

TRANSFORMING ACADEMIC WRITING WITH AI: TOOLS FOR EFFECTIVE LEARNING

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Abstract:

Artificial Intelligence (AI), particularly through chatbots like ChatGPT, is increasingly integrated into education, especially writing instruction. While its potential to support writing development is acknowledged, its full pedagogical value remains underexplored. This paper examines how ChatGPT can be used in classrooms to simulate real-world writing tasks—such as argumentative and creative writing—and its role in enhancing proficiency across genres. It also addresses the ethical and instructional implications of integrating AI into the writing process.

This analysis examined revision data from eleven student texts to explore how various error types, word count changes, and revision behaviours relate to improvements in essay quality. The goal was to understand whether measurable features of revision correlate with outcomes such as improved essay scores and CAE grades. The paper also provides practical guidelines for teachers on incorporating ChatGPT into writing instruction.

Findings show that ChatGPT offers immediate, valuable feedback that supports revision and improves student writing. It assists with structural, grammatical, and stylistic issues, though its suggestions require critical evaluation to avoid over-reliance. While ChatGPT boosts engagement and fosters creativity, maintaining student independence remains essential.

In conclusion, when used thoughtfully, ChatGPT can be a powerful tool in writing education, offering interactive feedback and personalised support. However, educators must use it ethically and responsibly, ensuring it complements rather than replaces traditional instruction. Further research is needed to assess AI's long-term impact on writing and to develop best practices for its integration.

Keywords: Artificial Intelligence; ChatGPT; Writing education; Feedback; Pedagogical practices, EFL error correction.