Exploring the Impact of AI in Language Education: Vietnamese EFL Teachers' Views on Using ChatGPT for Fairy Tale Retelling Tasks

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Abstract. This study investigated the perceptions of Vietnamese tertiary-level English as a Foreign Language (EFL) teachers regarding the use of ChatGPT, an advanced artificial intelligence (AI) language model, in students' fairy tale retelling writing tasks. Employing a qualitative methodology, the research involved semi-structured interviews with nine EFL teachers from two Vietnamese institutions representing a range of teaching experiences: novice, mid-career, and near-end-career. The technology acceptance model (TAM) and constructivist learning theory (CLT) framed the study, providing a dual perspective on technology integration in language education. The thematic analysis revealed a spectrum of challenges and opportunities in integrating ChatGPT into language teaching. Key challenges include concerns about over-reliance on AI, cultural and contextual misalignments, integration with existing teaching methods, language accuracy issues, impact on creativity, technical barriers, and ethical considerations. Conversely, opportunities identified encompass enhanced student engagement, personalized learning, professional development for teachers, improvement in language proficiency, reduction in teacher workload, encouragement of technological adoption, and fostering of critical thinking and creativity. The study suggests a need for balanced AI integration in language education, emphasizing personalized, interactive learning experiences and professional development for teachers.

Keywords: AI; ChatGPT; fairy tale; language education; retelling tasks; Vietnamese EFL teachers

1. Introduction

In an era where artificial intelligence (AI) is increasingly intersecting with educational methodologies, the importance of integrating innovative technologies such as ChatGPT into the educational landscape has become paramount. With the rapid advancement of AI, its application in education offers promising avenues

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for enhancing teaching and learning processes. Specifically, in the field of language education, AI-powered tools such as ChatGPT have the potential to significantly enhance the learning experience by providing personalized learning opportunities, fostering greater engagement, and facilitating the development of critical thinking and creativity among students. This study narrows its focus to a particular aspect of this technological integration: exploring the perceptions of Vietnamese tertiary-level English as a Foreign Language (EFL) teachers regarding the use of ChatGPT in students' fairy tale retelling writing tasks. ChatGPT, a state-of-the-art language model developed by OpenAI, represents a significant advancement in educational technology, potentially revolutionizing language learning and teaching practices (Glaser, 2023). The choice to concentrate on fairy tale retelling tasks in EFL settings is deliberate, given the rich pedagogical value these narratives hold. Fairy tales offer a blend of universal themes and engaging storytelling elements, making them an excellent resource for fostering creative writing and language development in students (Zipes, 2015). The utilization of ChatGPT in such tasks is seen as an innovative approach to harnessing the capabilities of AI to support and enhance the teaching of language and literature, thereby enriching the educational experience for students. Integrating ChatGPT into this context opens up a new dimension for examining its role as an assistive tool in language education, particularly in the creative-writing domain.

This study is centered on a pivotal research question: How do Vietnamese EFL teachers perceive the use of ChatGPT, particularly the challenges and opportunities, in their students' fairy tale retelling writing tasks? This question seeks to understand the attitudes and beliefs of EFL teachers toward the application of AI in language education, specifically in enhancing students' writing skills and creative expression. Employing a qualitative methodology, the research gathered insights from Vietnamese EFL teachers. The aim was to capture the depth and variety of their experiences and viewpoints regarding ChatGPT's utility in writing tasks. By focusing on this specific educator demographic, the study contributes to a deeper understanding of the implications of AI integration in language education within the Vietnamese context. Exploring the perceptions of these educators is crucial for identifying the potential benefits, such as improved student engagement and enhanced learning outcomes, as well as the challenges, including the need for adequate training and resources to effectively integrate these technologies into the curriculum. This research holds significant importance in the current landscape of language education, where technological innovations are continuously altering the dynamics of teaching and learning. Understanding how educators perceive and adapt to these changes, especially with the advent of AI tools such as ChatGPT, is crucial. This study not only adds to the academic discourse on the intersection of AI and language learning but also provides valuable insights for educators and decision-makers in adapting these emerging technologies to enrich language education practices.

2. Literature Review
2.1 The Role of AI in Language Education
Recent studies have highlighted the growing prominence of AI in educational settings, emphasizing its potential to personalize learning and provide adaptive

feedback (Bahroun et al., 2023; Schiff, 2022). In language education, the capacity of AI for natural language processing has been particularly valued for providing interactive and responsive language practice (Pokrivcakova, 2019). However, research by Darwin et al. (2024) warned about the over-reliance on AI, suggesting the need for a balanced approach that combines traditional teaching methods with AI-assisted learning. Despite these advancements, there remains a gap in literature regarding the integration of AI tools such as ChatGPT, specifically in EFL creative-writing tasks, such as fairy tale retelling. This gap points to a need for in-depth studies that explore not only the effectiveness of these tools in enhancing language skills but also their impact on fostering the creativity and storytelling abilities of learners.

2.2 Pedagogical Benefits and Challenges of AI in EFL Contexts
In EFL settings, AI tools have been recognized for enhancing engagement and motivation (Madhavi et al., 2023). Nguyen and Tran (2023) specifically examined ChatGPT's role in Vietnamese EFL classrooms, noting improvements in student engagement and interest in language tasks. However, challenges such as the digital divide and the need for teacher training in AI utilization have been identified (Asadullah & Bhattacharjee, 2022). Concerns regarding the accuracy and appropriateness of AI-generated content in language learning contexts have also been raised (Yunjiu et al., 2022). This highlights a significant research gap concerning the preparedness of educators to effectively integrate and leverage AI technologies within language education, underlining the necessity for studies that address these operational challenges and explore strategies for effective implementation.

2.3 Use of AI in Enhancing Writing Skills
Focusing on writing skills, several studies have explored the use of AI in assisting students with writing tasks. The ability of AI to provide instant feedback and suggestions has been noted to improve writing proficiency (Toncic, 2020). In the context of creative writing, such as fairy tale retelling, AI tools such as ChatGPT have been found to stimulate creativity and assist with idea generation (Filippi, 2023). However, there is a cautionary note regarding the potential for AI to over-influence student writing, leading to questions about originality and authenticity (Al Afnan et al., 2023). This reflects another gap in current research which focuses on the balance between AI assistance and the maintenance of student creativity and originality in writing tasks. The absence of studies that specifically investigate this balance in the context of EFL education underscores the original contribution of the current research in filling this void.

This literature review underscores the multifaceted role of AI in EFL education, highlighting both its potential benefits and the challenges that need to be addressed. As AI continues to evolve and become more integrated into language learning environments, it is imperative for educators and researchers to continuously evaluate its impact, especially in specialized tasks such as writing. The current study contributes to this ongoing discourse by focusing on the perceptions of Vietnamese EFL teachers toward the use of ChatGPT in fairy tale retelling tasks. It thereby adds a contextual dimension to the understanding of AI's role in language education and addresses the identified gaps in the literature.

3. Methods

3.1 Research Design

The current study adopted a qualitative research design, utilizing semi-structured interviews to explore Vietnamese tertiary-level EFL teachers' perceptions of the use of ChatGPT in students' fairy tale retelling writing tasks. This approach aligns with the interpretivist paradigm, which posits that reality is socially constructed and best understood through the subjective experiences and interpretations of individuals (Creswell & Poth, 2016; O'Donoghue, 2018). This paradigm is particularly suitable for this study as it seeks to delve into the nuanced and subjective perceptions of teachers regarding the integration of AI in language education.

This study was underpinned by two central theoretical frameworks that provide a comprehensive foundation for exploring the use of ChatGPT in EFL teaching contexts: the technology acceptance model (TAM) and constructivist learning theory (CLT). The TAM, as developed by Davis (1985), was pivotal in this research for its focus on understanding the dynamics of technology adoption and usage. According to the TAM, two primary factors dictate the acceptance and use of new technology: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which a user believes that using a particular technology will enhance their job performance, while perceived ease of use pertains to the degree to which a user expects the technology to be free of effort. In the context of this study, the TAM served as a lens to scrutinize how Vietnamese EFL teachers perceive ChatGPT, particularly regarding its usefulness and ease of use in enhancing their teaching practices and students' learning experiences. This model helped to ascertain whether these perceptions influence their willingness to integrate this AI tool into their teaching methodologies.

On the other hand, CLT offered an educational perspective which suggests that learners construct knowledge and meaning from their experiences. This theory posits that learning is an active, constructive process where learners gain understanding and knowledge by interacting with their environment and integrating new information with existing knowledge (Vygotsky, 1978). The relevance of CLT to this study lies in its application to the use of ChatGPT in language learning. It frames the AI tool as an interactive resource that can potentially foster constructive learning processes. By engaging with ChatGPT, students can actively construct knowledge, particularly in creative tasks such as fairy tale retelling, where they can interact with the AI resource to explore different narrative possibilities, vocabulary, and language structures.

Incorporating these theoretical perspectives, the study aimed to provide a nuanced understanding of the factors that influence EFL teachers' perceptions of ChatGPT and its pedagogical implications. The TAM guided the investigation into the acceptance and usability aspects of ChatGPT in educational settings, while CLT provided a pedagogical framework to assess how ChatGPT can be integrated into language learning processes. Together, these frameworks formed a comprehensive approach to examining the multifaceted impact of AI in EFL teaching and learning contexts.

3.2 Participants

The participants of this study consisted of nine Vietnamese EFL teachers strategically selected from two educational institutions in Vietnam to provide a diverse and representative sample. The selection process involved a purposive sampling technique, focusing on teachers from varied educational settings, including both public and private institutions, to cover a wide spectrum of teaching environments. These institutions were chosen based on their recognition regarding innovative teaching practices and their openness to integrating technology in language education. This selection was structured to encompass a range of teaching experiences, ensuring a comprehensive perspective on the use of ChatGPT in language education. The participant group was divided evenly across three distinct career stages: three novice teachers, who were in the early stages of their teaching career; three mid-career teachers, who had accumulated a moderate level of teaching experience; and three near-end-career teachers, who possessed extensive experience and were approaching the latter stages of their professional journey. In addition to career stage, specific criteria for participant selection included their engagement with technology in teaching, willingness to innovate, and diverse demographic backgrounds (age, gender, educational background) to enrich the study's insights. The ages of participants ranged from early 30s to late 50s, ensuring a broad spectrum of generational perspectives on technology use in education. We aimed for gender balance among participants to reflect diverse viewpoints. The final selection included five female and four male teachers, offering a gender-diverse perspective on the integration of ChatGPT in teaching. Participants varied in their educational qualifications, including master's and PhD degrees in English education, applied linguistics, and teaching English to speakers of other languages (TESOL). This variety ensured a rich mix of theoretical and practical knowledge in language education.

In conducting this study, ethical considerations were of paramount importance. Prior to the commencement of the research, all participants were informed about the study objectives, the nature of their involvement, and the ways in which their data would be used. Informed consent was obtained from each participant, ensuring they were participating voluntarily and understood their rights, including the right to withdraw from the study at any point without any consequences. To protect the participants' privacy and confidentiality, all identifying information was removed or anonymized in the reporting of the findings. Additionally, care was taken to ensure that the participants did not feel any form of coercion or pressure to respond in a particular manner. Specific measures included the use of pseudonyms and the aggregation of data to prevent the identification of individual responses. The research was designed and conducted in accordance with ethical standards to ensure that the integrity of the participants and the research process was maintained throughout the study. This commitment to ethical research practices not only protected the participants but also ensured the validity and reliability of the collected data, contributing to the overall rigor and credibility of the study.

3.3 Data Collection

The primary method of data collection in this study was semi-structured interviews, chosen for their ability to elicit detailed, in-depth responses, while

allowing flexibility for participants to express their views and experiences. To ensure the effectiveness and relevance of the interview questions, a pilot study was initially conducted. This involved testing the interview protocol with two EFL teachers who were not part of the main study. Their feedback was invaluable in refining the questions, ensuring they were clear, relevant, and capable of eliciting the desired information. Subsequent revisions led to a set of interview questions that targeted the research objectives more accurately. The finalized interview protocol encompassed a broad range of topics designed to explore the multifaceted nature of AI integration in EFL education. Questions were organized into several key areas:

- *Perceptions of AI in education*: How do you perceive the role of AI tools like ChatGPT in EFL writing tasks?
- *Practical applications*: Can you describe any experiences where ChatGPT was particularly effective or ineffective in your teaching practice?
- *Benefits and challenges*: What are your views on the potential benefits and challenges of using ChatGPT for fairy tale retelling assignments?
- *Implementation strategies*: How have you integrated ChatGPT into your teaching practices, and what strategies have you found to be most effective?
- *Impact on student learning*: In what ways do you believe ChatGPT influences student engagement, creativity, and language development in fairy tale retelling tasks?
- *Teacher training and support*: What kind of training or support do you think is necessary for teachers to effectively use AI tools like ChatGPT in language education?

The interviews were conducted in settings that were convenient and comfortable for the participants, typically their offices or a quiet room at their institution. Each interview lasted approximately 45 to 60 minutes, providing ample time for participants to elaborate on their responses. The use of Vietnamese during the interviews was a critical aspect. It allowed participants to express themselves more freely and accurately, ensuring that their responses were as authentic and nuanced as possible. This also helped to eliminate any language barriers that might have hindered the depth and quality of the responses. The interviews were audio-recorded with the participants' consent, and later transcribed verbatim for analysis. To ensure accuracy in capturing the participants' intended meanings, particularly in instances of complex or nuanced expressions, additional clarifications were sometimes sought post interview. Furthermore, non-verbal cues and context were carefully noted during the interviews, as these often provide additional insights into participants' attitudes and perceptions. The reliability and trustworthiness of the data collected through these semi-structured interviews are further ensured by adhering to a rigorous analytical process, including the use of thematic analysis for data interpretation, member-checking for validation of findings, and triangulation with existing literature to confirm the consistency of the themes identified.

The use of semi-structured interviews, conducted in the participants' native language and in settings conducive to open discussion, was instrumental in

collecting rich, detailed data. This approach, combined with the careful pilot study and iterative revision of interview questions, ensured that the data collection process was both rigorous and sensitive to the participants' contexts and experiences.

3.4 Data Analysis

The data collected from the semi-structured interviews underwent a meticulous process of thematic analysis, a method well-suited for identifying, analyzing, and reporting patterns or themes within qualitative data (Braun & Clarke, 2012; Braun et al., 2023). This analytical approach commenced with comprehensive transcription of the interview recordings, meticulously converting the spoken words into written text. Transcription was done in Vietnamese, the language used during the interviews, to maintain the authenticity and precision of the participants' expressions and nuances. To conserve time, only the excerpts relevant to this paper were translated into English.

Following transcription, the data were methodically read and re-read to achieve immersion and a deep familiarity with the content. This initial phase of engagement with the data was crucial for developing an intuitive understanding of the participants' perspectives and the contextual subtleties of their responses. During this reading phase, notes were taken to highlight recurring ideas or expressions which served as preliminary indicators of potential themes. The next stage involved generating initial codes, where segments of the data were systematically coded to categorize and summarize key ideas and concepts that emerged from the interviews. For example, a segment where a participant discusses the "engagement of students using ChatGPT" was coded under "student engagement". This coding process was both iterative and reflective, allowing for refinement and modification of codes as new patterns and insights emerged. Codes were continuously compared and combined to ensure they accurately represent the complexity of the data. Subsequently, the coded data segments were grouped into potential themes. These themes represent broader patterns that encapsulate the coded data, providing a more coherent and meaningful interpretation of the participants' perceptions and experiences. For instance, codes related to "student engagement", "creative stimulation", and "ease of use" were grouped under a larger theme titled "benefits of ChatGPT in language learning". This thematic grouping was an interactive and recursive process, requiring constant comparison of the data, codes, and emerging themes to ensure coherence and consistency.

The identified themes were then reviewed and refined. During this phase, themes were assessed in relation to the coded data and the entire data set, ensuring that they accurately reflect the nuances and complexities of the participants' responses. Themes that did not have sufficient data to support them were either merged with other themes or discarded to maintain analytical precision. This review process often involved collapsing similar themes or splitting broader themes into more distinct elements, thereby fine-tuning the thematic structure. An example of themes that were refined includes merging "technological challenges"

with "integration difficulties" to form a more comprehensive theme of "challenges in technological integration".

To enhance the methodological rigor and ensure the reliability and validity of these findings, measures such as member-checking were employed. Participants were given the opportunity to review and provide feedback on the thematic interpretations derived from their responses, allowing for validation and refinement of the findings. Additionally, data triangulation was implemented by comparing interview data with existing literature and theoretical frameworks, ensuring a multifaceted understanding and validation of the themes. This process included contrasting participant perceptions with documented benefits and drawbacks of AI in education as noted in current academic discussions. The final step involved defining and naming the themes, a process that required careful consideration of the essence and core concept of each theme. The themes were then analyzed and written up, with a focus on weaving together the analytical narrative and evidencing it with relevant data excerpts. To illustrate key themes, excerpts from the interviews were selected for their representativeness and ability to convey the depth of the participants' experiences. For instance, to highlight the theme of "challenges in integrating ChatGPT in fairy tale retelling tasks", a mid-career teacher participant's observation was included: "*Navigating the balance between technology use and maintaining creative control can be tricky, especially in ensuring that ChatGPT aids rather than dictates the story development process.*" These narratives not only highlight the key findings of the study but also situate them within the broader context of the existing literature and theoretical frameworks.

Through this rigorous thematic analysis, we were able to distill the rich, detailed data into meaningful themes that provide deep insights into participants' perceptions of using ChatGPT in fairy tale retelling tasks. The inclusion of member-checking and data triangulation as part of the analysis process was instrumental in enhancing the trustworthiness of the research findings, thereby contributing significantly to the validity and credibility of the study conclusions. This methodological approach was instrumental in ensuring that the analysis was systematic, transparent, and grounded in the data, thereby enhancing the validity and credibility of the study findings.

4. Findings
4.1 Challenges in the Integration of ChatGPT in Fairy Tale Retelling Tasks
The thematic analysis revealed significant challenges in integrating ChatGPT into fairy tale retelling tasks, as experienced by the participating Vietnamese EFL teachers at different career stages. These challenges were noted by two of the novice teachers, all three mid-career teachers, and all three near-end-career teachers, highlighting a broad spectrum of concerns across different levels of teaching experience.

From the perspective of a novice teacher, one participant articulated: "*While ChatGPT offers exciting possibilities, I worry that students might become too dependent on it, losing the essence of language learning.*" This statement can be analyzed through both the TAM and CLT. According to the TAM, this reflects a concern

about the ease of use leading to over-reliance on technology, potentially diminishing its perceived usefulness in the educational process. From the constructivist viewpoint, this over-reliance might inhibit students' active engagement and personal construction of knowledge, as they might lean more toward AI-generated responses than their own creative language use.

One of the mid-career teachers shared a different concern: "*Sometimes, the outputs from ChatGPT do not align well with our cultural context or the level of the students.*" Interpreted through the TAM, this suggests a limitation in the perceived usefulness of ChatGPT, as it may not fully meet the specific needs and contexts of the learners. Concurrently, from a constructivist lens, this misalignment indicates a challenge in facilitating meaningful learning experiences. The AI's output may not resonate with students' existing knowledge and cultural backgrounds, which are crucial for effective constructivist learning.

Moreover, one of the near-end-career teachers highlighted an integration challenge: "*While I see the potential of ChatGPT, some of my colleagues and I struggle with its integration into our established teaching methods.*" Analyzing this through the TAM, it reflects a barrier in terms of both perceived ease of use and usefulness, as integrating new technology into existing pedagogical practices can be seen as cumbersome or less effective than traditional methods. In the context of CLT, this struggle also points to a disruption in the established constructivist learning environment, where the introduction of new technology might unsettle the balance of interactive and experiential learning methods that teachers have traditionally employed.

One notable challenge expressed by participants involves concerns about the quality and accuracy of the language produced by ChatGPT. A novice teacher pointed out: "*The AI-generated language was either too advanced or too simplistic for my students' levels.*" This discrepancy can be analyzed through the TAM, where the perceived usefulness of the tool is questioned if it does not align with the students' linguistic capabilities. From the perspective of CLT, this misalignment could impede the construction of knowledge, as students might struggle to relate the AI-generated content to their own language skills and learning experiences.

Another challenge highlighted was the potential impact on students' creativity. A near-end-career teacher was worried that: "*Relying on AI for story retelling might limit my students' imaginative capacities, as they might lean toward AI suggestions rather than developing their own ideas.*" Through the TAM lens, this reflects a concern about the tool undermining the core educational objectives, impacting its perceived usefulness. In terms of CLT, this reliance on AI could constrain students' active role in knowledge construction, inhibiting their ability to form original, creative narratives based on their interpretations and experiences.

Technical issues and resource limitations also emerged as significant challenges, as one mid-career teacher mentioned: "*There are a lot of difficulties in accessing or using ChatGPT due to limited technology infrastructure or lack of familiarity with AI tools.*" According to the TAM, these technical hurdles can negatively impact the perceived ease of use, affecting teachers' willingness to adopt the technology.

From a constructivist viewpoint, such technical barriers could disrupt the learning environment, hindering the seamless integration of AI tools into the learning process and affecting the interactive experiences crucial for constructivist learning.

Lastly, ethical considerations, such as concerns about data privacy and the appropriateness of AI-generated content, were also raised. A novice teacher expressed his apprehension that "*[d]ata input into ChatGPT was being used, and there might be potential for inappropriate content generation*". In TAM terms, these ethical concerns can influence both the perceived usefulness and ease of use of the tool, as they add layers of complexity to its integration in educational settings. From a constructivist perspective, ethical worries might create a cautious or distrusting learning environment, potentially stifling the open, explorative nature that is central to constructivist learning.

4.2 Opportunities in the Integration of ChatGPT in Fairy Tale Retelling Tasks
The thematic analysis revealed notable opportunities associated with the use of ChatGPT in fairy tale retelling tasks, as perceived by the participating Vietnamese EFL teachers. These opportunities were highlighted by all three novice teachers, two mid-career teachers, and two near-end-career teachers, indicating a broad recognition of the potential benefits of ChatGPT across different stages of teaching career.

One of the novice teachers commented on the enhancement of student engagement: "*My students seem more excited and involved when we use ChatGPT in our storytelling sessions.*" This observation aligns with the TAM in terms of the perceived usefulness of ChatGPT in engaging students. From a CLT perspective, this increased engagement is crucial as it implies that students are actively interacting with the content, thereby constructing knowledge more effectively.

Furthermore, one of the mid-career teachers shared insights on personalized learning: "*ChatGPT allows me to tailor the storytelling experience to each student's language level, which is fantastic.*" According to the TAM, this personalized approach increases the perceived usefulness of ChatGPT, as it meets individual student needs more effectively. In the context of CLT, personalization is key to learning, as it enables students to connect new information with their existing knowledge base, thus facilitating a more meaningful learning process.

Additionally, a near-end-career teacher discussed the potential for professional development: "*Using ChatGPT has pushed me to explore new teaching strategies and integrate more technology in my classes.*" Through the lens of the TAM, this reflects both perceived usefulness and ease of use, as ChatGPT is seen as a tool that enhances teaching practices and is user-friendly enough to encourage its adoption among experienced teachers. From the standpoint of CLT, this indicates that ChatGPT can aid in creating a more dynamic and interactive learning environment, fostering a space where both students and teachers construct knowledge collaboratively.

A recurrent theme among the participants was the improvement in language proficiency. Participants noted that ChatGPT facilitated a more interactive way for students to practice language skills, particularly in terms of vocabulary expansion and grammar. As one mid-career teacher explained: "*Students often discover new ways of expression and grammar structures through interactions with ChatGPT.*" Analyzed through the TAM, this reflects the perceived usefulness of the tool in enhancing the core objective of language learning. From the perspective of CLT, such interactions are seen as crucial in allowing students to actively construct their linguistic knowledge, thereby enriching their learning experience.

Another opportunity highlighted by participants is the reduction of teachers' workload. Especially noted by the near-end-career teachers, ChatGPT was seen as a useful aid in lesson planning and generating teaching materials. "*It is like having an assistant who provides fresh ideas for class activities,*" remarked one of the near-end-career teachers. This is consistent with the TAM, where ease of use and usefulness are key factors in technology adoption. In terms of CLT, such support can enable teachers to create more learner-centered and engaging activities, facilitating a better learning environment.

In addition, the study revealed that ChatGPT served as a catalyst for the adoption of technology in classrooms. A novice teacher expressed: "*Using ChatGPT has made me more open to integrating other digital tools in my teaching.*" This aligns with the TAM, as positive experiences with one technology can enhance the perceived ease of use and usefulness of other technologies. From a constructivist viewpoint, this broadens the range of interactive and engaging tools available for learning, supporting a more diverse and enriching educational experience.

Furthermore, the potential for fostering critical thinking and creativity was also mentioned. Participants had observed that when students interacted with ChatGPT, they were often prompted to think more critically about language use and narrative structure. "*Students critically evaluate the suggestions from ChatGPT, which stimulates their creative thinking,*" one of the mid-career teachers pointed out. Through the lens of the TAM, this could enhance the perceived usefulness of ChatGPT in fostering higher order thinking skills. In CLT, such critical engagement is essential for deep learning, as it encourages students to actively construct and reconstruct knowledge.

5. Discussion
5.1 Challenges in the Integration of ChatGPT in Fairy Tale Retelling Tasks
The findings of this study on the challenges of integrating ChatGPT in fairy tale retelling tasks within Vietnamese EFL contexts contribute unique insights to the field of AI in language education. While some of these findings resonate with existing literature, the study also uncovered distinct aspects that highlight its novel contributions.

The concern about over-reliance on AI, as voiced by one of the novice teachers, aligns with previous studies warning about technology dependence in educational settings (Moore & Tillberg-Webb, 2023). This extension into creative

writing illuminates the nuanced balance required between leveraging AI for educational benefit and preserving the essential human elements of creativity and critical thinking in language learning. However, this study extends that discourse by specifically examining this concern within the context of AI-assisted creative writing, an area less explored in existing research (Vargas-Murillo et al., 2023). The application of both TAM and CLT provides a dual perspective, emphasizing not only the technology acceptance aspect but also the potential impact on student engagement and knowledge construction, a viewpoint not extensively covered in prior studies.

The issue of cultural and contextual alignment of ChatGPT's outputs, raised by one of the mid-career teachers, also echoes broader concerns about AI in education. Similar studies have identified challenges in aligning AI tools with local educational contexts (Ray, 2023). However, this study's focus on fairy tale retelling tasks provides a unique angle, highlighting the importance of cultural relevance in creative language tasks, an area that has received limited attention in earlier research (e.g., Cardona et al., 2015). This point emphasizes the challenge of ensuring that AI-generated content respects and incorporates local cultural narratives and values, enriching the learning experience while maintaining authenticity. The theoretical frameworks used here underscore the importance of both the perceived usefulness of the technology and its role in facilitating constructivist learning experiences, bridging a gap in the current literature.

Challenges in integrating ChatGPT into established teaching methods, as noted by the near-end teachers, reflect a common theme in technology adoption in education (Elbanna & Armstrong, 2024). This study contributes to this theme by focusing on experienced educators, offering insights into how long-standing teaching practices interact with new AI technologies, a perspective that is not widely discussed in the literature (Capetillo et al., 2022). This perspective sheds light on the need for adaptable pedagogical strategies that can integrate AI tools without disrupting the established pedagogical balance, ensuring a seamless incorporation of technology into the classroom. The dual-theory approach provides a comprehensive understanding of this integration challenge, considering both the ease of use and the implications for constructivist learning environments.

The concern regarding the quality and accuracy of language produced by ChatGPT, and its impact on students' language skills, presents a nuanced addition to the field. While previous research has explored AI's role in language learning (Rane et al., 2023), this study's emphasis on language appropriateness in creative writing tasks offers a new dimension, particularly when analyzed through both the TAM and CLT. This concern highlights the critical need for AI tools to produce language outputs that are not only grammatically correct but also stylistically and contextually appropriate for educational purposes, ensuring that students are exposed to high-quality language models.

Similarly, the potential limitation on students' creativity due to reliance on AI suggestions in storytelling tasks is a novel finding. While prior research has

touched upon the influence of technology on student creativity (Tang et al., 2022; Yalcinalp & Avci, 2019), this study specifically examined how AI might impact the creative aspects of language learning, an area less addressed in earlier works. This finding points to the delicate balance required in using AI as a tool for inspiration without diminishing the student's role as the primary creator and thinker in the creative-writing process.

The technical and resource challenges, along with ethical considerations, though aligning with broader concerns in technology integration in education (Emre, 2019), are contextualized uniquely in this study. The focus on how these challenges manifest in the specific application of ChatGPT in EFL settings, especially when analyzed through the lenses of the TAM and CLT, adds a distinct perspective to the existing body of knowledge. This perspective highlights the logistical and ethical considerations necessary for the responsible implementation of AI in education.

5.2 Opportunities in the Integration of ChatGPT in Fairy Tale Retelling Tasks
The findings regarding the opportunities presented by ChatGPT in fairy tale retelling tasks within Vietnamese EFL classrooms offer significant contributions to the field, particularly when juxtaposed with existing literature. These identified opportunities, spanning across various career stages of EFL teachers, add new dimensions to our understanding of AI's role in language education.

The enhancement of student engagement, as noted by one of the novice teachers, resonates with previous research emphasizing the role of technology in increasing student interest and participation in learning activities (McKnight et al., 2016). However, this study extends the conversation by specifically linking this engagement to the use of AI in creative-writing tasks, a relatively unexplored area. This extension illustrates how AI can captivate students' imaginations and motivate them to engage more deeply with language learning tasks, making the learning process both enjoyable and effective. The dual analysis through the TAM and CLT provides a deeper understanding of how technology not only meets TAM's criteria of perceived usefulness but also aligns with constructivist principles by actively involving students in the learning process.

Personalized learning, an opportunity highlighted by a mid-career teacher, also aligns with existing studies on the benefits of AI in catering to individual student needs (Thimmanna et al., 2024). The current study, however, sheds light on the specific application of this personalization in the context of storytelling and language learning. This underscores the unique potential of AI tools such as ChatGPT to tailor learning experiences to each student's interests, abilities, and learning pace, thereby enhancing the effectiveness of language instruction. This finding, when interpreted through the lenses of the TAM and CLT, underscores the importance of technology that not only is perceived as useful but also facilitates a learning process that is in harmony with constructivist principles of individualized and meaningful learning.

The opportunity for professional development, as discussed by one of the near-end-career teachers, is consistent with literature on technology integration in teaching (Turugare & Rudhumbu, 2020). Yet, the current study provides a novel perspective by focusing on the integration of AI in EFL teaching, particularly among experienced educators. This finding emphasizes the dynamic nature of the teaching profession, where even seasoned educators can discover new growth opportunities through engaging with emerging technologies, thereby enriching their pedagogical repertoire and enhancing their instructional strategies. The findings suggest that even seasoned teachers find ChatGPT useful and easy to use (TAM) and beneficial for creating interactive learning environments (CLT), highlighting a broader scope of AI's impact on teacher development.

Furthermore, the improvement in language proficiency, as observed by teachers, aligns with general findings on technology-assisted language learning (Mortazavi et al., 2021). This study, however, specifically demonstrates how AI can enhance language skills in the context of creative writing. The study offers insights into how AI tools can serve as both tutors and collaborators in the language learning process and provides feedback and suggestions that refine students' language abilities and encourage more sophisticated linguistic expressions. The use of the TAM and CLT to analyze this aspect provides a comprehensive understanding of how AI tools not only fulfill technical criteria for adoption but also support constructivist learning goals.

The reduction of teachers' workload and the role of ChatGPT as a catalyst for adopting more digital tools are also noteworthy findings. While these aspects align with the broader narrative of technology simplifying educational processes (Karagozlu, 2021), the current study positions these benefits specifically in the realm of AI and EFL education. It therefore offers new insights into how AI can streamline teaching tasks and encourage technological adaptability in language teaching. These benefits highlight how AI can alleviate some of the burdensome aspects of teaching, such as grading and providing individual feedback. It thereby allows teachers to focus more on creative and interactive aspects of pedagogy. Furthermore, the positive experiences with ChatGPT can encourage educators to explore additional digital tools, fostering a more innovative and technology-rich educational environment.

Lastly, the potential of ChatGPT to foster critical thinking and creativity, as noted by participants, adds a unique angle to the discourse on AI in education. While other studies have touched on the role of technology in enhancing cognitive skills (Kitsantas et al., 2019), this study delved into how AI specifically influences critical thinking and creativity in language learning tasks, analyzed through both the TAM and CLT. This potential underscores the transformative power of AI in education, not just as a tool for information retrieval or task automation, but as a catalyst for deeper cognitive and creative processes. It challenges students to think critically and creatively as they engage with and beyond the AI-generated content.

6. Conclusion

This study embarked on a mission to explore the perceptions of Vietnamese tertiary-level EFL teachers on the use of ChatGPT in students' fairy tale retelling writing tasks. The backdrop of this research lies in the burgeoning intersection of AI and language education, particularly in the realm of creative writing. The study aimed to uncover how these educators perceive the integration of an advanced AI tool such as ChatGPT and its implications for language teaching and learning.

The methodology employed a qualitative approach, using semi-structured interviews to gather rich, detailed data. Participants included nine EFL teachers from two institutions in Vietnam, representing a range of experiences: novice, mid-career, and near-end-career. The data were analyzed through thematic analysis, guided by the TAM and CLT, providing a dual perspective on the integration of ChatGPT in EFL contexts.

The findings revealed a spectrum of challenges and opportunities associated with the use of ChatGPT in fairy tale retelling tasks. Challenges included concerns about over-reliance on AI, difficulties in aligning AI outputs with cultural contexts, and integration challenges with established teaching methods. Further challenges included quality and accuracy of AI-generated language, impact on students' creativity, technical and resource limitations, and ethical considerations. Conversely, opportunities identified included enhanced student engagement, personalized learning experiences, potential for professional development, improvement in language proficiency, reduction in teachers' workload, promotion of technological adoption, and fostering of critical thinking and creativity.

Based on these findings, several implications emerged. First, there is a need for a balanced approach to technology integration in language education, where AI tools such as ChatGPT are used as supplements rather than replacements for traditional teaching methods. This approach would address concerns about over-reliance and maintain the essence of language learning. Second, the findings highlight the importance of considering cultural and contextual relevance in AI outputs, emphasizing the need for AI tools that are adaptable to diverse educational settings. Third, the study underscores the potential of AI in supporting personalized and interactive learning experiences, aligning with constructivist principles. This suggests a shift toward more learner-centered approaches in language education, where technology serves to enhance the learning experience.

Another crucial implication is the professional development of teachers, with the study indicating the need for training and support in integrating AI tools into teaching practices. This would help not only in overcoming technical challenges but also in maximizing the pedagogical benefits of AI in language education. Additionally, the findings point to the potential of AI tools in reducing teachers' workload and fostering a more technologically advanced learning environment, suggesting a broader scope for technology integration in education.

In conclusion, this study contributes valuable insights into the complexities of integrating AI tools such as ChatGPT in EFL teaching contexts. It highlights both the challenges and opportunities presented by such technologies, offering guidance for educators, policymakers, and AI developers in enhancing language learning experiences. As AI continues to evolve and find its place in educational settings, studies like this are crucial in shaping its role in a manner that is beneficial, ethical, and conducive to effective learning.

7. Limitations and Recommendations for Further Studies

This study, while providing valuable insights into the use of ChatGPT in Vietnamese EFL classrooms, is not without limitations. First, the sample size, consisting of nine EFL teachers from only two educational institutions, may not fully represent the diverse range of experiences and perceptions among EFL teachers in Vietnam. The findings might therefore not be generalizable to all EFL teaching contexts within the country. Additionally, the study's focus on tertiary-level education limits its scope, as perceptions and experiences might differ in other educational levels, such as primary or secondary schooling. Another limitation lies in the sole reliance on qualitative interviews for data collection. While this method provides depth, the absence of quantitative data or observational data might limit the comprehensiveness of the findings. Furthermore, as the study was conducted in a specific cultural and technological context, the results might not be directly applicable to different cultural or educational settings where the use of AI in language learning might differ.

Considering these limitations, future research could expand the scope of investigation by including a larger and more diverse sample of EFL teachers from various educational levels and regions. This would provide a broader understanding of teachers' perceptions and experiences with AI tools in language education. Additionally, incorporating quantitative methods, such as surveys or experimental designs, could complement the qualitative findings and provide a more holistic view of the impact of AI on language teaching and learning. Observational studies or case studies involving actual classroom implementations of AI tools such as ChatGPT could also offer valuable practical insights into their effectiveness and challenges in real-world settings. Further research could also explore the perspectives of other stakeholders, such as students, administrators, and parents, to provide a more comprehensive understanding of the implications of AI integration in education. Lastly, cross-cultural studies comparing the use of AI in language education across different countries or educational contexts could shed light on how cultural and contextual factors influence the adoption and impact of AI in language learning.

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