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AC FEEDBACK ON EFL STUDENTS' ACADEMIC WRITING: OPPORTUNITIES AND LIMITATIONS

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Abstract: Academic writing is one of the challenging skills for students learning English as a Foreign Language (EFL), as it requires grammatical accuracy, appropriate vocabulary, logical organization, coherence, cohesion, and clear expression of ideas. Feedback plays an important role in helping learners identify weaknesses and revise their written work. This article examines the opportunities and limitations of AI-generated feedback, particularly feedback provided by ChatGPT, in EFL academic writing. A literature-based review was conducted using recent empirical and review studies on AI-assisted writing feedback. The reviewed studies indicate that ChatGPT-generated feedback can contribute to improvements in several aspects of writing, including grammar, conciseness, organization, vocabulary, cohesion, and revision. At the same time, the studies identify limitations related to feedback quality, contextual appropriateness, accuracy, and students' dependence on AI.

Keywords: Artificial Intelligence (AI), ChatGPT, AI-generated feedback, EFL learners, academic writing, writing skills, corrective feedback, learner autonomy, generative AI.

ВЛИЯНИЕ ОБРАТНОЙ СВЯЗИ, ГЕНЕРИРУЕМОЙ ИСКУССТВЕННЫМ ИНТЕЛЛЕКТОМ, НА АКАДЕМИЧЕСКОЕ ПИСЬМО СТУДЕНТОВ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ: ВОЗМОЖНОСТИ И ОГРАНИЧЕНИЯ

Аннотация: Академическое письмо является одним из наиболее сложных навыков для студентов, изучающих английский язык как иностранный, поскольку требует грамматической точности, использования соответствующей лексики, логической организации, последовательности, связности и ясного выражения мыслей. Обратная связь играет важную роль, помогая обучающимся выявлять недостатки и совершенствовать письменные работы. В данной статье рассматриваются возможности и ограничения обратной связи, генерируемой искусственным интеллектом, в частности обратной связи, предоставляемой ChatGPT, в процессе обучения академическому письму на английском языке как иностранном. На основе современных эмпирических и обзорных исследований, посвящённых



применению искусственного интеллекта для предоставления обратной связи по письменным работам, был проведён обзор научной литературы. Проанализированные исследования показывают, что обратная связь, генерируемая ChatGPT, может способствовать совершенствованию различных аспектов письменной речи, включая грамматическую точность, лаконичность, организацию текста, словарный запас, связность и редактирование. В то же время исследования выявляют ограничения, связанные с качеством обратной связи, её контекстуальной уместностью и точностью, а также с риском формирования у студентов чрезмерной зависимости от искусственного интеллекта.

Ключевые слова: искусственный интеллект (ИИ), ChatGPT, обратная связь, генерируемая искусственным интеллектом, студенты, изучающие английский язык как иностранный, академическое письмо, навыки письма, корректирующая обратная связь, автономия обучающихся, генеративный искусственный интеллект.

SUN'IY INTELLEKT YORDAMIDA YARATILGAN QAYTA ALOQANING INGLIZ TILINI XORIJIY TIL SIFATIDA O'RGANUVCHI TALABALARNING AKADEMIK YOZUVIGA TA'SIRI: IMKONIYATLAR VA CHEKLOVLAR

Annotatsiya: Akademik yozuv ingliz tilini xorijiy til sifatida o'rganayotgan talabalar uchun murakkab ko'nikmalardan biri hisoblanadi. Chunki u grammatik aniqlik, tegishli lug'at boyligidan foydalanish, fikrlarni mantiqiy tashkil etish, izchillik, matn qismlari o'rtasidagi bog'liqlik hamda g'oyalarni aniq ifodalashni talab qiladi. Qayta aloqa o'rganuvchilarga yozma ishlaridagi kamchiliklarni aniqlash va ularni qayta ko'rib chiqishda muhim o'rin tutadi. Ushbu maqolada sun'iy intellekt yordamida yaratilgan, xususan, ChatGPT tomonidan taqdim etiladigan qayta aloqaning ingliz tilini xorijiy til sifatida o'rganish jarayonidagi akademik yozuv uchun imkoniyatlari va cheklovlari tahlil qilinadi. Tadqiqotda sun'iy intellekt yordamidagi yozma qayta aloqaga bag'ishlangan so'nggi empirik tadqiqotlar va sharh maqolalari asosida adabiyotlar tahlili amalga oshirildi. Ko'rib chiqilgan tadqiqotlar ChatGPT tomonidan yaratilgan qayta aloqa yozuvning grammatik aniqligi, ixchamligi, tashkil etilishi, lug'at boyligi, matn qismlarining o'zaro bog'liqligi va yozma ishni qayta ko'rib chiqish kabi jihatlarini yaxshilashga yordam berishi mumkinligini ko'rsatadi. Shu bilan birga, tadqiqotlarda qayta aloqa sifati, uning muayyan kontekstga muvofiqligi, aniqligi hamda talabalarining sun'iy intellektga haddan tashqari qaram bo'lib qolishi bilan bog'liq cheklovlar ham aniqlangan.



Kalit so‘zlar: sun’iy intellekt (SI), ChatGPT, sun’iy intellekt yordamida yaratilgan qayta aloqa, ingliz tilini xorijiy til sifatida o‘rganuvchilar, akademik yozuv, yozuv ko‘nikmalari, tuzatuvchi qayta aloqa, o‘rganuvchi mustaqilligi, generativ sun’iy intellekt.

INTRODUCTION

Academic writing is an important component of foreign language education because learners need to communicate ideas accurately and coherently in written form. For EFL students, academic writing can be particularly challenging because they must simultaneously manage grammar, vocabulary, sentence structure, organization, coherence, cohesion, and academic style. Generative AI tools such as ChatGPT can analyze written texts and provide suggestions concerning grammar, vocabulary, organization, clarity, and style [1]. Recent empirical research has investigated the effectiveness of ChatGPT-generated feedback in foreign-language writing. Mahapatra examined ChatGPT as a formative feedback tool among undergraduate ESL students and reported a significant positive impact on academic writing skills [1]. Polakova and Ivenz also investigated ChatGPT feedback with 110 university EFL students and reported improvements in several aspects of writing, including conciseness, grammar, inclusion of key information, and passive voice [2]. However, AI-generated feedback should not automatically be considered equivalent to teacher feedback. Banihashem et al. compared ChatGPT-generated and peer-generated feedback and found differences in the types of feedback produced by the two sources [3]. Similarly, Alsofyani and Barzanji compared ChatGPT-generated feedback with teacher-generated feedback among 102 Saudi EFL university students and found no statistically significant difference between the groups in post-test writing scores [4].

METHODS

This article employed a literature-based review approach. Recent peer-reviewed studies focusing on AI-generated feedback, ChatGPT, EFL/ESL writing, and academic writing were examined. The analysis focused on four main aspects:

1. the effect of AI-generated feedback on students’ writing performance;
2. improvements in specific writing dimensions;
3. students’ perceptions and engagement with AI feedback;
4. limitations and differences between AI-generated and human feedback.

The purpose of this approach was not to conduct a new experiment but to synthesize findings reported in existing research. Therefore, the Results section presents findings reported by the selected studies rather than newly collected data.

The reviewed studies indicate several important findings concerning the use of AI-generated feedback in academic writing.



Improvement in Writing Performance. The reviewed research generally reports positive effects of ChatGPT-generated feedback on students' writing. Mahapatra's mixed-methods intervention study found a significant positive impact of ChatGPT on undergraduate ESL students' academic writing skills [1]. The study also reported generally positive student perceptions of ChatGPT as a feedback tool. Polakova and Ivenz similarly found significant improvements in different aspects of writing after students received ChatGPT feedback. Their study involved 110 university EFL students and used pre-tests, post-tests, questionnaires, and focus-group interviews [2].

RESULTS

The reviewed studies identify several particular areas in which AI-generated feedback may be useful. Polakova and Ivenz reported improvements in conciseness, grammar, inclusion of key information, and passive voice following ChatGPT feedback [2]. A systematic review by Urzúa et al., which analyzed 12 studies selected from Scopus, ERIC, and Web of Science, found positive effects of generative-chat feedback on academic writing. The review identified improvements mainly in text structure and organization, grammatical conventions, sentence fluency and cohesion, and precision of ideas and vocabulary [5]. Differences Between AI and Human Feedback. The reviewed literature also demonstrates that AI-generated feedback and human feedback are not identical. Banihashem et al. investigated 74 graduate students and compared peer-generated feedback with ChatGPT-generated feedback on argumentative essays [3]. ChatGPT tended to provide more extensive descriptive feedback, whereas peers were better at identifying specific problems in the essays [3]. Alsofyani and Barzanji compared ChatGPT-generated feedback with teacher-generated feedback among 102 Saudi EFL university students [4]. Their results showed no statistically significant difference in post-test writing scores between the experimental group receiving ChatGPT feedback and the control group receiving teacher feedback [4]. These findings suggest that AI-generated feedback can be effective, but its role should be understood in relation to other feedback sources.

DISCUSSION

The findings demonstrate that AI-generated feedback has considerable potential in EFL academic writing. The positive results reported by Mahapatra [1] and Polakova and Ivenz [2] suggest that ChatGPT can support learners in identifying and revising different types of writing problems. One important advantage of AI-generated feedback is immediacy. Students can receive feedback without waiting for a teacher to review their work. This can facilitate repeated drafting and revision. Furthermore, students can ask follow-up questions and request explanations of particular corrections. Another potential benefit is individualized support. AI can



respond to the specific text submitted by a learner and can focus on areas requested by the student. This may be particularly valuable in large classes where teachers cannot always provide detailed individual comments. The systematic review by Urzúa et al. provides further evidence of the potential of generative-chat feedback. The review identified improvements not only in grammatical conventions but also in organization, cohesion, vocabulary, self-regulation, motivation, and reflection on writing [5]. This suggests that AI feedback may influence both the linguistic and cognitive dimensions of writing development. Nevertheless, the findings also demonstrate that AI-generated feedback has limitations. Banihashem et al. [3] found that ChatGPT and peers provided different types of feedback. ChatGPT produced more descriptive feedback, while peers were more successful in identifying specific problems. Context is another important issue. An AI system may suggest a grammatically acceptable sentence that does not fully express the learner's intended meaning. Students therefore need to evaluate suggestions critically rather than accepting them automatically. The comparison conducted by Alsofyani and Barzanji [4] is particularly relevant. Their study found no statistically significant difference between ChatGPT-generated and teacher-generated feedback groups. This indicates that ChatGPT can potentially serve as an alternative or supplementary feedback source in certain contexts. Students, meanwhile, should remain responsible for evaluating feedback and making final decisions about their writing.

CONCLUSION

AI-generated feedback is becoming an increasingly relevant tool in EFL academic writing. The reviewed studies indicate that ChatGPT can contribute to improvements in grammar, conciseness, organization, vocabulary, cohesion, and other aspects of written production [1][2][5]. AI feedback can also provide immediate and accessible support, which may facilitate revision and learner autonomy. At the same time, the reviewed research demonstrates that AI-generated feedback has limitations. Its feedback may differ from human feedback in quality and focus, and students still need to evaluate whether individual suggestions are accurate and appropriate [3]. Research comparing ChatGPT and teacher feedback also suggests that AI can perform comparably to teacher feedback in particular contexts, but this should not be interpreted as evidence that teachers are unnecessary [4]. Therefore, AI-generated feedback should be used as a supplementary resource rather than a replacement for teachers. Effective integration requires students to develop critical AI literacy and teachers to establish clear principles for responsible use. When AI technology, teacher expertise, and active student revision are combined, AI-generated feedback can provide additional opportunities for developing EFL students' academic writing skills.



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