities customized to learners' learning styles, needs, and proficiency levels. | 300 | 3.300 | 1.228 | sometimes |
| Overall | 300 | 3.436 | 1.157 | often |

### 3.2. Discussion

The findings of this study confirm that Vietnamese EFL high school teachers frequently incorporate ChatGPT into core instructional domains of ELT: lesson planning, materials development, instructional delivery, and testing and assessment. This practical integration aligns well with Wahyudin et al.'s (2024) view of ELT as a dynamic, context-responsive field that combines theory with practice. The results demonstrate that ChatGPT functions as an assistive tool that reinforces structured and goal-oriented teaching, consistent with Harmer's (2007) conceptualization of ELT as a professional and systematic practice.

In testing and assessment, teachers reported high levels of ChatGPT use in automating grading, creating structured test items, and providing formative feedback. These practices reflect Brown's (2004) distinction between formative and summative assessment and highlight ChatGPT's utility in supporting formative feedback and standardized scoring. This corresponds with prior research (Meniado, 2023; Nguyen & Tran, 2023), which emphasized ChatGPT's role in reducing teachers' workload and enhancing assessment consistency. However, the limited use of ChatGPT in adaptive or personalized assessments reinforces critiques by Wahyudin et al. (2024) and Brown (2007), who stressed the importance of learner-centered approaches that AI alone cannot fully address. The preference for human judgment in nuanced evaluation supports the argument that, while AI is effective for routine assessment tasks, it lacks the pedagogical sensitivity required for complex, individualized evaluations (Ma et al., 2024; Nugroho et al., 2024).

Regarding lesson planning, teachers frequently used ChatGPT to generate structured plans aligned with learning outcomes, which supports Farrell's (2002) definition of lesson planning as a goal-driven process. Teachers found ChatGPT most useful for planning activities that address general proficiency targets and curriculum objectives - mirroring Richards & Rodgers' (2014) emphasis on methodological flexibility. However, teachers were less confident using ChatGPT for differentiated instruction or creative methods like gamified lessons. This finding reflects Brown's (2007) caution that pre-programmed tools may not fully capture learners' individual learning styles or contextual needs. Although AI can support efficiency, teachers continue to rely on their own pedagogical judgment when designing inclusive and adaptive instruction.

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In terms of instructional delivery, ChatGPT was widely used to support clarity, generate cultural insights, and provide reading recommendations. These applications are in line with Richards and Rodgers' (2014) assertion that effective delivery involves context-appropriate methods and learner-centered content. The use of ChatGPT to explain idioms, customs, and cultural norms aligns with communicative competence frameworks and supports Wahyudin et al.'s (2024) emphasis on sociocultural dimensions in ELT. However, the limited use of ChatGPT for emotional engagement or adaptive feedback in real-time class settings points to ongoing concerns regarding AI's capacity to respond flexibly to learners' affective needs (Ma et al., 2024). The findings support the argument that while ChatGPT strengthens instructional delivery in terms of content and support, human interaction remains vital for motivation and classroom rapport.

In the area of materials development, teachers used ChatGPT to generate grammar tasks, reading texts, and writing templates. These uses align closely with Tomlinson's (2011) definition of materials development as the creation and adaptation of instructional content to support learning. The results confirm previous studies (Meniado, 2023; Liu et al., 2024) that highlight ChatGPT's strength in producing structured, level-appropriate materials. However, its limited use for context-specific or creative materials reveals a potential gap in ChatGPT's capacity to address localized learning needs. This finding echoes Tomlinson's (2011) insistence on the importance of contextualization and learner relevance in materials design, and it suggests that ChatGPT is most effective when used in tandem with teacher adaptation.

Overall, the study affirms that ChatGPT enhances efficiency and supports structured teaching tasks, particularly in planning and assessment. These findings are consistent with the theoretical frameworks presented in Chapter 2, particularly those that advocate for a flexible and practice-oriented view of ELT (Wahyudin et al., 2024; Richards & Rodgers, 2014). However, teachers' cautious attitudes toward using ChatGPT in more creative, personalized, or context-sensitive tasks indicate that professional expertise remains indispensable. This balance between AI assistance and teacher agency aligns with calls from Ma et al. (2024) and Nguyen (2023) for greater teacher training and digital literacy to ensure ethical, effective, and pedagogically sound AI integration in ELT.

## 4. CONCLUSIONS

The findings of this study offer an in-depth understanding of how Vietnamese high school teachers use ChatGPT in ELT. ChatGPT was widely utilized across four primary teaching domains: lesson planning, materials development, instructional delivery, and testing and assessment.

In testing and assessment, ChatGPT supported tasks such as automating grading, generating quizzes, and providing tailored feedback for students. It was frequently used for delivering feedback and generating test items, and it was seen as valuable for automating repetitive tasks and providing standardized feedback. However, its role in personalized assessment, such as developing quizzes that adapt to students' proficiency levels or offering highly individualized writing prompts, was more limited. The variability in responses indicates that while some teachers use ChatGPT extensively for assessment tasks, others use it more selectively.

Teachers reported that ChatGPT significantly enhanced lesson planning by generating creative and engaging ideas tailored to specific topics, levels, and objectives. It was valuable for ensuring educational quality, generating ideas, and enhancing engagement in lesson planning. It is frequently used to align lessons with learning objectives and suggest relevant topics, such as cultural nuances and current events. However, its use for personalizing lesson plans for individual students is less frequent. This may be due to ChatGPT's limitations in understanding each student's needs. The variability in responses suggests that while some teachers use it extensively, others may use it selectively.

For instructional delivery, teachers used ChatGPT as a supplementary tool to provide cultural insights, clarify complex concepts, and create prompts for classroom discussions. It helped enhance students' understanding of English-speaking cultures, improving text clarity and precision, and recommending reading materials. ChatGPT also contributed to generating ideas for classroom activities. However, its use for personalized learning support and group-based activities was less frequent. This suggests that ChatGPT excels in general instructional support but may not replace the dynamic, personalized interactions necessary for specific student needs and collaborative learning.

In materials development, ChatGPT provided diverse content such as reading passages, vocabulary lists, grammar exercises, and interactive activities. It is frequently used for generating learning examples, creating reading materials, and developing templates for writing tasks. ChatGPT helps create content that aligns with students' proficiency levels and provides structured resources like grammar guides and templates. However, its role in personalizing materials to cater to individual learning styles and progress is less significant, as it cannot fully address the nuanced needs of each student. The variability in its use for material creation reflects differing levels of comfort and reliance on the tool among teachers.

This study significantly contributes to ChatGPT's theoretical understanding and practical application in ELT. Theoretically, it enriches the literature on AI in education by providing empirical insights into the use of ChatGPT by Vietnamese high school teachers. The study highlights its potential in enhancing teaching efficiency and creativity, particularly in lesson planning, materials development, and general instructional support. Addressing the existing research gaps provides valuable, localized insights into how AI tools like ChatGPT can be integrated into specific educational contexts, such as Vietnamese high schools.

Practically, the study offers key guidance for educators, policymakers, and developers on effectively incorporating ChatGPT into ELT. ChatGPT allows educators to automate routine tasks, generate diverse content, and enhance student engagement. However, its use should be cautiously approached, ensuring that AI-generated content is critically evaluated and tailored to individual student needs. Teacher training programs should focus on helping educators leverage ChatGPT effectively as a supplementary tool rather than a replacement for human instruction.

For policymakers, the study emphasizes the importance of establishing clear guidelines and ethical frameworks for AI use in education. Addressing over-reliance, inaccuracy, and academic integrity is essential to maintaining educational quality. Policymakers should support initiatives that foster responsible AI integration through teacher training, curriculum development, and necessary infrastructure improvements.

For developers, the study provides valuable feedback on ChatGPT's limitations, including its inability to understand context fully and its lack of pedagogical expertise. Developers are encouraged to focus on enhancing ChatGPT's contextual understanding and adaptive capabilities to meet the needs of diverse educational environments better. Collaboration with educators is crucial to ensuring that the tool aligns with pedagogical needs and is free from biases and potential misuse.

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