NGHIÊN CỨU QUAN ĐIỂM CỦA GIẢNG VIÊN VỀ CÁCH SỬA LỖI BẰNG CHATGPT TRONG VIỆC GIẢNG DẠY MÔN VIẾT

Võ Thị Thanh Lan[*], Nguyễn Thuy Ngọc Minh

Khoa Ngôn ngữ Anh, Trường Đại học Lạc Hồng, 10 Huỳnh Văn Nghệ, Bửu Long, Biên Hòa, Đồng Nai, Việt Nam
Tác giả liên hệ: *thanhlan@lhu.edu.vn*

TÓM TẮT

Việc tích hợp công nghệ vào giáo dục đã trở nên phổ biến, mang lại lợi ích cho cả giảng viên và sinh viên và được chứng minh qua các báo cáo. Sự xuất hiện liên tục của các công cụ số hóa đã thúc đẩy các nhà nghiên cứu xem xét điểm mạnh và điểm yếu của chúng, cũng như cách giảng viên đánh giá tác động của chúng đối với việc giảng dạy và học tập. Nhằm đáp ứng các mục tiêu này, nghiên cứu này đã nghiên cứu cách sửa lỗi qua 20 đoạn văn của sinh viên, đồng thời thu thập thông tin từ 16 giảng viên có kinh nghiệm dạy viết và đã từng trải nghiệm với ChatGPT. Kết quả cho thấy rằng, mặc dù các công cụ số, cụ thể là ChatGPT mang lại giá trị lớn nhưng cần kết hợp với việc sửa lỗi truyền thống từ giảng viên để tăng cường hiệu quả học tập và nâng cao kỹ năng viết của sinh viên.

EXPLORING LECTURERS' PERSPECTIVES ON CORRECTIVE FEEDBACK BY CHATGPT IN WRITING INSTRUCTION

Vo Thi Thanh Lan[*], Nguyen Thuy Ngoc Minh

Faculty of English Language, Lac Hong University, 10 Huynh Van Nghe, Buu Long, Bien Hoa, Dong Nai Vietnam
Tác giả liên hệ: *thanhlan@lhu.edu.vn*

ABSTRACT

The integration of technology into educational practices has gained widespread popularity and proven beneficial for both instructors and students. The constant emergence of digital tools has prompted researchers to examine their strengths and weaknesses, as well as how educators view their impact on teaching and learning. To address these objectives, the current study investigated the corrective feedback provided on paragraph writing assignments by 20 students, alongside gathering information from 16 writing instructors familiar with the utilization of ChatGPT. Results revealed that while digital feedback is valuable, exemplified by ChatGPT, it is essential to complement it with manual corrections from instructors to enhance students' learning and writing skills acquisition process.

1. INTRODUCTION

Providing effective and timely feedback in writing correction is a crucial intervention in language instruction (Hassan & Abba [1]). Through immediate and corrective assessments, instructors assist learners in refining their writing skills by identifying errors and guiding improvements. Traditionally, error correction in language education has been arduous and time-consuming for instructors, which leads to delays in returning assignments and missed learning opportunities for students. However, with the integration of technology and digital tools into language education, this process has undergone a significant transformation. In a technology-driven teaching environment, "online corrections and feedback can facilitate students' writing in multiple aspects, such as vocabulary, language use and mechanics" (Xu [2]). Both instructors and students benefit from the advantages offered by digital error correction tools.

Different views are also revealed in recent research. A survey by Hojeij and Ayber [3] aims to evaluate how digital tools and platforms for providing feedback influence the improvement of students' writing abilities. Their study demonstrated the enduring value of these tools in empowering students to produce higher-quality written work over time. Nonetheless, several studies have compared the effectiveness of digital tools versus human correction in error correction for student writing. While no consensus has emerged, scholars such as Herra and Kulinska [4] spotlight the indispensable role of teachers and their feedback. It is widely acknowledged that teachers' personalized feedback is essential and cannot be overlooked. Therefore, it should be integrated with digital feedback to maximize the effectiveness of students' writing outcomes. Also, Shein et al. [5] emphasizes the importance of integrating technology and education in a balanced way by stating that "educators should bear in mind their guiding role as well as the function of technology in assisting them, which means the value of a win-win, coordinated development of technology and education."

Based on the ongoing discussions in the research community, this study seeks to delve into the limitations of a very updated and powerful tool, ChatGPT, an AI-driven tool which is considered to empower a potential digital expertise in writing enhancement (Song & Song [6]). The study also examines educators' viewpoints on employing error correction techniques, both human-based and digital, to enhance students' writing proficiency.

Two research questions were formulated:

- ❖ What are the specific limitations of ChatGPT in the context of writing enhancement?
- ❖ How do educators perceive the effectiveness of error correction techniques, including both human-based and digital approaches, in enhancing students' writing skills?

2. CONTENT

2.1 Research Methods

- ❖ Participants

The participants in this research comprised 16 professionals and lecturers from the Faculty of English Language at Lac Hong University. Their profound knowledge in language teaching was valuable to the contributions of the research findings. All of them utilized ChatGPT in correcting errors for students' assignments. They were well-informed and willingly consented to participate in the research procedures. Ethical issues are always taken into account to gain participants' trust.

- ❖ Data collection instruments

Researchers collected data from multiple sources, including surveys and interviews, to gain deeper insights and reflexivity into the educational phenomenon (Dubey et al. [7]). In addition, a 12-item questionnaire and 5 questions for semi-structured interviews were prepared to capture participants' information.

A questionnaire is a means to collect quantitative data and enable the researcher to gather information quickly and effectively through a set of predetermined question items (Coe et al. [8]). The first part examines the lecturers' frequency of ChatGPT use and its effectiveness in identifying errors in language mechanics, structure, and organization. The second part assesses the lecturers' confidence in ChatGPT's feedback on higher-order concerns and identifies the main challenges encountered while using the tool. The third part seeks the lecturers' opinions on the perceived roles of ChatGPT in future writing instruction, aiming to clarify how it can be integrated with human correction to maximize students' writing competence. This comprehensive approach ensures that all aspects of ChatGPT's utility and the challenges faced by educators are thoroughly explored, providing valuable insights for future applications and improvements.

Last, interviews with professionals experienced in writing instructions were chosen to collect data for this topic. Interviews offer opportunities to explore participants' experiences, perspectives, and varied beliefs gathered in an open-minded and comfortable approach among educators (Vonkova et al. [9]). Such valuable information cannot be obtained merely through questionnaires. Specifically, the interview contents aim to provide a comprehensive understanding of how ChatGPT is currently being utilized, its strengths and weaknesses, and how it can be improved and better integrated with traditional teaching methods. By capturing the nuanced insights of experienced educators, the interviews complement the quantitative data collected through the questionnaire, offering a richer and more detailed picture of the role of AI in writing instruction. After that, to explore more information on lecturers' perspectives in applying ChatGPT for error corrections, one-on-one interviews were set up to gather data. Throughout the process of the interviews, the researcher not only relied on predetermined questions but also flexibly asked follow-up questions to elicit diverse opinions. Responses were simultaneously recorded for further analysis.

- ❖ Research procedures

The researchers employed a mixed-methods approach over a three-month period from August 2023 to October 2023, gathering both quantitative and qualitative data to maximize the benefits of each methodology.

First, an analysis of students' writings using ChatGPT 3.5 was conducted to scrutinize its strengths and weaknesses. This method provided valuable insights into the assessment of the analyzing effectiveness in terms of language mechanics and writing organizations.

Subsequently, a questionnaire with 12 items was distributed to 16 faculty members of the Faculty of English Language at Lac Hong University. This step aimed to garner diverse perspectives and expert opinions from within the academic institution, enriching the research with valuable insights and observations from the expertise. The questionnaire, administered through Google Forms, allowed for rapid synthesis of the data. To ensure reliability and validity, the data were also entered into Excel for accurate calculation of percentages, means, medians, and standard deviations.

Additionally, 6 interviews were administered with professionals regarding this topic. Those interviews were recorded, ensuring no details are missed and facilitating the recall process.

Finally, the process of gathering information for the analysis and discussion period was carried out. This phase facilitated the extraction of meaningful patterns, identification of key factors, and formulation of insightful conclusions, thus adding profoundness and significance to the research findings.

### 2.2 Findings and Discussion

2.2.1 Discrepancies of ChatGPT in analyzing students' writing mistakes:

During the analysis of students' errors within specific paragraphs on a given topic, ChatGPT 3.5 primarily focuses on surface-level factors. These include grammar and syntax, spelling and mechanics, paragraph structure, clarity and conciseness, word choice and vocabulary, as well as consistency and coherence. These fields are categorized into language mechanics and writing structure and style.

❖ Language mechanics

Picture 1 exemplifies the findings of the current research. It depicts an excerpt from a student's narrative paragraph that has been analyzed by ChatGPT. ChatGPT demonstrates proficiency in swiftly identifying grammatical and syntax errors like the lack of articles (a, an, the) in some places, but it can clearly identify those positions. Also, its limitations become evident when confronted with the intricacies of comprehending complex sentences within the broader context of a paragraph. Despite its capability to detect mechanical mistakes, such as subject-verb agreement or punctuation errors, ChatGPT struggles to ensure consistency in tenses throughout a narrative, especially the use of past tenses throughout the whole paragraph, not just one sentence "I phoned her and

appointed a place" as it suggested. Finally, it overlooked the inclusion of suitable linkers to seamlessly connect ideas, and it lacked the adeptness to capture the emotional subtleties vital for crafting a vibrant and captivating narrative paragraph.
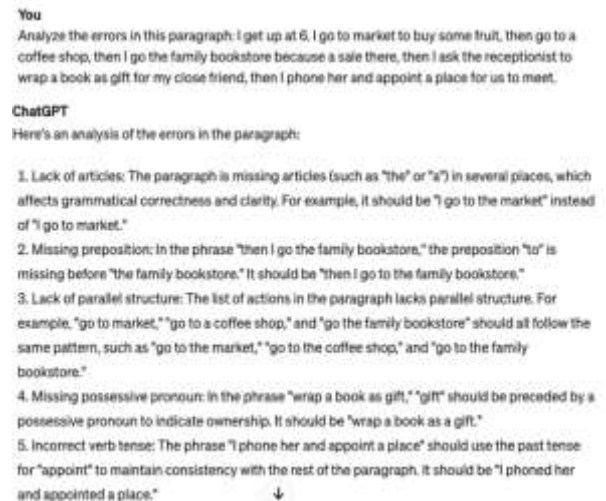
Picture 1. *ChatGPT's analysis on the language mechanics of students' writing*

Compared to the digital tool, human language is rich in subtleties and connotations that are often challenging for artificial intelligence to fully comprehend and replicate. Furthermore, the context of a paragraph, including its intended audience, purpose, and cultural nuances, plays a significant role in shaping the meaning and impact of the text, a level of understanding that ChatGPT may not fully achieve. As a result, even though ChatGPT can provide valuable insights and assist in proofreading, the human touch remains indispensable for crafting narratives that resonate deeply with readers.

❖ Writing structure and style
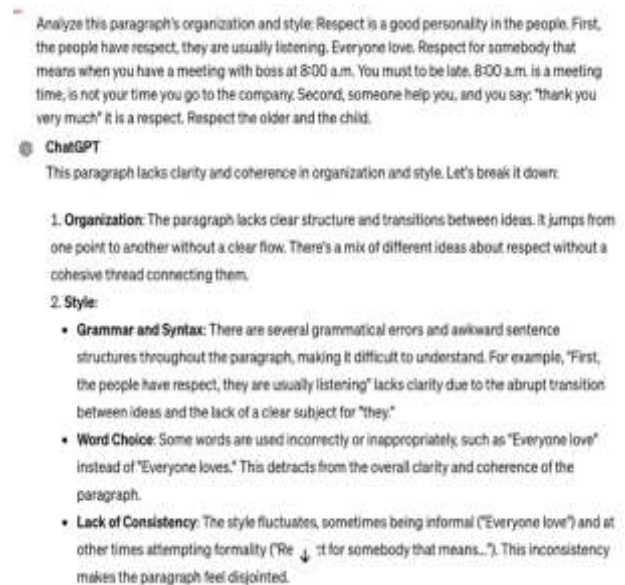
Picture 2. *ChatGPT's analysis on the organization and style of students' writing*

In terms of organizing paragraph structures, ChatGPT 3.5 can provide basic corrections and suggestions to improve a student's original writing, it may struggle to fully grasp the intricacies of structuring a definition paragraph and logically developing ideas. The tool often focuses on surface-level improvements rather than mastering the overall format of a definition paragraph. Ideally, a definition paragraph should begin with a topic sentence that introduces both the topic and the controlling idea. Subsequent supporting sentences should expand upon this idea by offering specific definitions, unique examples, and additional details to elucidate the term or phrase being defined. However, the model's suggestions may not consistently align with this ideal structure, which highlights its limitations in understanding and executing complex writing formats.

2.2.2 Writing lecturers' perspectives on the application of ChatGPT in error correction

Table 1. *Lecturers' view on ChatGPT's deficiencies in language understanding and nuance recognition*

Deficiencies	Percentage of lecturers' view (n=16)
a. Challenges in understanding	
Contextual understanding	62.5%
Ambiguity resolution	43.75%
Complex sentences	56.25%
b. Recognizing language nuances	
Idioms	37.5%
Inconsistency	50%
Emotional tone	93.75%

❖ **Challenges in understanding**

The table indicates that a majority of lecturers recognize the limitations of ChatGPT's contextual understanding, with 62.5% of respondents acknowledging this issue. Additionally, 43.75% of lecturers highlight the challenge posed by long and complex sentences, noting that the tool struggles to accurately decipher structure or grammar when faced with unclear meanings in student writing assignments, as it cannot infer hidden meanings. Lastly, 56.25% of participants report difficulties encountered by ChatGPT in identifying errors and word combinations within sentences containing complex structures.

❖ **Difficulties in recognizing language nuances**

From the findings of both the questionnaire and interview responses, ChatGPT shows challenges in recognizing language nuances. According to the results, 37.5% of respondents from the questionnaire and half of the interviewees noted difficulty in understanding idioms. Additionally, 50% of the participants showed that shifts in languages or tenses were observed to impact the tool's understanding capabilities, accounting for 93.75%, perceived ChatGPT's deficiency in grasping human emotional factors in students' writing. Specifically, two interviewees emphasized that this limitation posed a significant challenge for the tool in identifying students' sarcastic or humorous sentiments in narrative or opinion paragraphs.

To sum up, these findings accentuate the critical role of lecturers in thoroughly evaluating the analysis provided by AI-driven tools like ChatGPT, particularly in terms of grammatical accuracy, contextual understanding, consistency in tense usage, and emotional nuances. While these tools offer valuable assistance in identifying errors and providing feedback, it is essential for educators to recognize their limitations and exercise caution in relying solely on their outputs. Instead, lecturers should adopt a balanced approach that integrates both manual and digital skills to enhance students' writing proficiency effectively. By combining their expertise with the capabilities of AI tools, educators can provide more comprehensive and personalized feedback, thereby facilitating the development of students' writing skills in a more holistic manner. This approach ensures that students receive guidance that addresses not only surface-level errors but also deeper aspects of language usage and expression, ultimately fostering more meaningful learning experiences.

Correspondingly, the study by Al-Garaady and Mahyoob [10] presents findings and discussions that align with the assertions of this research. Their study, which aims to assess the effectiveness of ChatGPT in identifying writing errors among EFL learners, underscores the essential role of educators in providing manual feedback.

❖ **Suggestions to optimize the blending of ChatGPT and manual corrective feedbacks in writing instructions**

Table 2. *Lectures' suggestions on the combination of technological tool and traditional methods in writing corrective feedbacks*

Category	Mean (%)	Median (%)	Standard Deviation (%)
Develop a clear feedback workflow	85	85	4.77
Focus AI on lower-order concerns	80	80	4.65
Focus human feedback on higher-order concerns	90	90	2.68
Encourage peer support	55	55	5.00

All of the experts who answered the interview and questionnaire questions provided critical responses on how

to take full advantage of AI tools and human error correction techniques.

First, developing a clear feedback workflow allows instructors to check and double-check their corrective tasks. Lecturers can use technological tools to analyze students' writing mistakes and then provide further comments for students' improvement. The high consensus, with high mean and median values among educators, highlights the importance of applying this technique. This finding aligns with Zawacki-Richter et al. [11], who established that a clear workflow enhances the consistency and efficiency of feedback, leading to better learning outcomes.

Second, from the synthesized figures, it can be seen that experts agree AI tools should focus on addressing lower-order concerns such as grammar and spelling, with a high mean and median of 80%. The low standard deviation indicates strong consensus. This approach leverages AI's strengths in providing quick and consistent feedback on basic errors, as supported by Mahapatra [12], who claims that "ChatGPT strengthens the role of a teacher as a facilitator because many time-consuming tasks in large size writing classrooms such as monitoring content, organization, vocabulary use and grammatical accuracy can be easily performed by ChatGPT."

Also, the figures show overwhelming agreement (mean of 90%) that human feedback is essential for addressing higher-order concerns like sociolinguistics, emotional factors, and coherence. The very low standard deviation shows near-universal recognition of this significance. Clearly, human instructors are better suited to provide nuanced feedback on complex writing issues. According to Cheng and Zhang [13], under the practices of native and non-native English-speaking teachers in providing written corrective feedback to EFL students, teachers' feedback plays a crucial role in improving students' writing skills. Their study emphasizes the importance of tail'red feedback in the learning process, highlighting how spe'ific and personalized feedback can significantly enhan'e the writing abilities of EFL learners.

Last but not least, encouraging peer support has the lowest mean (55%) and the highest standard deviation (5.00%), which offers more variability in expert opinions. While peer support is recognized as beneficial, it may not be seen as essential as the other strategies. Vuogan and Li [14] note that peer feedback can enhance engagement and motivation, but its effectiveness can vary depending on the implementation and context. To optimize its effect, lecturers should provide clear guidance and specific criteria tailored for certain writing genres so that students are able to give persuasive comments and constructive feedback to their partners.

The aforementioned results provide a solid foundation for integrating AI tools and human intervention in writing instruction. Based on the high consensus among educators, it is possible to create a comprehensive and effective writing instruction framework. This claim is supported by numerous studies in this realm which can provide a profound basis to enhansce students' writing competence.

3. CONCLUSION

The present study examined the limitations of utilizing ChatGPT for providing corrective feedback on learners' writing with the act of analyzing paragraph submissions from 20 students. In addition to this analysis, a triangular methodology was employed to gather reflective insights from 16 lecturers with experience in writing instruction at Lac Hong University. The findings shed light on the shortcomings of digital error correction tools like ChatGPT. Based on the perspectives of the lecturers, the researcher asserts the necessity of a collaborative approach between human and digital correction to optimize the efficacy of error correction, thus enabling students to fully benefit from technological advancements while receiving critical support from lecturers.

However, despite earnest efforts to adhere to standardized research protocols, this study faced certain constraints. Specifically, time limitations and a restricted participant number hindered the generalizability of the findings to larger populations. With more extensive time investment to address these limitations, the research could yield more refined outcomes.

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