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Research Article

Instructor and Student Perspectives of ChatGPT-Assisted Writing Tasks

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Abstract

This study analyzed the feasibility of ChatGPT-assisted writing tasks for lower level Japanese EFL learners in university English writing courses. Participants were given the same writing prompts and asked to revise their writing based on ChatGPT assistance. The study involved a before-and-after analysis of the writing samples and student feedback surveys. The findings showed a positive perception towards ChatGPT as a writing assistant but not as an independent writing instructor. With only three weeks of usage, students gained more confidence and better perception of ChatGPT as a writing assistant. Students with prior experience with ChatGPT were more likely to have a higher confidence and perception. However, naïve ChatGPT users showed a higher gain in perception after experiencing ChatGPT in a class setting. Considering these findings, experience with ChatGPT and other chatbots by both instructors and students is key to achieving the highest potential for them to become effective learning assistants.

本研究は、大学の英語ライティングコースを受講する初級レベルの日本人EFL学習者を対象に、ChatGPT支援によるライティングタスクの実現可能性を検討した。被験者は同じライティングプロンプトを与えられ、ChatGPTのアドバイスにより文章を修正するよう求められた。この研究では、文章のビフォー・アフター分析と学生からのフィードバック調査を行った。その結果、ChatGPT+講師の指導に対しては好意的だったが、ChatGPT単独使用には好意的ではなかった。わずか3週間の使用の後、ChatGPT+講師の指導に対する信頼とより良好な認識を持つようになった。ChatGPTの使用経験がある学生は、より高い信頼と良好な認識を持つ傾向があった。一方、ChatGPTの利用経験が浅い学生ほど、授業でChatGPTを使用した後に、より高い認識を得た。これらの結果から、ChatGPTや他のチャットボットを効果的な学習アシスタントとして使用することの可能性を最大化するためには、講師と学生の双方による使用経験が重要と考えられた。

Large language models (LLMs) like ChatGPT are potentially transformative tools in English as a Foreign Language (EFL) classrooms. However, to unlock their capabilities, best practices must be created and documented, along with development of usage policy at different institutional and governmental levels (Vajjala, 2024). The use of LLMs in EFL learning is increasing, though the rate of uptake may vary depending on the teaching objective. This was anticipated in a study that found at the time just following ChatGPT's initial release in November of 2022, EFL educators saw great potential of LLMs for creation of teaching materials, such as worksheets and other study aids, but less so for assessment and feedback, primarily due to a lack of usage training and ethical ambiguity surrounding its use (Alm and Ohashi, 2024). In other words, EFL educators may have confidence in using LLMs to support auxiliary tasks but are less inclined to rely on them in managing those critical roles that assessment and learner-directed feedback play in the general context of language teaching. Giving ChatGPT even limited responsibility for these teacher-centered tasks will require further development of processes that effectively integrate the tool into EFL teaching.

LLMs are trained on text-based content, making them a potential tool for supporting EFL writing instruction. As Barrot (2023) points out, ChatGPT lacks the emotional depth and perspective that comes with experience of writing—a distinctly human process. As such, he recommends for ChatGPT to be used primarily in the revision stages when teaching writing in EFL contexts (2023). In a study exploring learners' perspectives on ChatGPT usage in an EFL writing class, Yan (2023) found that while learners appreciated the potential idea generation and editing capabilities of ChatGPT as part of the writing process, they were apprehensive in using it for such purposes. Furthermore, the participants in Yan's study voiced concerns about how its inclusion in the learning process may impact equity between those learners using ChatGPT and those who were not. An underlying premise in these studies elucidates the shared principle that using AI should be done in a way that does not remove the student's role as creator in the writing process and developing usage policies which safeguard this principle may be a generally accepted way forward.

Given the limited research in using ChatGPT for providing feedback in EFL writing instruction, teachers' reservations are understandable. However, previous research on automated feedback for student writing has shown

promising results. In a pre-ChatGPT study, Zhang and Hyland (2018) analyzed automated writing evaluation (AWE) feedback and measured the level of learner engagement with both AWE feedback and conventional instructor feedback. The highly engaged learner reported unique benefits to each kind of feedback. One particular benefit of AWE feedback was the opportunity to do multiple revisions on their work in response to the AWE feedback potentially allowing for an increase in learner autonomy due to the relative freedom in the timing of revisions. On the other hand, the moderately engaged learner found the provision of feedback from both the instructor and the automated system overwhelming, resulting in minimal feedback-driven revisions. To address the less engaged learner, it may be beneficial to implement a methodology in which computer-generated feedback is followed up with in-class instructor support, including instructions on how to act on the feedback within the writing process.

The current study analyzed the technical feasibility (implementation) and pedagogical feasibility (student engagement and learning) of this teaching methodology through implementation of ChatGPT as a writing assistant within a class setting; how to use ChatGPT as a teaching assistant and why it needs to be done. The ChatGPT-supported EFL writing process was analyzed based on results from surveys designed to capture learners' perspectives on the use of in-class conventional and AI-generated feedback of their writing. Furthermore, we measured through prompt engineering how effective ChatGPT was at giving individualized feedback at the revision stages for lower-level EFL students. Targeted outcomes of this study were pedagogically scaffolded writing practices and methods for integrating ChatGPT in the writing-instruction process.

Methodology

Participants and Educational Environment

Two cohorts of students from different Japanese universities were recruited for this pilot study between April and May 2024 (Table 1). The first cohort comprised 26 first-year undergraduate medical students at a Japanese university enrolled in the first-semester compulsory English writing course. The second cohort comprised 14 third-year undergraduate English majors at a Japanese university enrolled in the fifth-semester compulsory English writing course. The English ability of the medical cohort was more dispersed than that of the English cohort due to differences in student placement procedures. Gender ratios were relatively equal.

Table 1

Participant Information

	Medical Cohort	English Cohort
No.	26	14
Department	Medicine	English
Academic year	1st	3rd
Writing course	Compulsory (1st semester in program)	Compulsory (5th semester in program)
English proficiency	CEFR B1 to B2 (440~600 TOEFL itp)	CEFR B1 (550~650 TOEIC)
Streaming	No (mixed levels)	Yes (by standardized tests)
Male/Female ratio	2 / 3	2 / 3

Teaching Objectives, Materials and Intervention

This study was a 3-week intervention at the beginning of the term to introduce the use of ChatGPT as a writing assistant. The study was limited to three weeks due to the fact that ChatGPT was incorporated after the curricula at the universities were set. We evaluated how students handled the tasks through collection of student works and a feedback survey and how instructors were able to achieve the set curricular goals. This study's methodology was based on the hypothesis that ChatGPT should be able to effectively assist lower-level writing students with improving their sentence-level fluency and paragraph-level organization. Specifically, this includes the use of a variety of complex sentence structures, transition signals, clear thesis sentences, and conclusions. To this end, the initial phase of the study utilized the same three-week ChatGPT intervention in the two English writing courses (see Table 1). The intervention was uniformly implemented for both courses. Materials included writing tasks, slides containing writing technique instruction and pre-designed ChatGPT prompts available in a shared Google Drive folder accessible by all students. In addition, instructors created videos explaining the technical aspects of the project, including how to use ChatGPT. These videos were placed in the shared Google Drive to support the students when they were working both in class and elsewhere. The writing technique instruction slides contained customized ChatGPT prompts created by the instructors to use for self-analysis activity assigned as homework (see Appendix B). These prompts comprised instructions to 1) evaluate the student's writing activity and 2) provide technique-specific feedback.

ChatGPT's role in this process was not to write for the students, but rather provide suggestions on how to make sentence-level improvements. ChatGPT was chosen as it was familiar to all instructors. The version of ChatGPT

used by students was either ChatGPT 3.5 or 4.0. Before intervention, instructors ensured that all students had identical access to the same technology. Using their institutional email account, students accessed Google Drive and Google Docs; a document file shared with the instructor was set up for each student, enabling direct access to instructor feedback both during and outside class times. Once the students were set up, the pre-ChatGPT intervention survey was implemented, followed by three weeks of instruction and writing tasks with a ChatGPT homework task component. After the three weeks of activities, a post-ChatGPT intervention survey was implemented. The intervention process is outlined in Table 2.

Table 2

Three-Week ChatGPT Intervention

Process	Activities
Pre survey	
Week 1	Google Drive & ChatGPT usage instructions Timed free writing activity #1 (draft 1) Writing Technique 1 instruction (in class) Self-analysis of writing activity #1 (create draft 2) Revision of draft 2 based on ChatGPT assistance with Technique 1 (Prompt 1) (homework)
Week 2	Peer-analysis of revisions of writing activity #1 Timed free writing activity #2 (draft 1) Self-analysis of writing activity #2 (create draft 2) Revision of draft 2 based on ChatGPT assistance with Technique 2 (Prompt 2) (homework)
Week 3	Writing Technique 2 instruction (in class) Peer-analysis of revisions of writing activity #2
Post survey	

In Week 1, students were introduced to the first ten-minute in-class free writing activity (with a target output of at least 100 words). This was to be completed without the support of teaching materials, dictionaries, or other assistance. First, students wrote draft 1 of Writing Task #1 (Topic: My favorite restaurant) in their Google Doc. A simple self-analysis of this draft was done immediately in class using two criteria: word count and number of sentences. Students were then instructed on ways to improve only their topic sentence based on Writing Technique 1 Instruction. The students revised their topic sentences of draft 2 in the Google Doc based on these instructions. As homework, they were given the Technique 1 prompt (improving topic sentences) which presented suggestions for different styles of topic sentences (observation, generalization, or setting the scene) and evaluated their topic sentences on these styles.

In Week 2, students shared their draft 2 with peers for analysis. Then they were assigned the second ten-minute in-class free writing activity (Writing Task #2; Topic: My favorite place to shop) in the same Google Doc. The writing assignment was self-analyzed in class using the same criteria as Week 1. Then, for homework students used the Technique 2 prompt (giving details and examples) which gave suggestions on how to include more details for supporting ideas. Students were instructed to make changes to draft 1 written in class based on suggestions by ChatGPT and create draft 2.

In Week 3, students self- and peer-analyzed draft 2 of Writing Task #2. In class, the instructor then gave writing technique 2 instructions about how to improve supporting ideas through examples and details. Following the self- and peer-analysis in class, students were asked to complete the post-ChatGPT intervention survey.

Pre- and Post-ChatGPT Intervention Surveys

Prior to the three-week ChatGPT intervention, students' levels of general experience with AI technology were evaluated via a survey delivered through Google Forms. In addition, before and after the three-week ChatGPT intervention, students were asked about their experiences using ChatGPT and perceptions about its possible efficacy as a learning assistant for general activities, general coursework, and English coursework; their comfort level with using ChatGPT; and their confidence in writing in English if provided various levels of support (no support, support from the instructor, support from ChatGPT, or support from the instructor and ChatGPT). Additionally, the post-intervention survey inquired about the usefulness of ChatGPT feedback and their future preferences of ChatGPT as a teaching assistant. All questions on the pre- and post-ChatGPT intervention surveys are shown in Appendix A.

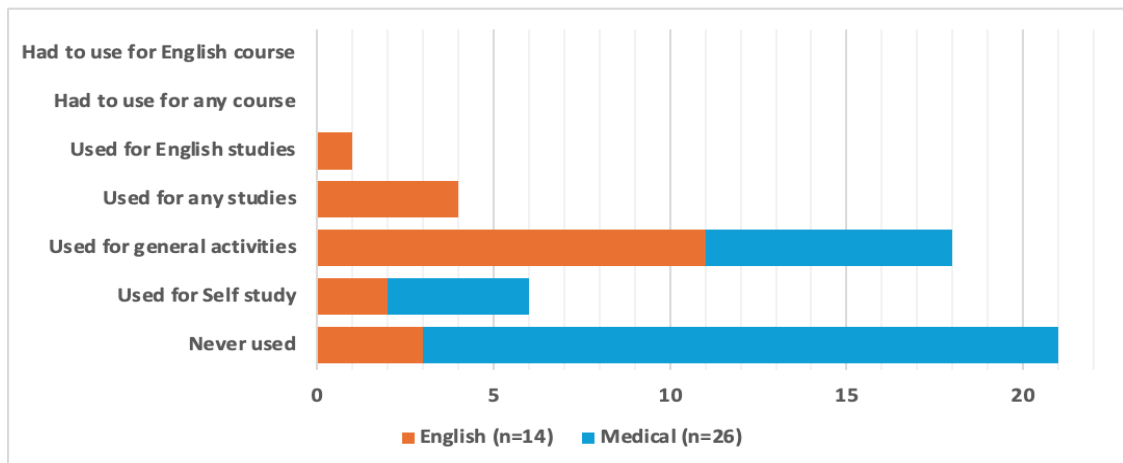
Results

Pre-Intervention ChatGPT Experience

Initial self-reporting of the medical ($n = 26$) and English ($n = 14$) majors prior to use of ChatGPT in the writing courses (pre-ChatGPT intervention) indicated that 18 students (45%; 11 English majors [78.6%] and 7 Medical majors [26.9%]) had used ChatGPT for “general activities”, four English majors (10% of total; 26.9% of English majors) had previously used it for English coursework, and only one English major (2.5% of total; 7% of English majors) was required to use it for a class activity; no medical majors had used it for any coursework previously (Figure 1; Question No. 8 in Appendix A). Prior uses of ChatGPT included the following tasks: translation, brainstorming for homework/ in class activities, assistance with report writing and presentation content, practicing for a medical school entrance interview, and checking word count for assignments. About half of the participants (21/40; 52.5%) had never used ChatGPT before. This indicates that, as of the beginning of the 2024 academic year, Japanese college students were still relatively unfamiliar with the potential use of ChatGPT for assisting in their academic coursework, despite its growing use. This result also suggests that neither secondary nor tertiary educators have yet to implement ChatGPT (or other AI tools) to a significant extent in their classrooms.

Figure 1

ChatGPT Experience Pre-ChatGPT Intervention



Note. The figure above shows student responses to Question No. 8 in Appendix A (experience of using ChatGPT or other AI tool before the three-week ChatGPT intervention in the writing course). Orange is the responses of English majors and blue is the responses of medical majors. Students were allowed to choose more than one option.

Students' Ability to Use ChatGPT as a Writing Assistant

All students except one (97.5%) reported that they were able to complete the two ChatGPT homework tasks for the two writing techniques: how to write a topic sentence (technique 1) and how to write supporting idea statements with appropriate details (technique 2). All students except one (97.5%) found ChatGPT to provide “useful support”, while 70% found it very useful (28 students reported 4 or 5 on a 5-point Likert scale). Only two students reported having difficulty understanding the homework instructions (5%).

English Writing Support Needs

All students indicated a need for English writing support in all the following areas with little change observed before and after ChatGPT intervention: vocabulary use (avg. 3.58 vs. 3.32 on a 5-point scale where 3 is equal to “a little support”), grammatical structure (3.65 vs. 3.59) and paragraph writing (3.65 vs. 3.47) (Question No. 4 in Appendix A).

After the intervention, 26 students (65%) wanted more ChatGPT support for writing tasks and 25 (62.5%) wanted more ChatGPT support for general coursework (‘4’ or ‘5’ response on a 5-point Likert scale). There were only two medical majors who did not indicate a desire for more ChatGPT support tasks for either writing or in general (‘2’ response).

Perception of ChatGPT Before and After ChatGPT Intervention

As shown in Table 3, there was a clear trend toward improvement in participants' perceptions of ChatGPT as a learning assistant, particularly in terms of its ability to support English coursework. The English majors had a higher positive initial perception for all levels of ChatGPT support and were more comfortable with using ChatGPT compared to the medical majors, which may be due to their higher level of prior experience of ChatGPT for coursework.

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Moreover, students believed ChatGPT was less challenging to use after ChatGPT intervention (change of 0.66 [from 2.93 to 2.27] on 5-point Likert scale), especially for the less experienced medical majors (change of 0.85 [from 3.35 to 2.50]) (Question No. 5). Furthermore, more students expressed a slightly greater desire (change of 0.41 on 5-point Likert scale) for a ChatGPT writing assistant after the ChatGPT intervention (avg. 3.81) compared to before the intervention (avg 3.40) (Question No. 6). Fewer students believe ChatGPT should not be required for coursework after the ChatGPT intervention compared to before the intervention (change of 0.45 [from 2.63 to 2.18]); the medical cohort showed the biggest change but had a stronger initial belief that ChatGPT should not be required before the course (change of 0.56 [from 2.92 to 2.36]) (Question No. 7). These results suggest that with ChatGPT training, students' positive perception of ChatGPT as a writing assistant increased.

Table 3

ChatGPT Support and Comfort Levels Pre- and Post-ChatGPT Intervention

Activity Type	Medical			English			Total		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
ChatGPT support level (Question No. 1)									
For general activities	2.71	3.08	0.37	3.29	3.46	0.17	2.92	3.21	0.29
For self-study	2.80	3.32	0.52	3.57	3.69	0.12	3.08	3.45	0.37
For general coursework	2.84	3.40	0.56	3.29	4.00	0.71	3.00	3.61	0.61
For English coursework	3.00	3.60	0.60	3.21	4.00	0.79	3.05	3.60	0.55
ChatGPT comfort level (Question No. 2)									
For general activities	2.46	3.04	0.58	3.57	3.85	0.28	2.85	3.32	0.47
For self-study	2.35	2.96	0.61	3.64	3.85	0.21	2.80	3.26	0.46
For general coursework	2.35	2.84	0.49	3.36	3.92	0.56	2.70	3.21	0.51
For English coursework	2.38	2.88	0.50	3.29	3.92	0.63	2.70	3.24	0.54

Note. Pre: Pre-ChatGPT intervention survey results; Post: Post-ChatGPT intervention survey results; Change: Difference between the Post and Pre values.

English Writing Confidence

In general, students were not confident in writing on a topic in English without teacher or ChatGPT support (1.65 and 2.23 on a 5-point confidence scale for medical and English majors, respectively; Table 4). However, the pre- and post-intervention confidence with the combined support of both teacher and ChatGPT showed a consistently high level, indicating that students with or without ChatGPT experience remain confident in their writing when they are provided with multiple sources of support.

Table 4

English Writing Confidence Pre- and Post-ChatGPT Intervention

Support Type	Medical			English		
	Pre	Post T1	Post T2	Pre	Post T1	Post T2
by myself	1.65	2.00	1.92	2.23	2.00	1.92
with teacher	2.72	2.96	2.92	3.38	3.54	3.54
with ChatGPT	2.32	2.84	2.76	3.08	3.46	3.61
with teacher + ChatGPT	3.20	3.40	3.26	4.14	4.15	4.23

Note. Pre: Pre-ChatGPT intervention survey results; Post T1: Post-ChatGPT intervention survey results for Technique 1; Post T2: Post-ChatGPT intervention survey results for Technique 2.

While the English majors showed more confidence than medical majors in writing by themselves and with teacher or ChatGPT support before the intervention, medical majors gained more confidence with teacher and/or ChatGPT support compared to the English majors after the intervention. This larger gain may be due to the “learning curve” effect as medical majors were experiencing their first university-level English writing course while English majors were in their fifth English writing course. There were minor differences in confidence level for the writing tasks of Techniques 1 and 2 in both cohorts.

Qualitative Observations

ChatGPT succeeded in supplying more appropriate sentence fluency options (e.g., clarity and length). It assisted students in elaborating on ideas and supplying reasons. Figure 2 shows an actual excerpt of writing activity #2 drafts 1 and 2 from one English major student. This example shows how students could effectively improve a short essay about their favorite place to shop. ChatGPT provided new phrasing (“I prefer shopping in person because I enjoy seeing clothes firsthand”) for the student’s sentence (“I want to see it in real”). Figure 2 also shows revisions from ChatGPT for Technique 1, where the student revised their topic sentence to “set the scene”. It is important to note that students were coached in class on how to cut/paste specific sentences in their original work into ChatGPT to achieve sentence-specific feedback.

Figure 2

Sample of Student’s Revisions After Usage of ChatGPT as a Writing Assistant

April,24,2024
Time Writing #2

There are a lot of places to shop. But I always go to shop to Kobe. My favorite shop place is outlet. Because there are many shops and many brands in there. And I like to buy clothes. I like to shop online, but I want to see in real. If I don't want to buy anything, I can enjoy the place only to see the items. It is important to choose things to buy. I think it is very difficult. But, if I think so, I enjoy shopping more.

Word Count-91 words
10 sentences

Draft#2

Last weekend, I took a trip to Kobe, a city known for its vibrant shopping scene. My favorite shopping place is outlet. Because there are many shops and many brands in there. And I like to buy clothes. Every weekend, I visit Kobe for shopping because I love exploring its outlets. I prefer shopping in person because I enjoy seeing the clothes firsthand and trying them on. When I visit the outlet, I can spend hours browsing through different shops, even if I don't intend to buy anything.

Technique 1: setting the scene

Note. The figure above shows an actual excerpt from one English major students’ Google Doc for draft 1 and draft 2 for Writing Activity #2. The red underlined text is one major revision between the two drafts.

Discussion

This pilot study involved two cohorts of students with differing backgrounds, but all were undergraduate students taking part in an EFL academic writing course. The ChatGPT intervention was implemented at the beginning of the courses for both cohorts, so students did not have any prior history of instruction with the respective instructor.

With proper guidance through a combination of in-class instruction and instructor-created resources, students could use ChatGPT for support with revising in-class writing tasks. That is, with proper guidance they can acquire the technical know-how to 1) input teacher-crafted prompts and 2) edit their own work with ChatGPT output. At the time of concept of this pilot study, there was limited research published regarding the efficacy of ChatGPT as a writing assistant for lower-level EFL students despite the need by both instructor and student for more individualistic feedback methods. It has already been observed that students may respond better to customized feedback and support (Zhang & Hyland, 2018). Therefore, we began to develop an effective teaching methodology for EFL academic writing and protocols for “ethically” using ChatGPT for both teaching and learning. In this study, we could achieve some level of feasibility of ChatGPT in providing individualistic writing feedback to students through adequate instructor guidance on how to appropriately utilize the writing feedback from ChatGPT.

In the spirit of maintaining a student-centered learning process, ChatGPT was relegated to the revision processes in this three-week activity. Students have been shown to be cognizant of the fact that ChatGPT can be used in all phases of writing from ideation to proofreading, but due to scholastic fairness, clearly demarking where it is actually deployed in a particular learning context should be done early in the class or activity-planning phase (Yan, 2023). This said, even when ChatGPT is used in the revision stages, it is not an automatic fix-all. In our experience, students

need a fair amount of guidance in how to interact with and use its output effectively.

Usefulness of ChatGPT as a homework support system may be level dependent. Beginner-level students may lack the language skills required to use ChatGPT for effective improvement of their writing skills. This was confirmed when some students in this study were found blindly copying/pasting all suggestions from ChatGPT irrelevant whether it reflected the students' intent or their own experience. It is also noteworthy that higher-level students sometimes produced a high quality of writing and ChatGPT feedback was not able to provide a "better" suggestion. The instructors in these cases gave personal advice to these students to be critical of any suggestions provided by ChatGPT and emphasized the importance of not incorporating revisions that do not reflect their intent. If we can teach students to properly accept or deny feedback, we may be able to achieve another timesaving process (in this case for giving writing individual feedback) as previously reported (Koraishi, 2023).

The critical analysis of suggestions from ChatGPT is a difficult process for lower-level students as they usually accept feedback from the instructor without question, and therefore appear to similarly accept the advice from ChatGPT. It may be useful in future instructions to provide multiple versions of feedback, thereby encouraging students to select one version (or none) that best reflects them. This method is one aspect of the teaching and learning process which can be encouraged to achieve better writing practices with AI assistance.

As attention is turning from *if* AI will be used in EFL settings to *how* it will be used, empirical research is needed to support the development of best practices and investigate AI's efficacy in different teaching processes (Vajjala, 2024). This study shows the promise of ChatGPT as a writing assistant as most students did not find it to be a significant challenge to learn how to use for English writing assistance, albeit with continued support from the writing instructor. To achieve the most effective assistance from both instructor and ChatGPT, there is a necessary learning curve to be experienced by students through scaffolded tasks implemented by the instructor. We recommend that instructors first show how ChatGPT works and how it can be altered by defining its "persona" for lower-level EFL students in the *Customize ChatGPT* settings. One persona we introduced to students was:

- What would you like ChatGPT to know about you to provide better responses?
"I am using this as a classroom aid for organizing short paragraphs and essays. Teachers and students are working together for this project."
- How would you like ChatGPT to respond?
"Please use CEFR A1 level language in your responses."

As this was only a short introduction to how ChatGPT could be used for writing assistance, it is expected that students will gain even more confidence in independently using ChatGPT and other AI tools to improve their writing outside the classroom. Improvement and continued use of ChatGPT by instructor and student will only lead to improved output and useful feedback. Writing instructors also need to collaborate to overcome one hindrance of incorporating ChatGPT into teaching processes: lack of training (Alm & Ohashi, 2024).

There are different time points of using ChatGPT to help in the writing process. Here, we presented support for sentence-level revision on a draft but it also could be beneficial at the initial stage of brainstorming ideas to incorporate in your writing. ChatGPT supports ideation and brainstorming, which are tasks that consume time more suitable for instruction on how to use language (Xiao & Zhi, 2023).

This study was a 3-week intervention and therefore it does not look at the long-term outcomes of ChatGPT implementation. We found several challenges associated with implementing a ChatGPT-based task in the classroom, some of them unanticipated. Firstly, students had limited computer literacy even as university students. Many new undergraduates of the smartphone generation have had limited experience with the use of physical keyboards and PCs, as they have used handheld devices for much of their personal and academic lives. Additional issues include age verification or institutional firewalls, language of technical instructions for ChatGPT or Google, abilities to use multiple windows simultaneously, and lack of knowledge of simple keyboard shortcuts (e.g., copy/paste text). Alongside the technical support needed for use of ChatGPT for writing assistance, support for general computer literacy may also be required by the EFL instructors. Future studies on the use of ChatGPT in EFL-writing contexts could extend on research currently associated with teacher feedback, such as investigating the efficacy of direct and indirect feedback (Lim & Renandya, 2020).

Conclusion

As AI technology advances, EFL instructors are continually being challenged to find innovative and effective ways to support their students' needs. ChatGPT represents a new era of technical support for EFL academic writing purposes. The current research highlighted one way that lower-level users of English and their instructors benefited from its use. Their main instructional goal should be to provide students the most effective resources and skills to promote self-directed learning of English writing. Despite obvious limitations or issues, the current iteration of ChatGPT represents a significant change in the toolbox of both learners and instructors.

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Appendix A

Questions from the Pre- and Post-ChatGPT Intervention Surveys

Pre	Post	Item	Type of Response
1	1	How well do you think ChatGPT is for supporting the following? [For general activities / For self-study /For general coursework / For English coursework]	5=absolutely supportive, 4=very supportive, 3=supportive, 2=minimally supportive, 1=not at all supportive
2	2	How comfortable are you at using ChatGPT for the following? [For general activities / For self-study /For general coursework / For English coursework]	5=absolutely comfortable, 4=very comfortable, 3=comfortable, 2=minimally comfortable, 1=not at all comfortable
-	3A	I am confident in writing on a topic in English with the following guidance. [by myself / with teacher support / with ChatGPT support / with combination of teacher and ChatGPT support]	5=absolutely confident, 4=very confident, 3=confident, 2=minimally confident, 1=not at all confident
3B	-	I am confident in writing a TOPIC SENTENCE (Technique 1) in English with the following guidance. [by myself / with teacher support / with ChatGPT support / with combination of teacher and ChatGPT support]	5=absolutely confident, 4=very confident, 3=confident, 2=minimally confident, 1=not at all confident
3C	-	I am confident in writing a GENERAL STATEMENT followed by DETAIL STATEMENT (Technique 2) [by myself / with teacher support / with ChatGPT support / with combination of teacher and ChatGPT support]	5=absolutely confident, 4=very confident, 3=confident, 2=minimally confident, 1=not at all confident
4	4	What level of English writing support do you need for the following? [vocabulary use / grammatical structure / paragraph writing]	5=lots of support, 4=some support, 3=a little support, 2=minimal support, 1=no support at all
5	5	I feel ChatGPT is a challenge to use for English writing coursework.	5=strongly agree/1=strongly disagree
6	6	I feel ChatGPT should be used to support English writing tasks.	5=strongly agree/1=strongly disagree
7	7	I feel ChatGPT should NOT be required to use for coursework.	5=strongly agree/1=strongly disagree
-	8	What experience, if any, have you had using ChatGPT (or other AI tool)?	Multiple selection: [Never used / Self study / Used for general activities / Used for general activities and self study / Used for any studies / Used for English studies / Had to use for any / course / Had to use for English course]
-	9	Explain which tools you used and the task you used it for in detail here.	Open response
8	-	I want more ChatGPT writing support tasks.	5=strongly agree/1=strongly disagree
9	-	I want more ChatGPT support tasks in general.	5=strongly agree/1=strongly disagree
10	-	For the HOMEWORK task, I understood the instructions by ChatGPT.	5=strongly agree/1=strongly disagree
11	-	For the HOMEWORK task, ChatGPT provided useful support.	5=strongly agree/1=strongly disagree
12	-	I could complete the ChatGPT homework task.	5=strongly agree/1=strongly disagree

Appendix B

Sample ChatGPT Prompt

This prompt first checks the writing sample of a student based on Technique 1 (improving topic sentences) and then “teaches” Technique 2 (giving details and examples). The student must paste their writing sample into ChatGPT once prompted. Make revisions based on feedback and then paste the revised sample for further feedback. Thus, the feedback process occurs twice with one prompt. Instructions and feedback to the user can be adjusted to the English level of the user and can be provided in their native language.

<Includes PERSONA of ChatGPT, PURPOSE of ChatGPT, INSTRUCTIONS for user, DETAILS of purpose. MODE of feedback>

Here is one student example using the following prompt: <https://chatgpt.com/share/14070e30-407c-409f-a61a-4d523d2ff552>

<<<You will be my writing assistant for my [Q1] class. I want you to check the writing sample that I share with you. The topic of the writing task is: [Q2]. As my assistant, please say “I will assist you with your writing task. Please copy your writing task response here and I will give you feedback.ライティングをサポートします。「Q2」の回答をここにコピーしてください” I want you to check the first sentence (topic) sentence based on the following criteria: [Q3]. If I did not follow these criteria, provide a suggestion to improve my first sentence. After giving feedback about the first criteria, say “Lets learn [Technique 2]. Say “OK” when you are ready to learn about this technique. When I say “OK”, please teach me about the following technique: [Q4] Please use language that is appropriate for CEFR level A1 in the improved example sentences. After sharing advice, ask me to revise my writing and share it again for further feedback. Please give instructions and feedback in Japanese and simple English. >>>

Q1: [course information] <English level, type of writing>. Example: [CEFR B1 level English language writing]

Q2: [TOPIC of writing task] <What was the topic of the task> Example: [my favorite shop]

Q3: [Writing Criteria for Evaluation] <Description of how ChatGPT should evaluate the writing sample> Example: Did your first sentence start with the word “I”? Try starting sentences in other ways, such as the examples below. Your first sentence is the introduction. Here are some types and examples of introduction sentences for short paragraphs: Observation: “There are a lot of inexpensive restaurants near the university.” Generalization: “Most university students go to convenient and easy restaurants near where they live.” Setting the scene: “A few days ago, after my last class, I went to one of my favorite restaurants near the university.”

Q4: [Technique 2 criteria] <Describe the next writing technique you want ChatGPT to introduce and thus give feedback on> Example [Did you include “When, Why, and How” information in your paragraph? Did you follow a “generalization sentence” with a “detail/example sentence”?]