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## The Impact of ChatGPT on Improving Feedback Process and Teaching English Writing Skill in Iran: An Innovative Approach



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### ABSTRACT

The integration of ChatGPT into education represents a transformative advancement, particularly in language learning for non-native English speakers. This study examines the impact of using ChatGPT as a feedback tool in English language instruction, focusing on its effectiveness in providing feedback on written assignments. Through a case study involving teachers and students, semi-structured interviews were conducted to gather insights into the use of ChatGPT as a feedback assistant. The findings reveal that ChatGPT offers prompt, detailed, and comprehensive feedback, often surpassing traditional feedback methods in quality and speed. However, challenges such as potential over-reliance on the technology and the need for stable internet access, especially in regions with limited infrastructure, were identified. The study highlights that for ChatGPT to be successfully integrated into education, several key conditions must be met: educators should review and validate ChatGPT's feedback, users need to phrase their inquiries clearly, and there should be a move towards digital submission of assignments. By following these guidelines, ChatGPT can significantly enhance the feedback process, making it more interactive, engaging, and efficient. Proper use of ChatGPT not only promotes immediate improvement in language skills but also creates a more engaging and dynamic educational experience for students learning English as a second language.

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## 1. Introduction

Technology has deeply changed education, marking a new era in how we share and absorb knowledge. This change is most evident in the field of teaching English to speakers of other languages (Usmonovich, 2024). The integration of technology with teaching methods has brought many benefits, revolutionizing learning for many people around the world. This combination has provided a wide range of learning materials, created more engaging and motivating activities, and promoted self-directed learning, important for lifelong education. These improvements are just some of the positive impacts technology has made on English language education, according to Çatalbaş & Solmaz (2024). However, the issue of digital access cannot be ignored (Chahkandi, 2021). In places where technology is scarce or internet connections are unreliable, students and teachers face significant challenges, as highlighted by Siregar et al. (2024). Despite these obstacles, the overall benefits of incorporating technology into English language teaching far outweigh the drawbacks, as Rintaningrum (2023) suggests.

The rise of artificial intelligence (AI) is a clear sign of how fast technology is advancing, bringing new tools for language learners and teachers. One of these innovations, ChatGPT, has changed how we teach and learn languages. It is not just about looking up words; ChatGPT acts like a learning partner. It helps learners understand words, build sentences, and grasp grammar. By providing customized examples and practice, ChatGPT helps people get a better

feel for language details, fitting the learning to their own speed and style of learning, as noted by Bekou, Mhamed, & Assissou (2024).

ChatGPT offers teachers a whole new world of teaching creativity and efficiency. It helps them create engaging and fresh tasks and exercises that spark students' interest and motivation. With ChatGPT, teachers can come up with interesting topics and questions that appeal to students of different levels and ages. Beyond just making content, ChatGPT is a great tool for giving feedback, allowing teachers to offer personalized and detailed comments on student work. This not only makes the feedback better but also makes grading quicker, freeing up teachers to spend more time developing their students' critical thinking and creativity (Steiss et al., 2024).

One of the most challenging skills for students to receive feedback on is their writing. Providing comprehensive and personalized feedback on written assignments is time-consuming, and teachers often lack the time to give each student individualized attention. As a result, ChatGPT can be a valuable tool for teachers, assisting in delivering thorough and personalized feedback to students (Baskara, 2023).

ChatGPT is a game-changer in language education, bridging traditional teaching methods with what today's learners need. Its ability to support both students and educators highlights a major advancement in educational tech. ChatGPT promises a learning experience that is not only more captivating and inclusive but also more impactful, making it a key player in the future

of education (Bekou, Mhamed, & Assissou, 2024).

This study focuses on evaluating how English teachers in Iran use ChatGPT, especially in giving feedback on student writing assignments. Understanding that ChatGPT's success depends on careful evaluation and correct use, this research aims to closely examine its use in this specific area. The goal is twofold: first, to uncover and tackle the challenges of using ChatGPT for feedback on student writing; second, to highlight and expand its advantages for teachers.

This study aims to assess the impact of integrating ChatGPT as a feedback assistant in online English classes within the online department of a private language institute. The study seeks to evaluate ChatGPT's effectiveness in providing feedback on learners' written assignments. Through this investigation, we aim to uncover the benefits and challenges of adopting ChatGPT as a feedback assistant tool. This will help institute teachers and administrators decide whether to incorporate this tool and how to enhance its effectiveness in education. However, due to the limited scope of data collection in this study, it is recommended to generalize the results specifically to online classes.

This study aims to explore how AI tools like ChatGPT and chatbots can improve the way teachers give feedback on student writing in English classes. The research aims to address the following questions:

How do English language teachers perceive the advantages and drawbacks of

using ChatGPT and other chatbots for giving feedback on students' writing?

What are the perceived challenges and benefits for English language learners in receiving feedback on their writing from ChatGPT and chatbots?

What strategies and practices can enhance the effectiveness of ChatGPT and chatbots in providing feedback to students' writings, according to English language teachers?

By exploring these questions, the study aims to provide a detailed look at how ChatGPT and chatbots can update and improve the way feedback is given in English language teaching. This could help make teaching methods more effective and responsive to students' needs.

## 2. Literature review

The integration of technology to simplify tasks has been pivotal, particularly in the field of education. This was especially evident in the 1970s and 1980s with the advent of Artificial Intelligence (AI) in Computer-Assisted Instruction (CAI). CAI revolutionized the teaching process by enabling personalized learning experiences for each student and providing more efficient feedback. This innovation allowed teachers to offer more targeted feedback to a larger number of students in less time, significantly enhancing the educational process. The introduction of CAI marked a significant milestone in education, as it not only saved teachers time but also enabled them to support more students effectively (Eshankulovna & Alisherovna, 2024). Furthermore, a study conducted by Han and Sari (2024) in Turkey demonstrated that technology-assisted feedback had a more

positive impact on both students and teachers compared to traditional methods.

The success of these educational technologies largely depended on teachers' skills in using them and their access to the latest tools (Eghtesad & Mehrabi, 2021). The effectiveness of Computer-Assisted Instruction (CAI) improved significantly when educators were familiar with technology and had access to up-to-date resources. This highlights the critical need for ongoing training for teachers and strong investment in technology infrastructure to fully take advantage of AI's benefits in education (Siregar et al., 2024). A study conducted by Karanjakwut and Sripicharn (2024) in Thailand examined the digital literacy of 36 Thai EFL teachers using questionnaires, observations, and interviews. The study found that while teachers were eager to incorporate technology as a tool in their teaching, they also recognized the need for further training. The findings emphasized the importance of institutions and authorities prioritizing teacher training to maximize the impact of technology in education.

Among the advancements in AI for education, ChatGPT has emerged as a significant innovation. From its initial version, GPT-1, to the more advanced GPT-3, each new version has brought improvements in text generation, highlighting the potential of these developments across various fields, particularly in education (Baskara, 2023). In educational settings, ChatGPT is widely used by both teachers and students due to its flexibility and easy accessibility. Students often use ChatGPT as a digital tutor,

benefiting from its ability to provide detailed explanations, answer questions, and support independent learning. This AI tool allows for personalized learning experiences, enabling students to study at their own pace, beyond the traditional classroom environment (Washburn & McCutchen, 2024; Rice, Crouse, Winter, & Rice, 2024).

Integrating ChatGPT into English classrooms offers both opportunities and challenges. On one hand, students can use this technology to better understand complex language concepts, grammar, and to receive explanations or examples. However, this also raises concerns about academic honesty, as there is worry about how much students rely on the AI for their work (Ali, 2023). A study conducted by Al-khresheh (2024) involving 45 English language teachers from various countries, using a questionnaire, revealed that one of the most troubling issues with using ChatGPT in language learning is that students may become overly dependent on it. This overreliance can lead them to neglect their creativity and knowledge, and they may not even verify the accuracy of ChatGPT's responses.

Meanwhile, English teachers view ChatGPT as an invaluable tool for developing teaching resources that address various language skills. It is used to create teaching materials, design grammar exercises, and generate writing examples, greatly adding to the resources available for lessons. Importantly, ChatGPT has also made the process of giving feedback on student writing much easier, a task that was previously time-consuming, especially in large classes. This represents a major

breakthrough, making the job of teaching more manageable (Monika & Suganthan, 2024).

However, using ChatGPT to provide feedback comes with its own set of challenges. Teachers need to be proficient with technology to use it effectively, and it may not always offer the same depth of insight and personal touch as a human teacher. This emphasizes the need to balance AI tools like ChatGPT with traditional teaching methods to achieve the best outcomes for students (Steiss et al., 2024).

### 3. Method

#### 3.1 Design

This research uses a qualitative case study approach, following the guidelines set by Hancock, Algozzine, & Lim (2021), to delve into the experiences and views of those participating in online language courses at a private institute in Iran. The focus is on the online department's use of ChatGPT for giving feedback on students' written work. This method was chosen to gain a deep understanding of the complex interactions involved in incorporating AI technology, specifically ChatGPT, into teaching and learning. By focusing on one educational environment, the study seeks to uncover the varied effects of ChatGPT on both teaching practices and student learning outcomes. This approach aims to provide valuable perspectives on the advantages and challenges of using AI for feedback in online language education.

#### 3.2 Participants

This study explores the integration of AI, specifically ChatGPT, in online English language teaching, with a particular emphasis

on its role in providing feedback on written assignments. To gain comprehensive insights, two distinct groups were selected from private language institutes: English teachers and students, each bringing valuable perspectives on the educational application of AI.

#### 1. Teachers

The teacher participants were selected through purposive sampling, ensuring that each individual met specific criteria relevant to the study. The group comprised five English language instructors—two males and three females—aged between 28 and 35 years. Each teacher possessed a minimum of five years of teaching experience, with a strong background in delivering online courses. Notably, all of them had been utilizing ChatGPT for providing feedback on student assignments for at least six months prior to the study, giving them considerable practical experience with the technology.

These teachers were chosen for their expertise in language education and their firsthand experience with AI-enhanced feedback, ensuring that their insights would be both informed and practical.

#### 2. Students

The student participants were selected through convenience sampling, targeting those who were readily available and willing to engage with the study. This group included ten intermediate-level English learners, consisting of five males and five females, aged between 20 and 35 years. All students had at least one year of experience participating in online English courses and had received feedback on their weekly

writing assignments from both traditional methods and ChatGPT.

These students were selected to provide insights from the learner's perspective, particularly focusing on how AI feedback compares to traditional methods and its effectiveness in enhancing their writing skills.

Before participating, all individuals received a detailed explanation about the study's goals, focusing on examining the effectiveness and outcomes of AI-assisted feedback. They were informed about their rights within the study, such as confidentiality and the option to withdraw at any time. This approach, which includes the perspectives of both educators and learners, aims to provide a comprehensive view of how AI, especially ChatGPT, can improve learning in online English language courses.

### 3.3 Instruments

The instrument used in this study was a semi-structured interview. This approach was chosen because it allows for gathering opinions from both students and teachers about the use of ChatGPT as a tool for providing feedback on students' written homework. The semi-structured type provides a framework with organized interview questions while also allowing participants the freedom to add their ideas and suggestions. The interview questions were developed after reviewing the relevant literature and consulting with experts in the field of Computer-Assisted Language Learning (CALL). A pilot study was conducted before the main interviews to

check the appropriateness of the interview questions.

The interviews were conducted online through various methods, including online calls, chatting, and voice messages on social networking sites. Each interview lasted between 30 to 45 minutes. Interviews with students were conducted entirely in Persian, then transcribed and translated into English. Interviews with teachers were conducted in either Persian or English, depending on the participants' preferences.

### 3.4 Data collection

The research methodology is organized into two main stages, divided by an instructional intervention, to systematically explore the effect of AI-assisted feedback on students' writing assignments in online classes.

#### 1. Intervention (Course Duration):

- Over a four-week period, students take part in a structured educational program where they need to complete four writing tasks on various topics. This stage aims to deeply involve students in learning, focusing heavily on improving their writing skills.

- Following the submission of each assignment, students receive personalized feedback from ChatGPT. The teacher provided feedback via text message and an attached voice message in their online group on Telegram. This feedback included details on students' mistakes, suggested revisions for their text, and recommendations for improving their writing.

#### 2. Post-Course Interviews:

- After the course concludes and all AI-generated feedback has been delivered, comprehensive semi-structured interviews

are conducted with each participant. The purpose of these interviews is to delve into the participants' experiences, capturing their views on the efficacy, benefits, and potential obstacles associated with utilizing ChatGPT for assignment feedback (The interview questions can be found in Appendix 1 for detailed review).

This two-stage data collection framework allows for a thorough analysis of AI's role in educational feedback mechanisms, evaluating both immediate outcomes and thoughtful observations after intervention. Through an analysis of both teachers' and students' experiences, this research aims to reveal the impacts of AI-assisted feedback on teaching and learning methodologies specifically in the writing skill within online English language courses.

### 3.5 Data analysis

The data collection process was structured into two stages to capture the experiences and perceptions of participants. After transcription, the data underwent thematic analysis, beginning with a **precoding stage** where the researcher familiarized themselves with the data by reading the transcripts multiple times and making initial notes. This stage was crucial for understanding the nuances and setting the stage for detailed analysis (Braun & Clarke, 2012 ; Creswell & Poth, 2016).

The **coding stage** was divided into two phases, focusing separately on teacher and learner data.

1. **Initial Coding** involved generating descriptive codes closely aligned with the raw data. Manual coding ensured a deep

engagement with the material, preserving the authenticity of the participants' responses.

2. **Focused Coding** then refined these codes by grouping similar ones together, identifying relationships, and eliminating redundancies. This process began to reveal broader patterns that informed the development of themes.

During **thematic analysis**, codes were collated into potential themes, which were then reviewed in relation to the entire data set. Particular attention was given to the similarities and differences between the teacher and learner data sets, highlighting areas of convergence and divergence in their perspectives.

The **postcoding stage** involved refining and validating the themes. Subthemes were identified to capture additional nuances, and a comparative analysis across teacher and learner data was conducted to ensure a comprehensive understanding of the educational context. Finally, **member checking** was conducted, where themes were shared with participants to verify their accuracy and relevance, ensuring the findings genuinely reflected their experiences.

This structured approach to data analysis, encompassing precoding, coding, and postcoding, provided deep insights into the experiences of teachers and learners, contributing valuable perspectives to educational research (Braun & Clarke, 2012).

### 4. Result

To investigate the first research question regarding English language teachers' viewpoints on the benefits and drawbacks of employing ChatGPT for providing feedback on students' English language assignments,

the study highlighted several key advantages and limitations. These teachers were online instructors who had worked with ChatGPT for about one month. The data gathered is

from online classes and online teachers. These are outlined in Table 1 and elaborated upon in subsequent sections.

**Table 1.** Advantages and Disadvantages of Using ChatGPT for Teachers

Codes	Themes
<ul style="list-style-type: none"> <li>- Checking a lot of writing used to take up too much time.</li> <li>- Reviewing all my students' writing without ChatGPT was overwhelming.</li> <li>- Using ChatGPT for feedback has reduced the time I spend on student writing.</li> <li>- ChatGPT lets me quickly give feedback to many students.</li> </ul>	Time Efficiency
<ul style="list-style-type: none"> <li>- I couldn't provide students with complete feedback due to time constraints.</li> <li>- I was limited to pointing out grammatical errors to students because I lacked the time for text revision.</li> <li>- With ChatGPT, I was able to instruct it to identify grammatical mistakes and offer text revisions as feedback.</li> <li>- By utilizing ChatGPT, I could offer students tips for enhancing their writing.</li> </ul>	Comprehensive Feedback
<ul style="list-style-type: none"> <li>- In the past, when providing feedback, I lacked the time to teach students new concepts within the written feedback.</li> <li>- Using ChatGPT, I can offer text revisions that help students discover synonyms for their chosen words and understand grammatical structures.</li> <li>- I provide students with a revised text that teaches them how to enhance their writing.</li> </ul>	Introducing New Vocabulary and Grammatical Tips
<ul style="list-style-type: none"> <li>- I spend a lot of time figuring out the correct commands to use ChatGPT.</li> <li>- If I give wrong instructions, ChatGPT doesn't do what I want.</li> <li>- Once I find the right instructions, using ChatGPT gets easier.</li> </ul>	The Importance of the Order
<ul style="list-style-type: none"> <li>- You need good internet to use tech. Without it, you can't do much.</li> <li>- When my internet was bad, I couldn't use ChatGPT and had to do everything by myself.</li> <li>- Good internet is a must for ChatGPT.</li> <li>- As a teacher in Iran, I need a good VPN to use ChatGPT.</li> </ul>	Requirement of High-Speed Internet Connection



- It's hard to find a good VPN for using ChatGPT in Iran, but it's necessary.	
- It's hard to use ChatGPT in Iran because you need a phone number from another country due to filtering restrictions - I couldn't get a foreign number, so I looked for chatbots like ChatGPT, but it's tough to find a good one. - I use other chatbots instead, but they're not as good and have limits.	Challenges in Accessing ChatGPT or Chatbots
- When I get feedback from ChatGPT on student writing, I always review it myself to make sure it's correct and fix any mistakes. - I don't fully trust ChatGPT's feedback, so I need to verify it, which adds to my workload. - It's important to check ChatGPT's feedback for accuracy.	The Need for Text Verification
- Giving feedback by myself, I used to learn a lot. With ChatGPT, I just review its feedback fast. I worry it might make me less sharp in evaluating writing and miss out on learning. - I think I'm relying on ChatGPT too much. - ChatGPT is handy, but it's making me lazy.	Overreliance on ChatGPT
- ChatGPT isn't good at cultural topics, so I double-check its feedback. - I review ChatGPT's feedback for cultural issues. - ChatGPT can't handle cultural topics.	Limited Contextual Understanding

**Advantages:**

**1. Time Efficiency:** In their interviews, several teachers noted that using ChatGPT allows them to offer feedback on student writing much more efficiently, reaching a broader audience in less time. Previously, teachers dedicated extensive hours to student writing, with significant time required to give feedback to the whole class. Now, with ChatGPT, this process is expedited. Teachers direct ChatGPT to generate feedback, which they then review and, if necessary, enhance or adjust.

**2. Comprehensive Feedback:** Teachers report that using ChatGPT enables them to

offer students more detailed feedback, correcting grammatical errors, revising text, and providing suggestions to improve content and structure. In Figures 1 and 2, we see how ChatGPT can give detailed feedback to students.

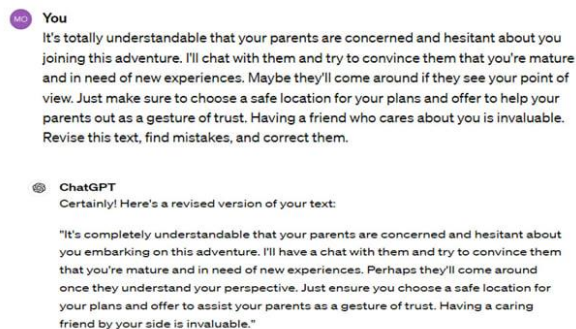
Original: "It's totally understandable..."  
Correction: "It's completely understandable..."

Original: "I'll chat with them and try to convince them that you're mature and in need of new experiences."  
Correction: "I'll talk with them and try to convince them that you're mature and in need of new experiences."

Original: "Maybe they'll come around if they see your point of view."  
Correction: "Perhaps they'll come around if they see your point of view."

Original: "Just make sure to choose a safe location for your plans..."  
Correction: "Just make sure you choose a safe location for your plans..."

**Figure 1 shows an example of ChatGPT providing a complete revision to a student's writing.**



**Figure 2 shows ChatGPT offering a list of mistakes in a student's writing.**

Introducing New Vocabulary and Grammatical Tips: Utilizing ChatGPT enables teachers to revise students' writing and elevate the quality of their texts. Teachers noted that by enhancing students' writing and providing them with leveled-up versions, students have the opportunity to learn new words and improve their grammatical structure for future writings. Figure 3 demonstrates how ChatGPT provides vocabulary and grammar tips to students in their writing.

**Figure 3 shows ChatGPT helping students improve their vocabulary and grammar**

1. "It's completely understandable..." - This change ensures clarity and grammatical correctness by replacing "totally" with "completely" to emphasize understanding without ambiguity.
2. "I'll talk with them and try to convince them that you're mature and in need of new experiences." - This alteration maintains the same meaning while using "talk" instead of "chat" for a more formal tone and clarity in communication.
3. "Perhaps they'll come around if they see your point of view." - This adjustment substitutes "maybe" with "perhaps" for a slightly more formal tone and precision in expressing uncertainty.
4. "Just make sure you choose a safe location for your plans..." - Here, the correction removes "to" for grammatical accuracy, ensuring coherence in the sentence structure.

### Disadvantages:

1. **The Importance of the Order:** While using ChatGPT proved to be highly beneficial for providing feedback, teachers encountered a challenge in determining the correct order to ChatGPT for accurate feedback on students' writing. Teachers discovered that failing to provide the correct order to ChatGPT resulted in an inability to achieve the desired outcomes. Consequently, they had to invest time in experimenting to find the most effective order to obtain the desired feedback.

2. **Requirement of High-Speed Internet Connection:** A reliable internet connection and access to a Virtual Private Network (VPN) are essential for connecting to ChatGPT. Students emphasized the necessity of having a stable internet connection and VPN, stating that without these essential elements, accessing ChatGPT becomes impossible.

3. **Challenges in Accessing ChatGPT or Chatbots:** In Iran, getting to ChatGPT is hard because of filters. You need a phone number from another country to use it. People can try chatbots similar to ChatGPT, but they often face limitations and do not work as well as ChatGPT itself.

4. **The Need for Text Verification:** Teachers emphasized the importance of personally reviewing the feedback generated by ChatGPT for accuracy. They found they could not fully trust ChatGPT's feedback without a thorough review to ensure its accuracy and quality.

5. **Overreliance on ChatGPT:** Teachers were worried about depending too much on ChatGPT for feedback. They fear losing their skill in giving feedback on their own.

6. Limited Contextual Understanding: Teachers have pointed out that while ChatGPT is good at identifying grammatical errors and offering suggestions for improvement, it may struggle to understand the broader context of the writing. This includes considerations such as cultural occasions, specific purposes, or subtle cultural references. As a result, the feedback provided by ChatGPT may not fully account for these contextual factors, leading to incomplete guidance for the student. Consequently, teachers often find themselves

needing to double-check ChatGPT's revisions to ensure that cultural details and specific contexts are accurately addressed before providing feedback to students.

In response to the second question about the benefits and challenges of using ChatGPT for writing feedback, students shared their views, these students experienced participating in online classes they have both experienced traditional feedback and feedback made with the assistance of chatgpt they are summarized in table 2 and further elaborated on below:

**Table 2.** Student Perspectives on Using ChatGPT

<ul style="list-style-type: none"> <li>- Before ChatGPT, my teacher's feedback was short. Now, I get detailed grammar corrections and suggested edits.</li> <li>- With ChatGPT, my teacher gives me tips to improve my writing in the feedback.</li> <li>- Reading my teacher's revised feedback helps me learn and better my writing.</li> </ul>	Comprehensive Feedback
<ul style="list-style-type: none"> <li>-Before ChatGPT, it took at least two weeks to receive feedback from our teacher on our writings.</li> <li>-Before ChatGPT, feedback on our writings would arrive after many days, by which time I'd often forget what I had written.</li> </ul>	Immediate feedback
<ul style="list-style-type: none"> <li>- I have lots of writing work and little time. Turning handwritten notes into typed text for my teacher is hard.</li> <li>- I'm too busy for assignments, and typing them is annoying.</li> <li>- Before ChatGPT, I'd write on paper and send a photo to my teacher. Now, I need to type everything, which takes more time.</li> </ul>	Typing Instead of Taking Photos
<ul style="list-style-type: none"> <li>- Understanding ChatGPT's feedback can be hard for me. I often need more help from my teacher to fully get the suggestions.</li> <li>- ChatGPT gives me full feedback, but I still need my teacher's guidance to understand my mistakes and how to fix them. My teacher's explanations help me improve my writing.</li> <li>- I also need my teachers to point out my mistakes and where I need to improve in my writing.</li> </ul>	Potential for Misinterpretation

## Advantages

1. **Comprehensive Feedback:** Students reported that since incorporating ChatGPT into their writing feedback process, the feedback they received became more comprehensive. They received a detailed list of mistakes, a revised version of their text, and recommendations for improving their writing.

2. **Immediate feedback:** Students emphasized the significance of receiving feedback promptly after submitting their assignments. Before incorporating ChatGPT, they often encountered delays of a week or more in receiving feedback from their teachers. This long wait not only caused frustration but also resulted in diminished usefulness of the feedback, as students tended to forget the details of their written work. However, with the integration of ChatGPT, the feedback process became significantly faster. Students appreciated the quick response, which helped them remember their writing clearly and thus make better use of the feedback provided.

effectiveness of the learning process, enabling students to address mistakes and improve their writing skills more efficiently.

## Disadvantages:

1. **Typing Instead of Taking Photos:** Students expressed that with this new method, they were required to type out all their writings and send the text to their teachers, which proved to be time-consuming and occasionally challenging, especially for busy students.

2. **Potential for Misinterpretation:** According to students, there were instances

where they struggled to fully understand the feedback provided by ChatGPT. This led to a need for further clarification and explanation from their teachers. Additionally, students highlighted that misinterpreting suggestions or corrections from ChatGPT could result in confusion or incorrect revisions in their writing, emphasizing the importance of clear and comprehensive feedback from human instructors.

## 5. Discussion

Technology has become an integral part of our lives, touching almost every aspect of daily existence, including education. Its significance, particularly in the realm of second language teaching and learning, cannot be overstated. Over the years, technology has consistently served as a powerful tool that facilitates both teaching and learning processes. One of its most impactful applications is in the area of providing feedback to students (Maitlo, Shah, & Ahmed, 2024). In second language education, feedback is essential for helping learners identify their mistakes and improve their writing skills. However, the process of providing detailed and constructive feedback is often time-consuming and challenging for teachers. This is where technology, particularly AI tools like ChatGPT, plays a crucial role (Teng, 2024).

This study aimed to evaluate the effectiveness of ChatGPT as a support tool for language teachers in providing feedback on students' written assignments. The research revealed both the benefits and challenges of using this technology in an educational context, aligning with and

expanding upon findings from previous studies.

### **Advantages of Using ChatGPT**

The advantages identified in this study, such as time savings and enhanced feedback quality, are consistent with the findings of Fauzi et al. (2023) and Steiss et al. (2024). ChatGPT significantly reduces the time teachers spend on routine tasks like correcting assignments, which enables them to allocate more time to personalized instruction. This aligns with the work of Steiss et al. (2024), who noted that AI tools like ChatGPT could streamline feedback processes, reducing teacher workload and improving overall efficiency. Additionally, the ability of ChatGPT to introduce new vocabulary and complex grammar, as noted by Wu (2024), was corroborated by this study, highlighting its potential as a tool for advancing students' language proficiency.

### **Challenges in Adoption**

However, this study also uncovered several challenges, some of which mirror concerns raised in existing literature while others provide new insights. Steiss et al. (2024) pointed out the need for precise instructions to ensure accurate feedback from ChatGPT, a challenge echoed in our findings. Teachers in our study emphasized the difficulty in crafting prompts that elicit the desired responses from ChatGPT, which can limit the tool's effectiveness if not properly managed.

The technological barriers identified in this study, such as the need for fast internet and VPN access, align with Jumriah et al. (2024), who discussed the technical hurdles teachers face when integrating AI tools into

their teaching practices. These barriers can impede the seamless adoption of ChatGPT, particularly in regions with limited technological infrastructure. This aspect of our study highlights a crucial area for improvement that is not sufficiently addressed in previous research.

Another concern is the potential for overreliance on ChatGPT, which might diminish teachers' skills in providing personalized feedback. Bekou et al. (2024) raised similar concerns, emphasizing the need for a balanced approach where AI tools complement rather than replace human judgment. Our study reinforces this view, suggesting that while ChatGPT is a valuable tool, it should not supplant the teacher's role in the evaluative process. Teachers must maintain their evaluative skills to ensure that students receive feedback that is not only accurate but also contextually relevant and personalized.

### **Student Perceptions and Adaptation**

Student feedback gathered in this study underscores the immediate benefit of receiving quick feedback, a point similarly emphasized by Kostikova et al. (2024). Immediate feedback allows students to identify and address their weaknesses more effectively. However, our study also highlighted a frustration among students who preferred handwritten assignments, which contrasts with the findings of some previous studies that did not focus as much on this aspect of student experience. Shi (2024) noted the potential for miscommunication between students and teachers when using AI tools, a challenge also observed in our study. The need for clear communication is critical

to avoid ambiguities in the feedback process, which can lead to misunderstandings and reduced effectiveness of the feedback provided.

### **Recommendations**

Based on these findings, this study suggests several strategies to optimize the use of ChatGPT in educational settings. First, while ChatGPT should not be the sole evaluator of students' work, it can effectively complement teachers by providing initial feedback that can be refined through human oversight. This approach is supported by the work of Teng (2024), who emphasized the importance of integrating AI feedback with human judgment to maximize its benefits. Second, technological literacy among teachers is crucial for the effective use of ChatGPT and similar tools. Professional development programs should be implemented to equip teachers with the skills needed to navigate and leverage AI tools effectively, as supported by the recommendations of Jumriah et al. (2024).

Finally, as students adapt to new methods of receiving feedback, such as typing instead of handwriting assignments, it is essential to provide support and clear communication to ease this transition. This will help mitigate any frustrations and ensure that the feedback process remains effective.

### **6. Conclusion**

ChatGPT has revolutionized education, particularly for English teachers, by simplifying the feedback process. Previously, teachers spent significant time reviewing student work, identifying errors, suggesting revisions, and providing guidance—a process that was often overwhelming. ChatGPT now

serves as an essential tool, offering time-saving benefits and enabling teachers to assist more students simultaneously (Kostikova et al., 2024; Steiss et al., 2024). It allows educators to deliver detailed feedback, including error corrections, revision suggestions, and improvement tips, without the constraints of time. Moreover, students gain the advantage of immediate feedback, which enhances their learning experience and accelerates their progress (Wu, 2024). ChatGPT also introduces opportunities for students to expand their vocabulary and grasp grammatical rules through the AI-generated revisions.

Despite these benefits, there are notable challenges. Over-reliance on ChatGPT could dull teachers' grading skills. The need for a reliable internet connection can limit accessibility, and setting up the appropriate chatbots can be time-consuming (Jumriah et al., 2024). For students, typing assignments can be cumbersome, and they may struggle to fully understand the feedback from ChatGPT, often requiring additional examples for clarity (Shi, 2024).

In conclusion, while ChatGPT significantly simplifies tasks and supports both educators and students, its limitations must be carefully considered. It is crucial for educators to use ChatGPT strategically, ensuring it complements rather than replaces traditional teaching methods. While ChatGPT offers quick and convenient assistance, it cannot fully replicate the detailed understanding and nuanced feedback that human educators provide. Therefore, a balanced approach—combining the efficiency of ChatGPT with the critical

insights of teachers—is essential. This approach not only enhances the learning experience but also prepares students to navigate learning with both technological and human support.

This study primarily focused on ChatGPT's role in providing feedback on writing assignments in online classes. Future research should explore its effectiveness across diverse student groups and various educational contexts. Expanding the investigation to include a broader range of skills and disciplines will offer deeper insights into how ChatGPT can be more effectively integrated into different learning environments, ultimately improving educational outcomes.

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## Appendix 1

### Interview questions (Teachers)

1. Before using ChatGPT, how did you provide feedback to your students?
2. What challenges have you encountered while using ChatGPT to provide feedback on your students' writing?
3. What limitations have you noticed in using ChatGPT for educational feedback, and how do you address them?
4. What benefits have you observed from using ChatGPT to give feedback on student writing?
5. How do students react to receiving feedback through ChatGPT compared to traditional methods?
6. How do you ensure the accuracy and relevance of the feedback provided by ChatGPT?
7. Would you prefer to continue using ChatGPT for feedback, or revert to traditional methods?
8. In what more practical ways can ChatGPT be applied to giving feedback to students?

### Interview questions (Learners)

1. How did your teachers provide you with feedback before they started using ChatGPT?
2. What positive aspects have you noticed in the feedback provided by your teachers using ChatGPT?
3. Can you share an example where ChatGPT's feedback was particularly helpful for you?
4. Have you encountered any drawbacks in the feedback given through ChatGPT by your teachers?
5. Have you encountered any technical issues or misunderstandings when receiving feedback from ChatGPT?
6. Do you discuss the ChatGPT-generated feedback with your teachers for further clarification or guidance? How effective is this process?
7. Do you prefer receiving feedback through ChatGPT or traditional methods? Why?
8. In what ways do you think the feedback you receive through ChatGPT could be improved?