University students' reactions to ChatGPT: Enhancing academic English writing and addressing challenges

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Abstract

This study investigates university students' reactions to using ChatGPT to support writing academic English. Data were collected from 200 students across two universities using a survey. Responses showed that most students used the tool regularly, expressing high satisfaction with its contributions to grammar correction, sentence structure improvement, idea generation, and overall coherence. On the other hand, many students reported some challenges, such as misinterpretation of prompts, false information, and lack of personal writing style. Additionally, students overwhelmingly supported integrating ChatGPT into writing classes, emphasizing the need for structured guidance. While ethical concerns about over-reliance and misuse were raised, the majority opposed strict limitations on its use in academic contexts. The study concluded that ChatGPT is a valuable tool that should be integrated into writing curricula with structured guidance and ethical training.

Keywords: Academic writing, Artificial intelligence, ChatGPT, English for academic purposes.

1. Introduction

Recently, the integration of artificial intelligence (AI) tools in education has garnered significant attention. Among these tools, ChatGPT, a large language model developed by OpenAI, has become a prominent resource for students seeking assistance in writing. Many students rely on ChatGPT to complete their assignments, especially writing tasks (e.g., [1, 2]). This is due to its ability to provide feedback on grammar, structure, and content generation, which has positioned it as a useful tool for improving students' writing skills. However, its increasing use among students raises questions about their perceptions of its effectiveness, limitations, and broader implications for learning outcomes. Previous research on using ChatGPT has not adequately addressed students' reactions and attitudes toward it.

Unlike previous studies, this study examines the reactions and attitudes of students themselves toward ChatGPT in writing their essays, as they are the most crucial stakeholders in the educational process [3, 4]. In this study, students were instructed to use ChatGPT to check their writing and interact with its feedback. This is to ensure that students utilize ChatGPT, which will give their responses more validity. We attempt to find the extent to which students utilize the tool, the frequency of its use, their satisfaction with its accuracy, and the challenges they encounter. Furthermore, the study examines the specific improvements students have noticed in their writing and the degree to which ChatGPT fosters independence in the writing process. The main objective of the study is to examine students' reactions to the impact of ChatGPT on their performance. By analyzing data from 200 students across King Faisal University and Sharjah University, this study provides insights into the role of AI tools in shaping students' writing abilities and learning behaviors.

As education evolves in response to technological advancements, understanding students' perspectives is essential for evaluating the pedagogical value of AI-driven tools. While ChatGPT offers significant benefits, such as grammar correction, idea generation, and improved clarity, it also poses challenges, including over-reliance on the tool, loss of personal writing style, and occasional inaccuracies. This study contributes to the growing discourse on AI in education by shedding light on how ChatGPT influences students' writing practices, helping educators develop strategies for effectively integrating such tools into the curriculum. While existing studies explore AI's role in education, few have examined students' hands-on experiences and reactions to ChatGPT as a tool for academic writing. This study aims to address this gap by focusing on how students interact with ChatGPT for essay corrections.

In the remainder of this paper, we review relevant literature in Section 2 and lay out the methods used to collect the data in Section 3. Section 4 presents and discusses the results, and Section 5 concludes with some recommendations and implications for the field of English writing.

2. Literature Review

The integration of AI tools in academic writing has gained significant attention in education. AI technologies offer support across various domains, including idea generation, content structuring, literature review, data analysis, and editing [5]. Studies indicate that students generally have positive attitudes towards AI-powered writing tools, recognizing their benefits in grammar checking, plagiarism detection, and essay outlining [6]. However, concerns persist regarding issues related to creativity, critical thinking, and ethics. In the context of EFL education, generative AI technologies show promise in transforming academic writing courses, despite the challenges related to academic integrity and ethics [7-10].

[11] reported that although ChatGPT offers personalized feedback, interactive exercises, and personalized learning experiences for EFL students, it still has some challenges, such as inappropriate feedback and over-reliance on AI. Other researchers, such as Rahman and Watanobe [12] and Jelson and Lee [13], found that ChatGPT presents opportunities for education, including personalized feedback and interactive conversations, but also poses threats like potential cheating and diminished critical thinking skills.

Some recent studies have explored attitudes toward using ChatGPT in academic settings. Generally, students view ChatGPT positively for improving writing skills, enhancing learning motivation, and providing comprehensive features [14, 15]. Benefits include time-saving, personalized tutoring, and idea generation [15]. ChatGPT is perceived to enhance learning motivation and assist with grammar correction [14]. EFL teachers report that AI writing tools, including ChatGPT, positively impact students' writing quality, especially in outline preparation, content organization, and proofreading [16, 17].

However, some concerns exist. ChatGPT's feedback on ELL students' coherence and cohesion tends to be abstract and generic, often failing to provide concrete suggestions for improvement [18]. Moreover, other concerns exist regarding source reliability, citation accuracy, potential hindrance to creative writing, and ethical use [15, 19, 20]. Some students suggest using ChatGPT as a reference tool or under supervision to address these issues [15, 19]. While most studies report positive perceptions, some students disagree with using ChatGPT for article writing [21]. Students' perceptions of ChatGPT evolved from viewing it as a "cheating tool" to a collaborative resource requiring human oversight [22].

Other concerns relate to ChatGPT's potential to undermine academic integrity. Khalil and Er [23] found that ChatGPT can generate highly original essays that evade detection by traditional plagiarism software, raising fears about students using it as a shortcut. Susnjak and McIntosh [24] demonstrated ChatGPT's ability to exhibit critical thinking skills and produce human-like text, posing a threat to online exam integrity in tertiary education. Both studies emphasize the need for institutions to address these challenges. Cotton, et al. [25] acknowledge ChatGPT's benefits, such as increased student engagement and accessibility, but also stress the importance of developing strategies to ensure ethical use. Suggested measures include implementing policies and procedures, providing training, and exploring advanced detection methods [24, 25].

Overall, ChatGPT is seen as a potentially useful tool for improving writing skills, but further research is needed to fully understand its impact and develop effective guidelines for academic use [14, 19]. Despite these challenges, integrating ChatGPT into writing instruction shows promise for enhancing students' linguistic proficiency, though careful consideration is needed to maintain academic integrity [16, 26].

To summarize, previous research has shown that ChatGPT is a valuable tool for learning and teaching English, helping with grammar, coherence, and idea generation. However, these studies also reveal challenges, such as ethical concerns, over-reliance, and the loss of personal writing style. While much of the research focuses on teachers' perspectives or technical aspects, less is known about how students themselves engage with ChatGPT. This study addresses that gap by exploring students' experiences and providing a deeper understanding of its benefits and challenges.

The research aims to answer the following questions:
1. To what extent do university students utilize ChatGPT in completing their assignments?
2. How useful do university students perceive ChatGPT to be for writing assignments?

3. What are the main concerns of university students using ChatGPT in their assignments?
4. What areas need to be improved to make ChatGPT most useful for university students?

3. Methodology

To explore students' reactions to using ChatGPT for essay correction, two groups of EFL university students who were enrolled in an intermediate writing course were requested to answer a number of questions using a structured online questionnaire (this was sent to students' emails). The questionnaire comprised 18 questions that addressed key aspects of students' experiences with ChatGPT, such as the frequency of use, accuracy of corrections, perceived improvements in writing, and challenges encountered. Both quantitative and qualitative responses were collected, with open-ended questions allowing students to elaborate on their experiences and provide examples of incorrect feedback or challenges faced while using ChatGPT. The data collection process ensured anonymity and confidentiality to encourage honest and unbiased responses. The responses were compiled and analyzed to identify recurring themes and trends that reflect students' reactions and perceptions of ChatGPT's role in their academic writing journey. See Appendix A for the survey.

The sample of the study consisted of 200 university students from two institutions: King Faisal University in Saudi Arabia and the University of Sharjah in the United Arab Emirates. It included an equal representation of gender, with 100 male students from King Faisal University and 100 female students from the University of Sharjah. The participants were drawn from diverse academic majors, including Business Administration (62.5%), Engineering (23.5%), Computer Science (9.5%), and other fields (4.5%) such as accounting and marketing.

4. Results and Discussion

In this section, we present the results of the questionnaire by detailing the responses of the 200 participants to each question.

4.1. Usage of ChatGPT

The data reveals that all respondents (100%) use ChatGPT for writing, reflecting its widespread acceptance and utility among students. Table 1 shows that 22% of the students indicated that they use ChatGPT daily, while 55% reported using it weekly. These percentages together (77%) reflect ChatGPT's popularity among students.

Table 1.
Usage patterns of ChatGPT.

Question	Responses	Percentage
Do you utilize ChatGPT to assist with your writing?	Yes	100%
Frequency of using ChatGPT for writing corrections.	Every day: 22%; Weekly: 55%; Biweekly: 20%; Monthly: 7%.	

The unanimous adoption of ChatGPT for essay writing underscores its perceived value as an indispensable tool among students. The high engagement levels, with 77% using it at least weekly, suggest that students find it accessible, reliable, and beneficial for improving their writing.

However, this high use of ChatGPT can be problematic for students; they might become overly dependent on it, which could hinder the development of independent writing skills. This necessitates providing students with structured guidance on how to maximize ChatGPT's benefits without compromising their writing autonomy. For example, tailored workshops or tutorials could help them better integrate AI tools into their academic work while addressing concerns such as over-reliance or ethical considerations.

4.2. Students' Perceptions of ChatGPT's Usefulness

Turning to perceptions of ChatGPT's usefulness, the data in Table 2 shows that students perceive ChatGPT favorably. Almost all students (96%) liked ChatGPT, and only 4% were undecided. The fact that 0% of the students disliked it indicates an overwhelmingly positive reception and satisfaction among users.

Table 2.
Perceptions of ChatGPT's usefulness.

Category	Responses
I really like ChatGPT.	Strongly agree: 61%; agree: 35%; neither agree nor disagree: 4%; disagree: 0%; strongly disagree: 0%.
ChatGPT is helpful in improving writing.	Strongly agree: 45%; agree: 53%; neither agree nor disagree: 1.5%; disagree: 0.5%; strongly disagree: 0%.
ChatGPT's feedback is accurate.	Strongly agree: 27%; agree: 60.5%; neither agree nor disagree: 11%; disagree: 1.5%; strongly disagree: 0%.

Similar attitudes were attested regarding ChatGPT's usefulness. Forty-five percent strongly agreed and fifty-three percent agreed that ChatGPT was helpful, while only 0.5% found it unhelpful, indicating that ChatGPT helps students enhance their writing skills.

As for ChatGPT's corrections of students' writing, the majority of students considered the corrections to be accurate. However, the fact that 60.5% agreed (vs. 27% strongly agreed), along with 11% who neither agreed nor disagreed, suggests that there is still room for occasional errors. More elaboration on this aspect will follow.

The overwhelmingly positive reception of ChatGPT reflects its growing role as an essential tool for writing support. The high percentages of students who liked ChatGPT (96%) demonstrate its ability to engage users through utility and ease of use. This sentiment suggests a strong potential for further integration into academic environments.

While 98% of students found ChatGPT helpful for writing improvement, not all respondents agreed on the extent to which ChatGPT is useful. Students who find it very helpful might benefit more from its capabilities in grammar correction, sentence structure enhancement, and idea generation. This suggests that students should be more aware of the capabilities of ChatGPT.

Accuracy ratings reveal a similar pattern, with 87.5% perceiving corrections as accurate, indicating trust in the tool's technical ability. Yet, the 11% who neither agreed nor disagreed and the 1.5% who found it inaccurate may represent users who engage with more complex or specialized writing tasks where ChatGPT occasionally falters.

These findings call for improving ChatGPT's contextual understanding and precision to address accuracy concerns and providing students with training to optimize its use, ensuring they understand its limitations and supplement its assistance with independent verification.

The majority of students confirmed that they have improved after using ChatGPT. Table 3 summarizes the areas where the students experienced improvement in their writing.

Table 3.
Improvements noticed after using ChatGPT.

Improvement	Percentage
Grammar and punctuation correction	76.5%
Sentence structure improvement	67.5%
Generating ideas for content	67.5%
Improving coherence and flow	52%
Clarity and coherence	49%

Grammar and punctuation correction (76.5%) came out on top. This is expected, as these areas are easy to measure and notice. This reflects ChatGPT's strength in identifying and correcting technical errors, ensuring that the basic mechanics of writing are accurate.

Over two-thirds of the students reported enhanced sentence structure, indicating ChatGPT's ability to refine syntax and improve readability. Improvement in these two areas confirms ChatGPT's reliability in addressing the mechanical aspects of writing. These features are particularly beneficial for EFL students, especially those who struggle with foundational language skills.

The same percentage of students improved in generating ideas for content (67.5%). This result demonstrates ChatGPT's usefulness as a brainstorming tool, helping students overcome writer's block and develop initial concepts. This shows that ChatGPT effectively supports the creative process, making it a valuable tool for brainstorming.

Just over half of the students recognized ChatGPT's role in enhancing the logical connection between ideas, which is essential for clear communication. This underscores ChatGPT's ability to restructure content for logical progression. This can help students who struggle to organize their thoughts effectively, although it still leaves room for further enhancement. Likewise, 49% of the students felt that ChatGPT helped them express their ideas clearly.

The results indicate that ChatGPT significantly contributes to the technical and conceptual aspects of writing, though some areas warrant further refinement. These results also highlight opportunities to use ChatGPT in educational settings to teach grammar, punctuation, sentence construction, and idea generation. However, students should also be trained to critically evaluate and apply ChatGPT's suggestions to ensure the development of independent writing skills.

4.3. Challenges Associated with ChatGPT

Turning to challenges, students reported that they faced the challenges presented in Table 4 (presented in order of frequency).

Table 4.
Challenges with ChatGPT.

Challenge	Percentage
Misinterpretation of prompts or instructions.	49.5%
Lack of a personal writing style.	46%
Understanding feedback provided.	45%
Difficulty expressing a personal voice.	44%
Technical limitations	42%
Overcomplication of simple ideas.	38.9%
Overreliance on the tool for content creation.	36.5%

The table shows that the most common challenge with ChatGPT relates to the misinterpretation of prompts or instructions. Nearly half of the students experienced difficulty getting ChatGPT to understand their specific instructions, resulting in irrelevant or less accurate responses. This may also result from the students' command of the English language or from the peculiarities of AI language and communication. This high percentage of students encountering misinterpretation of prompts suggests a need for more effective prompt-writing training. Providing examples of clear, concise, and context-rich prompts could help users achieve more accurate outputs.

The second most common challenge (namely lack of personal writing style) stands at 46%, suggesting that while ChatGPT provides useful suggestions, it often does so at the expense of individual creativity and voice, leading to generic or impersonal outputs and a tension between linguistic expression and originality [27]. This may also lead to monotony in style and bland uniformity. The third most common challenge is understanding the feedback provided. Nearly half of the students struggle to interpret the feedback given by ChatGPT, indicating a need for clearer explanations, more actionable suggestions, or better alignment with user expectations. Integrating features like step-by-step explanations or interactive clarification prompts could help students better interpret and apply corrections.

A similar percentage of students (44%) reported that the difficulty of expressing personal voice was a challenge. They feel ChatGPT doesn't adequately support the articulation of their unique perspective, potentially leading to a loss of authenticity in their work. This highlights a tension between leveraging AI assistance and maintaining individuality. Students must be guided on how to use ChatGPT as a complementary tool rather than a replacement, encouraging them to retain control over their creative and analytical processes.

Technical limitations were a challenge for 42% of the students. These may include technological constraints, such as access issues, system errors, or contextual misunderstandings, impacting their experience with the tool. This highlights an area for continuous improvement in ChatGPT's reliability and responsiveness. Regular updates and user-friendly troubleshooting resources could alleviate such issues.

A related challenge was the overcomplication of simple ideas (38.9%), where ChatGPT makes straightforward concepts unnecessarily complex, which could confuse or overwhelm users. This reflects the need for better customization options within ChatGPT to simplify responses without losing depth. The last challenge was the over-reliance on the tool for content creation. Over a third of students feel they rely too much on ChatGPT, which could hinder their ability to develop independent writing skills. To summarize, the challenges identified mainly point to both usability and pedagogical gaps that need addressing to optimize ChatGPT's role in supporting student writing.

4.4. Suggestions for Educational Integration

When asked about the integration of ChatGPT into writing classes, the overwhelming majority of the students were very enthusiastic about it (Table 5).

Table 5.
Suggestions for educational integration.

Question	Responses
ChatGPT should be taught in writing classes.	Strongly agree: 38%; Agree: 56%; Neither agree nor disagree: 5%; Disagree: 1%; strongly disagree: 0%.
ChatGPT is appropriate for formal writing.	Strongly agree: 90.5%; Agree: %; Neither agree nor disagree: 1.5%; Disagree: 8%; strongly disagree: 0% Helpful

The data above emphasizes students' opinions on incorporating ChatGPT into educational contexts and its suitability for formal writing.

When asked about teaching ChatGPT in writing classes, a combined 94% of students supported its inclusion, while only 1% opposed it. This suggests that students recognize its potential to enhance their writing skills. To this end, instructional sessions that focus on optimizing ChatGPT use, such as creating effective prompts, analyzing AI-generated feedback, and ensuring ethical usage, should be conducted.

The same patterns are observed regarding the suitability of ChatGPT for formal academic writing. A vast majority of students considered ChatGPT an effective resource for formal writing tasks. This reflects the utility of ChatGPT in crafting well-structured essays and other pieces of writing. However, the 8% who viewed it as inappropriate may highlight valid concerns regarding over-reliance, potential inaccuracies, or ethical implications. These concerns necessitate the establishment of guidelines to ensure ChatGPT is used as a supplementary aid rather than a primary author. This underscores the importance of addressing misconceptions and ethical dilemmas. For example, clear policies on distinguishing AI-assisted work from original student output can mitigate concerns.

In summary, the data reflects a broad consensus on the value of ChatGPT as an educational and formal writing tool, with opportunities for structured integration to maximize its benefits while addressing ethical and pedagogical concerns.

4.5. Imposing Limits on using ChatGPT in Academics

The students also voiced their concerns about using ChatGPT in academics. A combined 41.5% of students (strongly agree, 20.5%, and agree, 21%) supported placing limits on ChatGPT in academic contexts, reflecting concerns most likely about ethical implications, originality, reduced critical thinking, and potential over-reliance on the tool. They likely view guidelines as a way to preserve academic integrity and encourage personal skill development. For instance, limits could

involve defining permissible uses (e.g., grammar checks or brainstorming) while prohibiting complete reliance for assignments or assessments.

A moderate proportion of respondents (11.5%) remained undecided, indicating uncertainty about whether restrictions are necessary or how they should be implemented. This suggests either ambivalence or a lack of clarity about the potential risks and benefits of unrestricted ChatGPT use. This group may benefit from further discussions and education about AI's impact on learning outcomes and academic ethics.

On the other hand, a combined 47% of students (disagree, 32%, and strongly disagree, 15%) opposed restrictions, suggesting that they value the tool's accessibility and see its use as beneficial without strict boundaries. They likely value ChatGPT's role as a learning aid that enhances their writing process. They may see it as a tool that fosters creativity, productivity, and engagement with writing tasks, particularly when used responsibly. These students might perceive limits as unnecessary or stifling.

These varied responses highlight differing perspectives on how ChatGPT should be utilized in academic environments. The split opinions underscore the need for a balanced approach in using ChatGPT.

4.6. ChatGPT's Feedback

Several students reported instances where ChatGPT occasionally provided incorrect feedback. Some students noted cases where ChatGPT gave incorrect feedback on Arabic language and math assignments; however, our focus will be only on cases related to English writing.

One of the primary concerns was ChatGPT's tendency to fabricate information, especially when asked to generate examples or citations. For example, it was noted that ChatGPT sometimes created non-existent book titles by blending actual authors with fictional themes. A few students mentioned receiving incorrect answers during homework tasks. To further examine the accuracy of information given by ChatGPT, the researchers asked it to provide references on phonetic studies of the Quran. ChatGPT provided many references, most of which were non-existent. It blended names of real authors and journals to create non-existent references. This suggests that ChatGPT is not programmed to yield no information; if it does not find real information, it seems to tend to make it up.

Before closing this section, we elaborate on students' comments and suggestions regarding their experience with ChatGPT. Students' comments reflected a mix of appreciation and caution towards ChatGPT. Many found it helpful, especially in simplifying complex writing tasks and enhancing their work. However, several students emphasized the importance of practice in developing writing skills and warned against over-relying on ChatGPT, as it could lead to neglecting personal effort. While ChatGPT was praised as a tool for error correction and idea generation, students recognized that it should not replace authentic writing. Some also expressed concerns about its accuracy and suggested that proper training should be provided to use it effectively. Students recommended that schools and colleges integrate ChatGPT instruction into their curriculum to teach students how to use the tool ethically and intelligently, ensuring it complements rather than substitutes their own learning and effort.

5. Conclusion and Recommendations

The study has provided a comprehensive analysis of students' use, reactions, and perceptions of ChatGPT as a writing aid. The findings reveal a unanimous adoption of the tool for essay writing, with a majority using it regularly and expressing positive attitudes toward its capabilities. Students find ChatGPT particularly valuable for improving grammar, sentence structure, and idea generation, which enhances coherence and clarity in their writing. However, challenges such as understanding feedback, maintaining personal writing style, and misinterpreting prompts highlight areas for improvement.

Students strongly advocate for the integration of ChatGPT into writing classes and recognize its potential for formal academic purposes. However, concerns about over-reliance, ethical considerations, and the need for clear guidelines on its use remain evident. While most students oppose strict limitations, a substantial minority sees value in setting boundaries to ensure responsible use.

Given the popularity of ChatGPT among students and its unanimous adoption, it is necessary to reconsider our practices in English writing classes. The use of ChatGPT is inevitable, so we must adapt it to serve the best interests of our students.

The results underscore the dual role of ChatGPT as both an empowering tool for writing improvement and a potential risk for academic integrity if misused. The findings call for a balanced approach to maximize benefits while addressing challenges and ethical concerns. This highlights the importance of framing ChatGPT as a tool for enhancement rather than substitution in academic settings.

The study has a number of recommendations and implications. Academic institutions should establish clear, flexible guidelines that encourage responsible and ethical ChatGPT use while allowing students to leverage its benefits. Students should be supported in interpreting feedback and maintaining their personal voice in writing, in addition to tackling common issues like misinterpretation of prompts and over-reliance. They should be trained in how to transfer skills gained through AI-supported writing, such as enhanced clarity and idea generation. Furthermore, institutions and teachers should adapt teaching strategies and policies based on emerging trends and challenges in AI usage. Moreover, students should be encouraged to integrate ChatGPT thoughtfully into their writing process to mitigate risks while maximizing its advantages, which would ultimately promote autonomy. For example, students could be asked to use ChatGPT to check their writing only after they write the first draft. They should implement ChatGPT's feedback in the second draft, with highlights distinguishing ChatGPT's suggestions. They can also ask ChatGPT to suggest a better academic and more idiomatic style in a third draft, always with highlights distinguishing ChatGPT's suggestions. This ensures that the students make use of ChatGPT's feedback.

To address issues of ethical use, workshops and discussions can help address concerns about over-reliance and ensure students understand the tool's purpose as a supplement to, not a replacement for, their skills. There should be clear policies on permissible uses of ChatGPT in academic contexts, such as using ChatGPT for revision and idea generation but not for creating entire assignments. Students should be educated on the importance of originality and ethical engagement with AI tools.

5.1. Limitations and Future Research

One limitation of this study is its sample. It focused on a specific group of students from two universities. Future research could explore broader demographic and disciplinary variations. Furthermore, longitudinal studies on the impact of using ChatGPT on students' writing skills could yield better results. Along the same lines, investigating the perspectives of educators and administrators on integrating AI tools into curricula would provide valuable insights for policy development. Longitudinal research could evaluate how sustained use of ChatGPT impacts writing skills over time.

By addressing these recommendations and limitations, academic institutions can create an environment that harnesses the benefits of ChatGPT while promoting ethical and effective writing practices.

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Appendix A.

Students' Perceptions of Using ChatGPT for English Writing.

Purpose: This survey aims to understand how students perceive the use of ChatGPT in improving their writing and the challenges they face while using this tool.

- Gender: Male / Female
- Major: Engineering - Computer Science - Business Administration - Other

1. ChatGPT helps me with my writing.
   - Yes:
   - No:

2. I use ChatGPT for writing assignments….
   - Everyday
   - Once every week
   - Once every two weeks
   - Once every month

3. I like ChatGPT very much

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

4. I find ChatGPT helpful in improving my writing.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree 5. ChatGPT's feedback is accurate (if not please give examples)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

6. The improvements I have noticed in my writing after using ChatGPT.
   - Grammar and punctuation correction
   - Sentence structure improvement
   - Generating ideas for content
   - Improving coherence and flow
   - Clarity and coherence
   - Feedback and revisions

7. The challenges I have faced while using ChatGPT.
   - Understanding the feedback provided
   - Over-reliance on the tool for content creation
   - Lack of personal writing style
   - Misinterpretation of prompts or instructions
   - Difficulty in expressing personal voice
   - Overcomplication of simple ideas
   - Technical limitations

8. Students should rely more on tools like ChatGPT to improve their writing.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

9. Using ChatGPT helps me become more independent in my writing process.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

10. The corrections made by ChatGPT are accurate
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

11. Using ChatGPT has made me more aware of common mistakes in my writing.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

12. ChatGPT offered suggestions that were not relevant to my writing or topic.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

13. ChatGPT should be taught in writing classes.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

14. ChatGPT is suitable for formal writing. (e.g., research papers, essays).
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

15. I use ChatGPT outside of my academic essays (e.g., for emails, reports, or personal writing)?
- Yes, I use it for other types of writing.
- No, I only use it for academic essays.
- No, I don't use it at all.

16. I recommend ChatGPT to other students for improving their writing.
- Yes, I would recommend it.
- No, I would not recommend it.
- Not sure

17. There should be limits on using ChatGPT in academic writing.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

18. Any additional comments or suggestions regarding your experience with ChatGPT?