EFL Students' Perceptions on Using ChatGPT as an AI Tool for Developing Academic Writing Skills: A Case Study at University College of Haql

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Abstract

With advancing artificial intelligence (AI) technology, writing assistance tools now include plagiarism detectors, ChatGPT and grammar checkers. These AI tools help students of EFL to improve their writing, communication, creativity, and critical thinking, thereby developing language skills and academic success. Various writing tasks are supported by the Open AI Chat GPT application, and this study explores the perceptions of students regarding its effectiveness for improving their skills in academic writing. Using a closed-ended questionnaire with Likert scale for the collection of data, the quantitative study involved a sample of 50 students from the English language program within the University College of Haql, Saudi Arabia, who had used ChatGPT during one semester. Findings show a majority of respondents held a positive view of their use of ChatGPT for increasing motivation to learn (42.5%), provision of user-friendly and comprehensive features (43.5%), and assisting in correction of grammatical errors (33.3%). Some respondents were neutral with regard to the ability of ChatGPT to offer explanations for improving skills in writing (33.5%). To conclude, ChatGPT is able to serve as a tool of value to help students enhance their writing skills in English, though there is potential for further refinements to be made that would offer explanations in greater detail.

Keywords: academic writing, artificial intelligence, ChatGPT, EFL students, student perceptions

1. Introduction

English is a prominent language across the world and is also prominent in Saudi Arabia, especially in professional and academic contexts. University College of Haql, Saudi Arabia, incorporates English into curricula so that students can be equipped for international success and communication; however, it is very challenging to achieve English academic writing proficiency (Zrekat & Al-Sohbani, 2022). Reading, speaking, listening, and writing are key to language acquisition. Often, writing is most challenging because it demands coherent idea expression, grammatical accuracy, and respect for academic conventions (Khasawneh, 2021); for English as a Foreign Language (EFL) students, mastery of those skills is essential to advance both academically and professionally (Mohammad, 2024). Numerous obstacles are encountered by Saudi students, including acquiring an academic vocabulary, adherence to English writing conventions, constructing grammatically sound sentences, and organization of paragraphs (Alolaywi, 2023). Diverse cultural differences and educational backgrounds also complicate the meeting of academic standards of writing (Alharbi, 2023). Education is being transformed by AI through offering immediate feedback, personalized learning experiences, and individually tailored resources. Within a Saudi EFL education context, academic writing and language proficiency can be enhanced by AI through fostering autonomous learning and provision of targetted support (Aljuaid, 2024). Text is generated by ChatGPT in response to prompts and utilised for writing support and language learning. ChatGPT functions virtually to answer queries, offer writing advice, and produce coherent text and valuably augments language learning (Barrot, 2023). Within the EFL education field, enhancements in language acquisition benefit hugely from the integration of technology. This paper offers an investigation of Saudi EFL students' perceptions from University College of Haql in regard to utilizing ChatGPT for developing their skills in academic writing. The research aims for views to be elucidated on the efficacy and utility of ChatGPT for addressing

challenges in writing academically.

1.1 The Research Questions

Five key questions are included within this study:

a. As an open tool AI application, can ChatGPT raise the 'motivation to learn' of students?

b. Does ChatGPT provide user-friendly procedures and comprehensiveness?

c. Are structural errors within writing methods corrected by ChatGPT?

d. Are the abilities of EFL learners to write English essays enhanced by utilizing ChatGPT?

e. As an open tool AI application, how effective is ChatGPT in clearly providing explanations for helping in the development of the writing skills of students?

1.2 The Research Objectives

This work aims at investigating the beliefs, attitudes, and perceptions of Saudi EFL learners regarding utilisation of ChatGPT for enhancing academic writing skills. The aim is evaluation of perceived ChatGPT effectiveness for improving various academic writing aspects, by learner perceptions, including organisation, originality, language accuracy and coherence. Furthermore, the research seeks to identify challenges faced by learners when using ChatGPT and perceived benefits and advantages in performing tasks in academic writing. The study also aims to fill some existent gaps within the literature related to AI by providing empirical evidence related to contexts of language learning, especially for Saudi EFL students. Moreover, the study aims at offering recommendations and insights for teachers and educators for optimising learning outcomes within that context.

1.3 The Research Significance

ChatGPT utilization as an AI tool for enhancing academic writing skills represents a technological application with immense implications for education. It is crucial to understand the attitudes of learners so that such tools can be integrated effectively into curricula for language learning. For EFL students, academic writing is of particular importance, especially in higher education contexts. Examination of the impacts of GPT, for example, on such skill development is clearly relevant for enhancement of teaching methodologies and outcomes for students. The research outcomes aim at contributing significantly by informing educators with regard to the implications of integration of such AI tools within language learning settings. Such understandings are key for adaptation of the strategies of teaching to meet evolving needs for learners. There are also specific needs and challenges for Saudi Arabian education in regard to academic writing and English proficiency, and so undertaking the study of Saudi learners offers valuable, relevant, and timely contextual and cultural insights.

2. The Review of Literature

AI is evolving rapidly with various applications transforming numerous fields, and it has become a key focus within computer science. AI has a primary goal of addressing cognitive tasks associated, traditionally, with human intelligence, e.g., pattern recognition, decision-making, problem-solving, and learning. Often AI is linked to serious and complex tasks; however, it can also offer practical solutions for everyday common problems. AI is often considered with respect to technological innovation, algorithm bias, and automation. The implication of AI is that advanced technologies mimic certain cognitive human functions, with their capacities assisting in various tasks through 'adoption of human intelligence' (Malik et al., 2023). ChatGPT-3.5 is a notable application of AI. First publicly released in November 2022, it was developed by OpenAI and is a free model for language capable of answering complex queries, generating of coherent text and performance of tasks including translation, content creation, and summarization. Overall it has proven extremely valuable in various contexts, e.g. as an aid to writing within academia. Feedback is provided by ChatGPT-3.5 regarding numerous writing aspects, e. g. grammar, coherence and style, thereby enabling academic writing skills to be improved (Basic et al., 2023). As well as the generation of text that is structured well, the application can provide relevant references and key concepts to improve written work quality and contribute to researcher productivity through helping them to focus more on crucial tasks such as analysis and interpretation of data.

Studies have shown that high quality abstracts, essays, dissertations and research papers can be produced by ChatGPT (Basic et al., 2023; Afkarin et al., 2024). Moreover, research has shown that excellent essays can be generated in a broad spectrum of topics (Song & Song, 2023). AI technologies are integrated more and more within education, with provision of tools to automate administrative tasks, enhance student engagement and support

personalized learning. AI applications can give feedback immediately, create learning environments that are interactive with content that is tailored to the needs of each individual (Kurek & Hauck, 2022). ChatGPT is a valuable language model tool that is sophisticated in fitting with educational contexts, especially with regard to academic writing, and designed to generate text that is realistic, based upon input received. It can also assist students in structuring essays, brainstorming ideas and refining writing styles. Jarrah et al. (2023) discovered ChatGPT users reported they had a greater understanding in undertaking complex writing tasks and improved confidence in their learning. Potential benefits from incorporation of ChatGPT within academic writing instruction is highlighted by such findings.

It was shown that immediate feedback given by ChatGPT is appreciated by students, with help in identification and correction of grammatical errors, improvement of sentence structure, and enhancement of coherence of essays overall. Furthermore, learners appreciated the ability of the tool to generate diverse ideas and perspectives that aided brainstorming and initial drafting stages. Mahapatra (2024) noted that those using ChatGPT in academic writing assignments demonstrated significant improvement over a semester for their writing skills. He found improvements in student ability in the formulation of argument, use of appropriate academic language and development of thesis statements through regular ChatGPT use. Also, learners noted that ChatGPT was helping in understanding academic writing nuances, including proper techniques for referencing and citation. ChatGPT usage has been linked with increased motivation and autonomy of learners. Mennella and Mennella (2024) noted feelings of greater independence in writing tasks, as student relied on the ChatGPT tool for initial ideas and drafting prior to further refinement following human feedback. The sense of autonomy had boosted motivation for engagement resulting in greater participation levels and persistence.

A key concern is that students could rely too heavily upon ChatGPT, and that could hinder their development of independent writing skills. Mahama et al. (2023) consider there to be risks that students could utilise ChatGPT for completion of assignments without having fully engaged with learning processes and, potentially, undermining writing development in the long term. Educators ought to have balance when integrating ChatGPT to ensure students employ the tool in a supplementary manner. Furthermore, whilst ChatGPT helps in the generation of text of high quality, there are fallibilities, with research showing the tool does produce content lacking in depth occasionally or that has factual inaccuracies (Aljuaid, 2024). ChatGPT-generated output needs to be evaluated critically by learners, with information cross-checked with other reliable sources. Such critical engagement is essential for the maintenance of academic integrity and to ensure work is of sound quality. A key benefit of using ChatGPT within education is the ability for the fluency of writing and creativity to be enhanced. Through interaction with prompts, the AI helps students practice the generation of paragraphs and sentences that are well-structured and coherent. That process encourages experimentation in different vocabulary choices and writing styles as well as ability to clearly express ideas (Aljuaid, 2024). Furthermore, the tool can prove valuable to brainstorming and in overcoming writer's block. Often, students struggle in effectively organizing thoughts or initiating the process of writing. Through engagement with the ChatGPT tool, suggestions and instant feedback can be received that may stimulate thinking and guide students towards production of writing of greater refinement and polish (Dempere et al., 2023).

2.1 Facilitation of Proficiency of Language and Mastery of Grammar

ChatGPT is also significantly advantageous in that it helps support grammar mastery and language proficiency. By interacting continuously with AI, students can receive real-time suggestions and corrections with regard to their usage of grammar and vocabulary and their syntax. Such iterative feedback loops help address common errors and reinforce proper conventions so that overall written work quality is enhanced (Dempere et al., 2023). Moreover, ChatGPT may be programmed for the provision of examples and explanations in relation to specific writing conventions or grammar rules. That personalized approach helps learners to more effectively grasp complicated concepts and to accurately apply them within their own writing, leading to greater proficiency and confidence in English language use within academic contexts (Lameras & Arnab, 2021).

2.2 Promotion of Research Skills and Critical Thinking

As well as language proficiency, the ChatGPT tool encourages research skills and critical thinking development. Students may employ AI in exploring various perspectives and gathering relevant information when tasked with the formulation of arguments or in the discussion of complex topics. The tool can generate responses that are contextually appropriate based upon input prompts that allow students to refine analytical abilities and partake in more meaningful dialogue (Shanto & Jony, 2024). Furthermore, interaction with ChatGPT exposed students to a broad range of viewpoints and topics, which encourages independent learning and fosters curiosity. Students can practice evaluation of different information sources and the synthesis of key ideas, skills that are essential for lifelong

learning and academic success (Shanto & Jony, 2024).

2.3 Support for Accessibility and Personalized Learning

A key ChatGPT advantage is the capacity for supporting personalized experiences of learning. Complexity level and responses can be adapted on that AI based upon the learning preferences and needs of the individual student; such adaptability ensures students receive tailored support and guidance, regardless of prior knowledge or proficiency level (Baradel, 2023). Moreover, accessibility is enhanced by ChatGPT through the provision of a virtual tutor to students that is always available. That flexibility can be especially beneficial for learners requiring additional support beyond regular classroom contexts or studying in learning environments that are asynchronous or remote (Alqahtani et al., 2023).

2.4 Concluding Remarks

To conclude, ChatGPT integration has great potential for enhancement of academic English writing skills amongst students. Through facilitation of writing fluency, promotion of language proficiency, support for personalized learning, and the fostering of critical thinking, students are empowered by ChatGPT in developing valuable skills needed for personal growth and academic success. As digital technologies continue to be embraced by educational institutions, ChatGPT leverage offers an approach that is forward-thinking in preparing students for 21st-century workforce demands.

3. The Research Method

The study aims at exploring perceptions of students regarding the use of the OpenAI application, ChatGPT, for improving their skills in academic writing. Ghafar (2023) noted that qualitative research is crucial in explaining complex realities and understanding challenges through grounded theory. This study, however, focused upon quantitative analysis for measuring perceptions objectively, with collection of data by way of a Likert-type, closed-ended questionnaire. The aim of the questionnaire was assessment of the levels of disagreement or agreement with numerous statements regarding using ChatGPT for enhancing writing. A total of 50 participants were involved, based on their enrollment in an English Language program at University College of Haql, Saudi Arabia, and their use of ChatGPT during the semester. A non-probability type of purposive sampling method was used to select the sample, ensuring that the inclusion criteria were met by fifty participants from various study programmes. An online questionnaire was used using Google Forms, allowing efficient distribution and subsequent collection of responses. The questionnaire data collection tool comprised structured questions for capturing insights regarding opinions, knowledge, beliefs, behaviours and knowledge with regard to using ChatGPT (Ranganathan & Caduff, 2023).

With similar methodologies employed within natural sciences, a positivist approach often grounds questionnaires, and they are seen as standardized instruments for knowledge generation. Typically, predetermined questions are included, allowing data to be collected systematically. Within this research, twenty items are in the questionnaire in groups of 5 key research questions and responses measured upon a 5-point Likert scale, i.e. Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The results were examined using descriptive data analysis. Ghafar (2023) suggested descriptive analysis helps in determining whether findings hailing from a particular sample may be generalised to a wider population. Fincher (2021) noted that descriptive analysis involves summarization of descriptions or characteristics of data without overarching conclusions being drawn. Within this descriptive study, the key variables to be examined were the sample and population. Testing of the hypothesis focused upon determination of research finding generalisability. If there is acceptance of null hypothesis (H0), the indication is that findings have applicability to a wider context.

Questionnaire results were analysed so that the percentage of responses of all of the items and the frequency distribution could be observed. Where applicable, further analysis of cases could include ANOVA or t-tests so that significant differences between the respondent groups could be explored. Since the study methodological approach was quantitative, objective and systematic data collection and analysis was facilitated. That approach provided a view of the perceptions of students regarding the ChatGPT of OpenAI that was structured and that facilitated numerical measurement of particular variables that enabled generalisation to a wider population. Whilst an approach that is quantitative provides for production of data that is measurable for objective analysis, qualitative factors that could influence the perceptions of students are not fully captured. For instance, concerns regarding potential for dishonesty and plagiarism could arise when ChatGPT is misused by students. As Fitria (2023) noted, ethical frameworks and clear guidelines are needed so that AI tool use within education can be governed. A vital role is played by instructors in making sure students recognise ethical boundaries for ChatGPT usage, as well as in relation

to other forms of AI. Instructors can encourage use for enhancing learning the circumvention of academic responsibilities. This research, ultimately, aims at investigating the beliefs, attitudes, and perceptions of Saudi learners of EFL, with particular regard for ChatGPT tool usage for improvement of academic writing skills. This study aims at assessing perceived ChatGPT effectiveness for enhancement of various academic writing aspects, including argumentation, grammar, and coherence.

4. The Results and Accompanying Discussion

Research Question A: Can ChatGPT raise the 'motivation to learn' of students?

This research question is addressed via 4 parameters: i) Use of ChatGPT as a tool of AI application for boosting motivation of learners; ii) Not experiencing difficulty in the use of ChatGPT as a tool of AI application for the writing of academic assignments or articles; iii) Trust of ChatGPT in assisting in the writing of academic assignments, especially English essays; iv) Using ChatGPT of OpenAI in the process of article writing is easy. Questionnaire results hailed from those questions; see Table 1.

Table 1. Chat GPT Raises the Motivation of Students to Learn

Parameter	Issue	Likert scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
i	Use of ChatGPT as a tool of AI application for boosting motivation of learners	6%	9%	25%	47%	13%
Ii	Not experiencing difficulty in the use of ChatGPT as a tool of AI application for the writing of academic assignments or articles	3%	4%	28%	43%	22%
Iii	Trust of ChatGPT in assisting in the writing of academic assignments, especially English essays	3%	7%	34%	34%	22%
Iv	Using ChatGPT of OpenAI in the process of article writing is easy	4%	6%	25%	42%	23%
Total		4%	6.50%	28%	42.50%	20%

Based on the data shown within Table 1, the inference can be made that the learning motivation of students is enhanced by integrating ChatGPT OpenAI. A substantial percentage of 42.3% of participants support that assertion through expressing agreement, as well as a noteworthy number showing their use of ChatGPT simplifies their article creation process. Analysis of individual questions shows that respondents, on average, do believe that ChatGPT does boost the learning motivation of students (47%), aids in their understanding of essay concepts (42%), and increases their confidence in the writing of essays (34%). Those findings are corroborated by Maulana et al. (2023), highlighting the potential of ChatGPT to help students, when used appropriately, in, for example, interactive types of learning activity such as provision of response answers in comprehension testing. Integration of ICT tools has significantly transformed the manner in which writing tasks are approached by students, making it a more accessible and efficient process. Those advancements in technology offer a user-friendly type of interface, allowing quick and effective completion of writing assignments. Through the use of ChatGPT, prompts can be input in relation to student topics, and detailed paragraphs or sentences are generated. That functionality helps students with organization, brainstorming, and refinement of ideas leading to improvements in skills and proficiency in writing overall.

These results reflect emerging trends in academics, indicating the constructive role of AI tools like ChatGPT in promoting learner autonomy, engagement, and academic achievement. Barot (2023) emphasizes that generative AI fosters cognitive engagement, especially within academic writing and problem-solving contexts. The notable increases in student motivation (47%) and perceived understanding of essay concepts (42%) indicate that ChatGPT functions not only as a content generator but also as a facilitator for self-directed learning. Jarrah et al. (2023) also highlight that the integration of AI-driven learning tools significantly improves access to individualized feedback and ongoing academic support, which might help explain the notable 34% boost in students' confidence with academic

writing tasks observed in this study. Despite clear benefits, however, it is essential that potential challenges that could arise from over-reliance upon ICT tools in the development of writing are acknowledged and addressed. A primary concern is risk of dependency, whereby students could develop a heavy reliance upon the ChatGPT to construct the content. Such dependency could hinder development of keys skills including creativity, originality and critical thinking, all of which are important to independent and proficient writing. If AI tools are relied upon too much, the writing process could be engaged with too passively, and students could be prevented from expressing and formulating their own ideas actively. A significant concern is the potential for dishonesty and plagiarism. While content that tools such as ChatGPT generate is typically original, unintentional plagiarism could result if students neglect proper attribution of sources or acknowledgement of origins of particular ideas; not only could that undermine academic integrity, it could also discourage students when it comes to adherence to ethical practice for writing. Moreover, excessive focus upon ICT tool usage for writing may eclipse the importance for the mastery of fundamental techniques and principles of writing. While those tools prioritize efficiency, the risk exists that students could be developing superficial understandings regarding key concepts of writing, resulting in compositions lacking insight and depth. In the long term, that could compromise the outcomes of learning since students could prioritize convenience and speed over the development of sound writing skills.

Research Question B: Does ChatGPT provide user-friendly procedures and comprehensiveness?

Four key parameters were considered in the addressing of this research question. Firstly, the platform offers an interface that is comprehensive and user-friendly, ensuring usability and smooth interaction. It has a design that is intuitive with easy accessibility, giving it suitability for a broad range of users, whether advanced writers or beginners. The simplicity lets users engage effortlessly with the platform, enhancing the appeal in relation to tasks of various degrees of complexity. Secondly, ChatGPT flexibility makes it distinguishable from other types of AI tool. User experience can be customised through adaptation of the platform so that specific preferences, objectives and needs are addressed. Whether formal academic papers or creative pieces are being crafted, the adaptability of ChatGPT accommodates a broad range of purposes and styles for writing, thereby personalized support is offered. Thirdly, the feedback of users consistently highlights ease of use in regards to ChatGPT. The writing process is streamlined to enable tasks to be tackled by users more efficiently, from the drafting of essays to the composition of more scholarly articles. The effectiveness and simplicity of the platform gives the tool reliability, reducing the effort and time needed for production of written work that is 'polished'. Finally, comparative analyses reveal that ChatGPT does stand out from other similar writing tools and traditional grammar checkers. The extensive functionality, going beyond just basic correction of errors, provides advanced capabilities including the generation of ideas, refinement of structure and enhanced clarification. Those capabilities make ChatGPT the choice preferred by users looking for reliable, comprehensive assistance with their academic writing. Collectively, those parameters underline the effectiveness and value of ChatGPT in serving as a robust tool for language processing that can meet various writing needs. Findings gleaned from the questionnaire reflect those insights; see Table 2.

Table 2. ChatGPT Provides Comprehensive Characteristics and Procedures That Are User-Friendly

Parameter	Issue	Likert scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	As an OpenAI tool, GPT offers procedures that are easy to use and complete characteristics	2%	6%	8%	53%	31%
Ii	GPT is flexible in its use	2%	5%	12%	54%	27%
Iii	GPT is easily employed for writing assignments and essays	4%	5%	22%	35%	34%
Iv	GPT is enjoyable to use since more features are provided by the tool than other grammar checkers.	5%	7%	40%	32%	16%
Total		3.25%	5.75%	20.50%	43.50%	27%

Based upon those findings, the conclusion can be reached that significant numbers of participants believed that ChatGPT of OpenAI does provide a range of user-friendly procedures and comprehensive features, as the 43.5% average respondent score attests. That view is supported also since responses showed a majority (53%) considered ChatGPT as having user-friendliness, being beneficial for the writing of essays (35%) and being flexible (54%). Those advantages are corroborated by other research, especially with regard to students; see Rahma and Fithriani (2024). Some respondents, however, did remain neutral with regard to the superiority of ChatGPT when compared to other types of grammar tools, with neutral feedback given by 20.5%, the suggestion being there could be room for improvement. It is indicated by other research that while ChatGPT does perform well in particular areas, better overall performance could be offered by other applications (Deng & Lin, 2022). Rapid ICT advancements have transformed the landscape for education significantly, particularly for EFL learners. Those emergent technologies enhance learning resource accessibility for students as well as simplify the process of writing (Kwan Lo, 2023). Often, EFL learners find it difficult to effectively express thoughts in writing, and so ChatGPT and other such tools can play pivotal roles when such challenges are encountered. For students, such tools are perceived as being indispensable resources supporting them efficiently when undertaking written assignments.

Through a leveraging of the capabilities of ChatGPT, ideas can be generated by learners, feedback can be received in real-time and writing skills can be enhanced through guided improvements. It is, however, also important to point out the potential impacts that could hail from the integration of ICT within education (Johnston, Heather et al., 2024). A pressing concern is the risk of overreliance upon technological tools, which could hinder the development of creativity and critical thinking. If there is too great a dependency upon AI tools such as ChatGPT for the composing of text or generation of ideas, creative innovation and independent thought could be diminished. That overreliance could also stunt growth in essential cognitive skills, with some students left to struggle when trying to complete their writing tasks when there is no technological help. Further, whilst ICT can be easy to use and convenient, it could lead to academic dishonesty and plagiarism. Students could be tempted to make out content that is AI-generated as their own, without properly understanding or attributing that source; as such, personal integrity and the educational process could be undermined. Furthermore, inequalities in access when it comes to digital literacy and technological tools can exacerbate the digital divide. Many students can benefit from ICT advances while others, especially people with limited access to technology or who are in underserved communities could feel at a disadvantage. Educational disparities can be created by that gap, and the divide widened between those who can access those tools and those who cannot. So, that the benefits from tools such as ChatGPT can be fully harnessed, policymakers and educators have to foster ethical and responsible usage of technology while simultaneously mitigating drawbacks. It is essential that steps are taken to encourage independent problem-solving, promote critical thinking and ensure digital resources can be accessed equitably so that a balanced environment for education can be created for all learners (Kwan Lo, 2023).

Research Question C: Are structural errors within writing methods corrected by ChatGPT?

Four key parameters were considered in addressing this research question. Firstly, users are instilled with confidence by the platform through the provision of a robust function for grammar-checking, which ensures grammatically correct writing. That comprehensive feature enhances overall communication quality as well as maintains grammatical accuracy. Secondly, with ChatGPT being so widely endorsed, effectiveness in that domain is demonstrated. Often, users recommend that platform for identification and correction of inaccuracies of grammar, which improves flow, clarity, and coherence of compositions significantly. Thirdly, for article writing, ChatGPT's utility is especially noteworthy, since valuable support is offered for correction of mistakes in grammar throughout the process of writing. That help enables professional, polished content to be produced that enhances the readability, credibility, and overall impact. Finally, habitual usage and personal preference mean that ChatGPT is further validated as a tool of preference for the checking of grammar when writing English essays. The consistency, accuracy, user-friendliness and reliability of the platform mean it is popular amongst those looking for efficient solutions for their checking of grammar. Collectively, those factors underline the effectiveness of ChatGPT and its significance for grammar checking in general, and its role is highlighted for improvement of linguistic precision and accuracy in a variety of writing contexts. Table 3 summarizes those findings.

Table 3. The ChatGPT Tool Corrects Structure within the Writing Method

Parameter	Issue	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Likert scale					
I	I am sure of ChatGPT and trust it for the correction of grammar	4%	6%	39%	39%	12%
Ii	ChatGPT is my preferred checker of grammar when reviewing English writing, essays and assignments	8%	8%	42%	28%	14%
Iii	ChatGPT is greatly beneficial in addressing structural errors within the writing method of any article	4%	4%	40%	34%	18%
Iv	Employment of ChatGPT is advisable when checking, editing and proofreading grammar within academic assignments in English	7%	10%	34%	32%	17%
Total		**5.75%**	**7%**	**38.75%**	**33.75%**	**15.25%**

Based upon findings related to the 3rd question, on reflection, students tended to hold neutral perspectives in regard to ChatGPT effectiveness for improvement to grammatical errors while article writing. That conclusion was supported by a 38.75% average score. Likewise, neutral responses regarding ChatGPT use in checking grammar of English essays was 42% and usefulness for article writing was 40% of participants. As the study by Ayounis et al. (2023) suggested, respondents could perceive other tools for grammar-checking or other websites are superior to ChatGPT. The indication is that whilst ChatGPT is impressive with significant potential, as yet it does not directly substitute QuillBot and Grammarly Premium. Instead, ChatGPT can complement those tools through offering diverse capabilities, especially in idea generation and content creation. Nevertheless, some respondents expressed confidence in corrections to grammar that ChatGPT provided (39%), and 32% recommended the tool for the checking of grammatical errors within English essays.

Also, students appear to place greater trust in established grammar-focused tools like Grammarly Premium and QuillBot, which could be due to their specialization in precise language correction (Malik et al., 2023). While ChatGPT demonstrates strengths in broader writing tasks such as idea development and content organization, it doesn't possess the accuracy or the personalized feedback offered by these dedicated grammar platforms. This difference is further highlighted by Kunck and Hauck (2022), who indicate that grammar checkers, developed with a clear understanding of linguistic error categories, are generally preferred when it comes to reliable syntax-level correction. The results generated from the study emphasizes that students recognize ChatGPT's strengths in understanding context. Mahama et al. (2023) noted that ChatGPT isn't solely designed for grammar correction, its underlying language model still provides reasonable grammatical feedback within a broader writing context. Therefore, ChatGPT may function most effectively as a supplementary resource—working in tandem with specialized tools like Grammarly—to support students in addressing both detailed grammatical issues and larger compositional concerns.

Research Question D: Are the abilities of EFL learners to write English essays enhanced by utilizing ChatGPT?

Four key parameters were examined in the addressing of this research question. Firstly, platform utility for enhancement of proficiency of writing is clearly apparent. ChatGPT is valuable in writing skill refinement, providing users with a plethora of guidance and resources for bolstering their abilities. The effectiveness is pronounced particularly within essay writing, when coherence, clarity, and precision of English are crucial for communication to be effective. Secondly, the capability of the platform for provision of suggestions and constructive feedback is notable. The ChatGPT tool facilitates iterative refinement by analysis of user input and identification of areas for enhancement, and that enables users to improve writing composition quality. That feedback mechanism empowers users for better understanding of their weaknesses and strengths and, in doing so, fosters a growth mindset within

their writing journey. Thirdly, there is an observable and tangible impact of ChatGPT use upon effectiveness in essay writing. Users have reported marked increases in competence and efficiency while handling writing tasks and often attributed progress to the support and guidance given by the platform. That boost for confidence may enhance overall writing experience significantly, with the process becoming less daunting and more enjoyable. Lastly, a growing preference to rely upon ChatGPT for writing English essays underlines its perceived effectiveness and value. With familiarity, users have recognised the vital role the tool can play in the facilitation of better writing. That trend consolidates the position of ChatGPT as a resource that is trusted among learners that seek to enhance English writing skills. Altogether, those parameters highlight ChatGPT significance in facilitating development of writing skills and underline the essential role it plays in the promotion of success and proficiency within essay-writing endeavors in English; see Table 4.

Table 4. Utilizing ChatGPT Enhances the Abilities of EFL Learners in the Writing of English Essays

Parameter	Issue	Likert scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	ChatGPT is helpful and helps my activity through its good suggestions regarding development of my essay writing in English and other assignments	4%	5%	31%	45%	15%
Ii	ChatGPT is incredibly beneficial for enhancement of my writing skills, particularly in crafting essays in English	4%	5%	35%	41%	15%
Iii	I have developed greater skill in essay writing and dealing with assignments since employing ChatGPT	5%	6%	29%	42%	19%
Iv	Often I rely upon ChatGPT for writing essays and other English assignments	4%	6%	36%	39%	15%
Total		4.25%	5.5%	32.75%	41.5%	16%

Based upon the survey results, the conclusion can be drawn that, on average, participants believed that ChatGPT enhanced the writing abilities of students significantly, especially in the drafting of English essays. That conclusion can be supported since the average respondent score was 41.5%. Moreover, agreement was expressed by respondents that valuable suggestions are provided by ChatGPT to help improve the writing of an English essay; indeed, there was endorsement from 41% for that perspective. In addition, 42% of respondents acknowledge that help in the development of writing skills is provided by the tool, particularly for essays in English, whilst it was noted by 41% that the management of tasks in essay writing are made more efficient. Furthermore, 39% of participants showed a tendency to rely upon ChatGPT if composing essays in English. Other existing research corroborates those findings, and the suggestion is that ChatGPT could be a significant resource for students to utilise within English classes, especially during the process of essay writing. ChatGPT implementation can result in deeper understanding of students of the style and structure of essays, improved performance in their essay writing, and enhanced creativity. According to Jarrah et al (2023), ChatGPT extends beyond basic grammar assistance by enhancing students' structural awareness and encouraging creative expression in writing. It also supports students in taking greater ownership of their drafts through continuous, iterative feedback. Similarly, Dwivedi et al. (2023) found that AI-driven tools cultivate a more interactive and student-focused learning environment by providing immediate, contextually relevant feedback. This approach not only increases engagement but also strengthens students' confidence in their writing abilities. The study also revealed that 41% of respondents reported that using ChatGPT enables them to manage essay writing tasks more efficiently—a trend that aligns with findings by Barrot (2023). These researchers argue that automating cognitively demanding processes, such as outlining, idea generation, and paraphrasing, allows students to devote greater attention to critical analysis and the development of their creativity.

Research Question E: How effective is ChatGPT in clearly providing explanations for helping in the development of the writing skills of students?

Four key parameters were used to address this research question effectively. First, the platform provides clear explanations that are fundamental to writing proficiency improvements. ChatGPT identifies grammatical errors and elucidates underlying rules governing them and, thereby, helps users to grasp the construction and usage of language and their nuances. Secondly, personal experience validates the effectiveness of the platform through feedback mechanisms and grammar, users are helped by ChatGPT to solidify English grammar knowledge and, ultimately, boost proficiency and confidence in writing tasks. Thirdly, it is noteworthy that explanations offered by ChatGPT have clarity. Complex linguistic concepts are presented by the platform in an accessible and straightforward manner, which ensures that users do not become overwhelmed. The learning experience is enhanced by that clarity, with users enabled to absorb information and apply it effectively to their writing. Lastly, grammar topics are covered comprehensively by ChatGPT which underlines the value the tool has for education. As a wide spectrum of elements of grammar are addressed, from verbs and subjects to prepositions and pronouns, the platform serves various writing scenarios and needs. Altogether, the significance and impact of ChatGPT for the facilitation of acquisition and application of knowledge of English grammar is underlined by those parameters and, ultimately user writing skills are enhanced. Findings are summarized in Table 5.

Table 5. As an Open Tool AI Application, ChatGPT is Effective in Clearly Providing Explanations for Helping in the Development of the Writing Skills of Students

Likert scale						
Parameter	Issue	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	Explanations are offered by ChatGPT for the development of writing skills	8%	10%	35%	30%	17%
Ii	All speech parts within grammar, such as verbs and nouns and so on, can be covered by ChatGPT	4%	2%	44%	40%	10%
Iii	ChatGPT is not confusing to use since details offered are straightforward and easy to understand	4%	7%	33%	31%	25%
Iv	I consider that ChatGPT is helpful in understanding the structure rules of English better	5%	5%	43%	33%	14%
Total		5.25%	6%	38.75%	33.75	16.50

Results regarding the 5th research question suggest, in general, that respondents held neutral perspectives in regard to ChatGPT effectiveness for enhancement of writing skills, as the 38.8% average score attests. Further, the survey showed that a significant proportion of respondents expressed neutrality in regard to the capacity to enhance writing skills (35%), facilitate deeper understanding with regard to the rules of English grammar (43%) and address key components, including verbs, prepositions, pronunciation, and subjects (44%). Song and Song (2023) undertook research that highlighted that the incorporation of ChatGPT within language learning positively influences the proficiency of academic writing and the motivation of Chinese students of EFL. That assertion is supported by quantitative data that showed that classes that utilised the support of AI tools exhibited more advanced skills in academic writing and more heightened motivation when compared to classes that did not. It is interesting to note that 31% of respondents found ChatGPT to be straightforward and user-friendly, with minimal explanation required for effective navigation of its features. The research shows that ChatGPT has a favorable impact in general on the writing skills and motivation of students. Also, findings suggest the majority of participants considered learning motivation to be enhanced by ChatGPT (42.5%), that it helps with correction of grammatical errors within writing (33.3%), and that it offers user-friendly procedures and comprehensive features (42.5%). Nonetheless, some participants remained neutral as regards the effectiveness of ChatGPT in the provision of explanations that could enhance skills in writing (38.8%) and that could support understanding of the rules of English grammar (33.5%). Although the data raises some questions about ChatGPT's impact on grammar instruction. Song and Song (2023) indicates that integrating AI into language learning settings can significantly improve students' academic writing skills and motivation, especially among EFL learners. Their study found that students who used AI tools outperformed those who didn't when it came to writing improvement. Furthermore, about 31% of participants

described ChatGPT as user-friendly, noting that it required minimal instruction to use effectively. Ultimately, the study findings underline ChatGPT has potential effectiveness for improving skills in English writing and identifying some areas where there could be further development of its explanatory capabilities.

5. Overall Conclusion and Recommendations

The findings from the study indicate that students generally view ChatGPT as a valuable resource for supporting writing tasks. Specifically, the tool appears beneficial in areas such as learning motivation, ease of use, and skill acquisition. The data show that 42.5% of the respondents experienced increased motivation when utilizing ChatGPT. This suggests that incorporating AI into academic settings may encourage greater student engagement and confidence in their writing abilities. In relation to the second research question concerning usability, 43.5% of respondents reported that ChatGPT is user-friendly. This result also indicates that the platform's accessible interface may facilitate its regular use among students and support independent learning. However, when participants were asked about improvements in writing skills and grammar correction, the responses were more varied, reflecting less consensus in these areas. Approximately a third of respondents—33.75%—reported that the tool was effective for addressing grammatical errors. In contrast, a slightly larger segment, around 39%, expressed neutrality about whether it actually aided their understanding of grammar rules or writing mechanics.

While ICT tools such as ChatGPT do offer considerable support to students trying to develop writing skills, potential drawbacks ought to be addressed. Balanced approaches ought to be advocated by educators in respect to writing instruction, with technology integrated thoughtfully while creativity, ethical writing practice, and critical thinking continue to be emphasized. Through the adoption of comprehensive strategies for the development of skills in writing, students could use ICT tools while cultivating, simultaneously, the crucial competencies needed for professional and academic success. The research insights also highlighted challenges for the integration of AI tools such as ChatGPT within education settings. While those tools do show promise for enhancement of motivation and writing skills, it is emphasised within the study that further refinement and development are needed going forward.

Neutral responses with regard to the quality of explanations given by ChatGPT do suggest there are opportunities to improve feedback mechanisms; this reflects the broader challenges for alignment of technological capabilities to educational needs. Moreover, the importance is underscored in relation to consideration for diverse perspectives if the impacts of AI tools within education are assessed. While a majority of respondents did express positive views of ChatGPT, neutral responses by some showed that not everyone necessarily experienced similar benefits. That variability underlines a need for further research that explores differences in how AI technologies are perceived by instructors and how students interact with them. As an OpenAI development, ChatGPT has been endorsed significantly by students, primarily because it has an interface that is user-friendly, and because of the effectiveness it has on helping the essay writing learning process. Both outside and inside the classroom, the interactive nature of ChatGPT fosters a learning environment that is collaborative. As such, it is an educational resource of considerable value. So, curriculum designers and teachers are encouraged towards integration of ChatGPT within their lesson plans so that students can use it within a variety of writing tasks, either in class or at home. For the understanding of tools for writing assistance to be furthered, more research could include comparative analyses of the ChatGPT tool with other popular types of writing aid, e.g., Grammarly. In addition, further studies are needed for investigation of factors including tool usability and student comfort levels, since those variables could influence overall effectiveness and perceptions significantly. The current research has the notable limitation of having an exclusive focus upon AI applications that are chat-based. Investigations in the future ought to be broader in their scope for evaluation of whether the generated language offered by ChatGPT does adhere to the standards of quality needed for the educational materials in question. Such an exploration could contribute to an understanding of the role of ChatGPT within educational settings that is more comprehensive, which also helps reveal the potential impacts upon the proficiency of the writing of students.

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