



DEVELOPING STUDENTS' WRITING SKILLS THROUGH CHATGPT

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Abstract

Writing is one of the most complex skills in English language learning because it requires vocabulary knowledge, grammatical accuracy, logical organization, coherence, critical thinking and revision. The rapid development of generative artificial intelligence has created new opportunities for improving students' writing skills. ChatGPT can support learners during different stages of writing by helping them generate ideas, organize outlines, improve grammar, expand vocabulary, revise drafts and receive immediate feedback. This article analyzes the pedagogical value of ChatGPT in developing students' writing skills in English as a foreign language. The study discusses the advantages, limitations and ethical aspects of using ChatGPT in writing classes. It argues that ChatGPT should not replace the teacher or the student's own thinking; rather, it should be used as a guided feedback and scaffolding tool. The article also proposes a practical classroom model for integrating ChatGPT into pre-writing, drafting, revising and post-writing activities.

Keywords: ChatGPT, writing skills, EFL, academic writing, artificial intelligence, feedback, revision, language learning.

1. Introduction

Writing is an essential component of English language competence. Unlike speaking, writing requires learners to plan their ideas, select appropriate words, apply grammar rules, organize paragraphs and revise the text before presenting it to the reader. For many EFL students, writing is difficult because they often have limited vocabulary, weak grammar control, lack of confidence and insufficient experience in academic style.

The emergence of ChatGPT has changed the way students and teachers approach writing. ChatGPT is a conversational artificial intelligence tool that can produce explanations, examples, suggestions and feedback according to user prompts. In writing classes, it can act as a supporting assistant that helps students brainstorm, structure essays, check coherence and improve language accuracy. However, its use must be pedagogically controlled because uncritical dependence on AI may reduce



students' independent thinking and academic integrity.

The aim of this article is to examine how ChatGPT can be used to develop students' writing skills. The article focuses on practical classroom use, benefits, risks and responsible integration of ChatGPT into English writing instruction.

2. Literature Review

Recent studies show growing interest in the use of generative AI in second language writing. Mahapatra (2024) found that ChatGPT used as a formative feedback tool had a positive impact on undergraduate ESL students' academic writing skills. The study emphasized that ChatGPT can be helpful in large writing classes when students are properly trained to use feedback responsibly.

Barrot (2023) discussed both potentials and pitfalls of ChatGPT for second language writing. The main potentials include instant feedback, language support and assistance during drafting and revision. The main risks include inaccurate output, over-reliance, loss of authorial voice and possible plagiarism. Therefore, AI-supported writing should be combined with teacher guidance and student reflection.

OpenAI's educational guidance also recommends using ChatGPT as a tool for feedback, explanation and practice rather than as a shortcut for producing complete assignments. UNESCO's guidance on generative AI in education stresses the need for a human-centered approach, data privacy, ethical use and age-appropriate pedagogical design. These views suggest that ChatGPT can be effective only when it is integrated into a clear educational framework.

3. Research Methodology

This article is based on descriptive and analytical methods. It examines the role of ChatGPT in developing English writing skills through theoretical discussion, classroom-oriented examples and comparison of different writing stages. The analysis focuses on how ChatGPT may assist students before writing, during writing and after writing.

The study considers several aspects of writing competence: idea generation, paragraph organization, grammar accuracy, vocabulary development, coherence, revision and self-assessment. It also considers ethical issues such as plagiarism, dependence on AI and the need to preserve students' own voice.

4. ChatGPT as a Tool for Developing Writing Skills

4.1. Support in the Pre-Writing Stage

Pre-writing is the first and very important stage of writing. At this stage, students select a topic, collect ideas and prepare an outline. Many students cannot start writing because they do not know how to organize their thoughts. ChatGPT can help them by



suggesting topic-related ideas, questions, thesis statements and paragraph plans.

For example, a student who wants to write an essay about online learning may ask ChatGPT to suggest arguments for and against the topic. The student can then select useful ideas and develop them independently. In this way, ChatGPT works as a brainstorming partner, not as the author of the final essay.

4.2. Improving Grammar, Vocabulary and Style

One of the most useful functions of ChatGPT is language feedback. Students can ask it to identify grammar mistakes, suggest more academic vocabulary or explain why a sentence is incorrect. This type of immediate feedback is especially useful in large classes where the teacher cannot check every draft in detail during the lesson.

However, students should not accept every AI correction automatically. They should compare suggestions, ask for explanations and make final decisions themselves. This process helps learners develop grammatical awareness and vocabulary control instead of simply copying corrected sentences.

4.3. Developing Coherence and Paragraph Organization

Good writing is not only grammatically correct; it must also be coherent and well organized. ChatGPT can help students check whether paragraphs have clear topic sentences, supporting details and concluding sentences. It can also suggest transition words and show how ideas are logically connected.

For instance, students may paste their paragraph and ask: “Does this paragraph have a clear topic sentence and supporting details?” Such prompts encourage learners to analyze their own writing. As a result, ChatGPT becomes a tool for reflection and revision.

4.4. Feedback, Revision and Self-Assessment

Writing improves through revision. ChatGPT can provide formative feedback on content, organization, grammar, vocabulary and style. It can also generate checklists or rubrics that help students evaluate their own drafts. This is important because many learners submit the first version of their text without revision.

When used correctly, ChatGPT supports self-assessment. Students can compare the first draft and revised draft, identify improvements and explain what changes they made. This makes the learning process more visible and develops responsibility for writing.

5. Practical Classroom Model

The following model shows how ChatGPT can be integrated into a writing lesson without replacing the teacher or the student’s independent work.



Stage	Student activity	ChatGPT function	Teacher control
Pre-writing	Choose topic, collect ideas, prepare outline	Suggest ideas, questions and structure	Check relevance and originality
Drafting	Write first version independently	Give examples and language support	Require student-produced draft
Revision	Improve grammar, vocabulary and coherence	Provide feedback and explanations	Discuss accepted and rejected changes
Editing	Correct final mistakes and format text	Check clarity and style	Verify accuracy and academic integrity
Reflection	Explain what was improved	Generate self-assessment questions	Assess learning process, not only product

6. Advantages of Using ChatGPT in Writing Classes

ChatGPT has several pedagogical advantages. First, it gives immediate feedback. Students do not need to wait for the next lesson to receive comments on their draft. Second, it provides individualized support. Each learner can ask questions according to his or her own difficulty. Third, it reduces writing anxiety because students can practice and revise privately before sharing their work with the teacher.

Another advantage is that ChatGPT encourages process-based writing. Traditional writing lessons often focus only on the final product. With ChatGPT, students can work through brainstorming, drafting, revising and editing. This approach helps them understand that writing is a process of improvement rather than a one-time task.

ChatGPT can also support differentiated instruction. Strong students may ask for academic style improvement, while weaker students may ask for simple explanations of grammar or vocabulary. Thus, the tool can help teachers manage mixed-ability classrooms more effectively.

7. Limitations and Ethical Issues

Despite its benefits, ChatGPT has serious limitations. It may produce inaccurate information, unnatural examples or overly general language. It may also encourage students to copy ready-made texts instead of developing their own ideas. For this reason, teachers should create clear rules for AI use in writing assignments.



The most important ethical issue is academic integrity. Students should be allowed to use ChatGPT for brainstorming, feedback and revision, but they should not submit AI-generated texts as their own work. Teachers can require students to submit drafts, prompts, revision notes and short reflections. This makes the writing process transparent and reduces misuse.

Another problem is over-reliance. If students use ChatGPT for every sentence, they may not develop independent writing ability. Therefore, AI should be used as a scaffold. The final responsibility for ideas, argument, examples and language choices must belong to the student.

8. Discussion

The effective use of ChatGPT in writing instruction depends on the teacher's pedagogical design. If the teacher simply allows students to generate essays, the tool may weaken learning. If the teacher uses ChatGPT for guided feedback, comparison, reflection and revision, it can strengthen writing skills.

In the EFL context, ChatGPT is especially useful because students often lack access to immediate English feedback outside the classroom. It can help them notice mistakes, improve sentence structure and become more confident. At the same time, the teacher remains central because only the teacher can evaluate students' progress, explain cultural and academic norms, and develop critical thinking.

Therefore, the best model is not "AI instead of teacher" but "teacher-guided AI support." In this model, ChatGPT provides language assistance, while the teacher manages learning goals, ethics, assessment and student development.

For classroom practice, teachers should design tasks in which students use ChatGPT only for clearly defined purposes: generating questions, receiving feedback, comparing alternative expressions and revising drafts. The assessment should focus on the student's progress, explanation of revisions and ability to defend the final text. This approach keeps the learning process transparent and prevents the tool from becoming a substitute for real writing practice.

9. Conclusion

ChatGPT can be an effective tool for developing students' writing skills when it is used responsibly and purposefully. It supports idea generation, outlining, grammar correction, vocabulary improvement, coherence, feedback and revision. It also encourages students to see writing as a process rather than a final product.

However, ChatGPT should not replace students' independent thinking or teacher feedback. Its output must be checked, adapted and reflected upon. Teachers should teach students how to write effective prompts, evaluate AI suggestions and maintain



academic honesty. The integration of ChatGPT into writing lessons requires clear rules, transparent assessment and a balance between technological support and human creativity.

In conclusion, ChatGPT can develop writing skills if it is used as a learning assistant, feedback tool and revision partner. Future research may investigate its impact on different writing genres, proficiency levels and long-term learner autonomy in English language education.

The main pedagogical conclusion is that technology should strengthen, not weaken, the learner's responsibility. Students must learn how to ask useful questions, evaluate AI-generated suggestions and transform feedback into their own improved writing. When these conditions are met, ChatGPT can become a productive part of modern English writing instruction.

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