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Impact of ChatGPT on English Academic Writing Skills: Teachers' and Students' Perspectives at SMUCT

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Abstract

This study investigates the impact of ChatGPT, an artificial intelligence-based tool, on English academic writing skills from the perspectives of both teachers and students at Shanto-Mariam University of Creative Technology (SMUCT) in Bangladesh. As artificial intelligence tools are getting increasingly integrated into educational practices, understanding their influence on writing proficiency is crucial. Using a mixed-methods approach, this research combines quantitative surveys and qualitative interviews to gather comprehensive data on how ChatGPT affects academic writing. The findings reveal that both students and teachers view ChatGPT as a valuable resource for enhancing writing skills. Students report that ChatGPT offers significant support in generating ideas, improving grammar, and refining style, which contributes to their overall writing proficiency. Teachers, however, express concerns about over-reliance on AI, highlighting potential issues such as reduced critical thinking and diminished originality in student work. Despite these concerns, educators acknowledge the tool's potential to provide immediate feedback and facilitate learning outside traditional classroom settings. This study underscores the need for a balanced approach in integrating AI tools into writing instruction, ensuring that they complement rather than replace traditional teaching methods. Recommendations are provided for optimizing the use of ChatGPT in academic settings to enhance writing skills while addressing potential challenges.

Keywords: Artificial Intelligence in Education, ChatGPT, Academic Writing

1. Introduction

With the advancement of technology, artificial intelligence (AI) has increasingly become prevalent in various sectors, especially in education. Among the most significant innovations in the area, the development of advanced language models, such as ChatGPT by OpenAI, is particularly noteworthy. These AI-powered tools have reshaped the concept of academic writing by providing immediate feedback, customized ideas, and interactive learning platforms. Therefore, the impact of such AI-based tools on academic English writing skills, particularly within the context of higher education should be investigated.

Shanto-Mariam University of Creative Technology, a private higher education institution in Bangladesh, provides a relevant context for exploring this dynamic. As an institution committed to developing creative and technical skills, it offers an appropriate setting for examining the impact of integrating AI tools into academic programs. Traditional approaches to writing instruction typically involve teacher feedback and peer review. However, with the introduction of AI tools such as ChatGPT, a new paradigm has emerged in which students can access writing assistance at any time. This study aims to examine whether the integration of ChatGPT into academic writing processes has enhanced students' writing proficiency or introduced new challenges. For teachers, AI presents both opportunities and concerns. While it may streamline feedback processes and support individualized learning, it also raises questions regarding its impact on students' critical thinking and independent writing abilities. For students, ChatGPT offers immediate and personalized support in writing, potentially addressing common challenges in academic writing development.

This study employs a mixed-methods approach, collecting data from both students and teachers at SMUCT to gain a comprehensive understanding of their perceptions. Overall, the study seeks to provide a holistic insight into the role of ChatGPT in developing academic writing skills and its implications for language education.

2. Literature Review

The use of AI tools such as ChatGPT in the educational setting has been the topic of significant attention in recent years. The development of teaching writing skill, together with the development of technology, indicates why teachers need to be acquainted with emerging instructional technology that can be used to enhance the learning process (Hattie, 2009). The writing process is changing significantly as AI technologies are actively used to assist with brainstorming, drafting, revising and editing, thereby transforming the academic writing (Li et al., 2020). Recent studies further suggest that generative AI tools are redefining writing as a more interactive

and iterative process, where human-AI collaboration plays a central role in knowledge construction (Kasneci et al., 2023; Dwivedi et al., 2023).

ChatGPT, invented by OpenAI, is a conversational AI model that uses natural language processing in order to communicate with its users and assist with writing. Many studies have highlighted its possible advantages in educational settings. For instance, a study by Deterding (2023) demonstrated that students felt more confident and motivated while using AI-assisted writing tools for their writing activities. Moreover, according to Al-Azawei et al. (2020), AI tools can facilitate individual learning processes, enable students to get personalized feedback and learning resources that address their specific writing needs. In addition, Zhai (2023) argues that ChatGPT can function as an intelligent writing assistant that enhances idea generation, coherence, and linguistic accuracy, particularly for second-language learners. Likewise, Cotton et al. (2023) emphasize that AI tools can improve efficiency and reduce writing anxiety among students by offering immediate feedback and suggestions.

Although such positive results exist, one must be concerned about potential issues related to the excessive use of AI tools like ChatGPT. Educators are worried that reliance on AI could lead students to a deterioration of critical thinking and analytical skills (Harris, 2021). The reliance on AI for the generation of ideas and the organization of writing is a threat to the originality and creativity of student work (Baker et al., 2022). Additionally, the rapid advancement of AI technologies is making it quite challenging to ensure that students develop the essential writing skills that could be of utmost importance in academic and professional achievements (Jones & Smith, 2022). Recent research also highlights ethical concerns, including issues of academic integrity, plagiarism, and the difficulty of distinguishing between human- and AI-generated content (Baidoo-Anu & Owusu Ansah, 2023; Rudolph et al., 2023).

In addition, the success of ChatGPT as an academic writing assisting tool may vary depending on a learner's past experience of writing as well as their existing level of proficiency. According to the study conducted by Liu et al. (2023), students who have better basic writing skills can potentially have a better advantage of using AI-based writing aids that are not so beneficial to students with poor writing foundations. This implies that even though AI may be of great assistance, it cannot substitute any form of traditional instruction in writing, particularly to learners who need more structured training. Moreover, studies such as Wang et al. (2024) indicate that the pedagogical integration of AI plays a crucial role in determining its effectiveness, emphasizing that guided use by instructors leads to better learning outcomes compared to unguided or excessive use.

Overall, the existing literature presents a divided perspective on the role of AI tools like ChatGPT in academic writing. While many studies highlight improvements in motivation, efficiency, and writing quality, others raise valid concerns regarding critical thinking, originality, ethical use, and long-term skill development. However, despite the growing global body of research, there remains a significant lack of context-specific studies in developing countries, particularly in Bangladesh, where technological access, pedagogical practices, and student preparedness may differ considerably. Furthermore, limited research has explored both teachers' and students' perspectives simultaneously, especially in relation to how ChatGPT can be effectively integrated into academic writing pedagogy while minimizing dependency risks.

Therefore, this study addresses these gaps by investigating the perspectives of both teachers and students at SMUCT, providing a contextually grounded understanding of how ChatGPT influences academic writing skills in Bangladeshi higher education. The study is further justified by the increasing importance of academic writing as a core competency and the rapid adoption of AI tools in education, which necessitates a deeper understanding of their pedagogical implications in under-researched contexts such as Bangladesh.

3. Research Objectives

The general objective of this research is-

- To investigate the impact of ChatGPT on academic writing skills in English among students at Shanto-Mariam University of Creative Technology, and to understand the perspectives of both teachers and students regarding its effectiveness and implications

The specific objectives of this research are-

- To evaluate the perceptions of teachers at Shanto-Mariam University regarding ChatGPT's role in enhancing or hindering students' academic writing proficiency; and
- To assess students' experiences and attitudes towards using ChatGPT for improving their academic writing skills, including perceived benefits and challenges

4. Methodology

4.1 Research Design

This study has followed a mixed-method approach, integrating both quantitative and qualitative research methods to provide a comprehensive understanding of the impact of ChatGPT on English academic writing skills at SMUCT. The quantitative

element refers to structured questionnaires that are given to the students, and the qualitative one entails in-depth interviews that are conducted among a selected sample of participants including both teachers and students in order to obtain detailed information.

4.2 Participants

The study included a varied group of participants, consisting of both teachers and students from the Department of English at SMUCT. A total of 105 students and 15 teachers were selected through purposive sampling. The student respondents were from different academic years, whereas the teachers had varying years of experience in teaching academic writing. The study's sample size was 120. This sampling provided a wide range of perspectives.

4.3 Data Collection

The data collection was conducted in two sequential phases to ensure that the quantitative findings could be complemented and explained by qualitative insights. In the first phase, quantitative data were collected to identify participants' patterns of ChatGPT use, perceptions of its effectiveness, and overall attitudes toward its role in academic writing. In the second phase, qualitative data were gathered to provide a deeper understanding of the survey results by exploring participants' experiences, opinions, and challenges in greater detail.

Quantitative Data: In the first phase, a structured questionnaire was distributed to both students and teachers. The questionnaire consisted of close-ended questions and 5-point Likert scale items ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey aimed to assess participants' experiences with using ChatGPT for academic writing, including the frequency of use, perceived effectiveness in improving writing skills, and overall satisfaction with the tool.

Qualitative Data- In the second phase of the study, semi-structured interviews were conducted with 15 teachers and 20 students. The interview protocol was developed based on the findings of the quantitative survey, enabling the researcher to explore in greater depth the issues and patterns that emerged from the first phase. This sequential approach ensured that the qualitative data complemented and explained the quantitative findings. The interviews were designed to gather in-depth insights into the participants' experiences and perspectives regarding the use of ChatGPT in academic writing. Specifically, the interviews explored the challenges participants encountered while using ChatGPT, its perceived benefits in supporting academic writing tasks, ethical concerns related to its use, and participants' views on its overall impact on students' academic writing skills.

4.4 Ethical Considerations

All participants were informed about the purpose and they provided their consent before participating. Participation was voluntary, and anonymity was ensured by not gathering any personally identifiable data. Responses were used solely for academic purposes, and data confidentiality was strictly ensured. The study adhered to the ethical guidelines for research involving human subjects.

5. Data Analysis

5.1 Quantitative Data

Quantitative data collected from the student questionnaires were analyzed with Likert scale metrics to measure the frequency and degree of agreement with various statements. These results are presented in tabular form, accompanied by clear interpretations of the findings.

Table 1: Students' Experience with ChatGPT in Academic Writing (Likert Scale Format)

Statement	Likert Scale Options	Percentage (%)	Interpretation
I use ChatGPT for academic writing tasks.	Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree	Agree (Yes): 80% Disagree (No): 20%	Indicates high relevance of ChatGPT among students.
I use ChatGPT frequently for academic purposes.	Rarely / Occasionally / Frequently	Rarely: 20% Occasionally: 40% Frequently: 40%	Shows consistent and regular use.
I use ChatGPT for the following writing tasks:	(Multiple responses allowed)	Brainstorming: 60% Drafting: 50% Editing: 70% References: 30% Other: 10%	Editing and brainstorming are most common.

Table 2: Perceived Impact of ChatGPT on Writing Skills (Likert Scale Format)

Statement	Likert Scale Options	Percentage (%)	Interpretation
ChatGPT has helped improve my writing skills.	Not at all / Slightly / Moderately / Very Much / Extremely Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	30 / 20 / 20 / 10 / 20	Mixed perception; 50% show moderate to high improvement.
ChatGPT has improved my grammar.	Disagree / Neutral / Agree / Strongly Agree	Agree: 70%	Grammar support is widely recognized.

ChatGPT has improved my vocabulary.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	Agree: 50%	Vocabulary enhancement is notable.
ChatGPT has improved my writing organization.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	Agree: 40%	Some students recognize organizational help.
ChatGPT has boosted my confidence in writing.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	Agree: 30%	Confidence boost is less prominent.
I have experienced negative effects from using ChatGPT (e.g., reduced creativity, overuse).	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	Agree: 60%, Disagree: 40%	Reflects potential academic risk factors.

Table 3: Critical Thinking, Originality, and Overall Satisfaction (Likert Scale Format)

Statement	Likert Scale Options	Percentage (%)	Interpretation
ChatGPT negatively affects my critical thinking.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	Agree: 80%, Disagree: 20%	A major concern for intellectual engagement.
I face originality issues while using ChatGPT.	Never / Rarely / Sometimes / Often / Always	10 / 20 / 50 / 10 / 10	60% report occasional to frequent originality concerns.
I have received training on how to use ChatGPT effectively.	Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree	Disagree (No): 100%	Indicates a complete lack of institutional training.
I am satisfied with my overall experience of using ChatGPT.	Very Dissatisfied / Dissatisfied / Neutral / Satisfied / Very Satisfied	Neutral: 10% Satisfied: 30% Very Satisfied: 60%	Strong overall satisfaction despite challenges.

5.2 Qualitative Data

The qualitative data collected from teacher interviews was analyzed thematically to identify recurring patterns and significant themes pertaining to the tool's benefits and challenges. The following table summarizes the key themes and presents deeper insights derived from the interviews.

Table: Thematic Analysis of Teachers' Perspectives on ChatGPT Use in Academic Writing

Theme	Description	Supporting Insights
1. Perceived Benefits	Teachers observed that ChatGPT significantly improves students' grammar, clarity, vocabulary, and overall structure, helping them present more coherent assignments.	“Students feel more confident knowing their grammar is polished.” “It refines their structure and word choice.”
2. Enhanced Student Confidence	Students appear more confident in submitting their work, feeling better prepared to handle academic writing challenges after using ChatGPT.	“They submit work with more confidence now.”
3. Reduced Critical Thinking	Teachers expressed concern that students often bypass the cognitive process of idea development, relying on ChatGPT to generate content instead of thinking deeply.	“Some students skip the thinking process altogether.”
4. Lack of Originality	The use of ChatGPT sometimes leads to uniform, less creative outputs that lack an authentic student voice, raising concerns about originality in assignments.	“The work sounds polished, but there’s no originality.”
5. Over-Reliance on AI	Many students have become dependent on ChatGPT for tasks they could manage independently, suggesting a troubling shift from support tool to writing crutch.	“They don’t try first—they just go to ChatGPT.”
6. Need for Structured Use	Teachers highlighted the need for formal guidance and training to help students use ChatGPT ethically and productively within academic contexts.	“We need a framework for how students should use it, not just let them figure it out.”

6. Findings and Discussions

The results indicate both positive contributions of the tool in enhancing students' writing performance and emerging challenges that require pedagogical attention. The analysis highlights the dual role of AI tools in higher education, functioning simultaneously as supportive learning resources and potential sources of harmful dependency if not properly regulated.

6.1 Positive Aspects of ChatGPT Usage

Valuable Writing Support : ChatGPT has proven to be helpful for students in improving language accuracy, grammar, organizing content, and generating ideas.

A large portion of the respondents reported that they use it for editing purposes, while other respondents rely on it for brainstorming or generating ideas. These percentages highlight the tool's practical role in supporting various stages of the writing process.

These findings are consistent with the studies of Zhai (2023) and Cotton et al. (2023), which reported that AI tools enhance linguistic accuracy, idea generation, and writing efficiency. Similarly, the present study found that students perceive ChatGPT as a practical tool for editing and developing ideas in academic writing.

Boosting Confidence : Students reported increased confidence in their writing after using ChatGPT. One participant stated, "I feel less afraid of making mistakes now because I can check my writing with ChatGPT." This reflects how AI-assisted writing tools can reduce writing anxiety by providing immediate support and feedback during the writing process. This sense of confidence appears to stem from improved clarity and accuracy in their work.

Almost half of the participants reported that their overall writing skills had improved, particularly in terms of grammar and vocabulary. As another participant explained, "ChatGPT helps me feel more confident because it improves my grammar and word choice." These responses suggest that students perceive ChatGPT as a supportive writing assistant that helps them overcome linguistic difficulties and enhances their perceived writing competence. Moreover, these findings align with previous studies (e.g., Deterding, 2023; Cotton et al., 2023), which highlight that AI-assisted writing tools can increase student motivation, reduce writing anxiety, and improve linguistic accuracy.

6.2 Challenges Identified

Over-Reliance : Despite its benefits, ChatGPT also presents several challenges, with over-reliance emerging as a major concern. Many participants expressed that frequent use of the tool has reduced their tendency to engage deeply and critically with academic content. One student noted, "I sometimes depend on ChatGPT too much and do not think deeply on my own." A large proportion of students reported negative effects related to dependency, while others agreed that the tool may threaten their critical thinking and independent writing abilities.

These concerns align with existing literature, which warns that excessive dependence on AI tools may weaken students' analytical and critical thinking skills (Harris, 2021). Baker et al. (2022) also argue that AI-assisted writing may reduce students' cognitive engagement in idea generation and content development. The present findings therefore reinforce the idea that while ChatGPT supports writing, it may simultaneously encourage a passive learning approach if not used appropriately.

Originality Issues : Both students and teachers expressed concerns regarding originality in AI-assisted writing. Respondents reported occasional issues related to authenticity when using ChatGPT for writing tasks. This finding is consistent with the concerns raised in the literature regarding AI-generated content and academic integrity. Previous studies suggest that AI tools may blur the boundaries between assisted writing and original authorship, potentially affecting students' creative engagement and academic authenticity. Supporting this view, Baker et al. (2022) highlight that AI-assisted writing may lead to reduced originality if students rely heavily on generated content without critical adaptation.

A teacher participant noted, "Students often submit ideas generated by ChatGPT without modifying or critically engaging with them." Similarly, a student stated, "Sometimes I feel my ideas are not fully my own when I use ChatGPT." These responses reinforce the notion that originality might be compromised when AI tools are used without sufficient critical oversight.

6.3 Absence of Formal Training

A further key finding is the absence of formal training or institutional guidelines regarding the use of ChatGPT. None of the participants reported receiving structured guidance on the ethical or effective use of the tool. This indicates a significant gap in institutional preparedness, leaving both students and teachers uncertain about how to manage challenges such as over-reliance, misuse, and inappropriate use of AI tools in academic writing.

This finding echoes earlier research emphasizing the importance of institutional policy and AI literacy in higher education. Scholars have argued that without structured guidance, the pedagogical benefits of AI tools may be undermined by misuse and ethical concerns. In line with this, the present study suggests that the lack of formal training may contribute to inconsistent and unregulated use of ChatGPT in academic writing contexts.

6.4 Broader Implications

Complementary Tool: According to both teachers and students, AI tools such as ChatGPT should complement traditional writing instruction rather than fully replace it. A teacher participant stated, "ChatGPT should be used as a support tool, not as a substitute for students' own writing practice."

Promoting Autonomy: There is a consensus that while AI can provide valuable support, it is crucial to ensure that students continue to hone their own writing and analytical skills. As a teacher participant stated, "Students should use it for help, not for copying answers." This highlights the importance of promoting responsible and

balanced use of AI in educational settings, where the tool functions as an aid to learning rather than a substitute for students' intellectual effort.

6.5 Responsible and Ethical Use

The results emphasize the importance of establishing clear and practical guidelines for using ChatGPT in education. Without such frameworks, there remains a risk that students may misuse the tool and become overly reliant on it, which can impede their academic development.

6.6 Pedagogical Strategies

The findings of this study align with the existing literature, which emphasizes the transformative potential of AI tools in educational settings. Consistent with previous research, the results suggest that the integration of AI technologies such as ChatGPT can enhance the teaching and learning process by providing immediate and personalized feedback to students. This supports earlier studies that highlight the role of AI in facilitating individualized learning experiences and improving writing proficiency.

In relation to the specific context of higher education in Bangladesh, these findings indicate that educators may need to reconsider and adapt their pedagogical approaches to effectively incorporate AI tools while maintaining academic integrity. The use of ChatGPT in classroom practices can be strategically designed to support learning rather than replace critical thinking processes.

Based on these observations, it can be inferred that the thoughtful integration of AI tools requires a balanced approach, where pedagogical innovation is complemented by clear guidelines and ethical considerations. Such an approach can help maximize the educational benefits of AI while minimizing potential risks, thereby ensuring the maintenance of academic standards.

7. Limitations and Directions for Further Research

The study is limited by its relatively small sample size, comprising 105 students and 15 teachers from Shanto-Mariam University of Creative Technology. Future research could address this limitation by employing a larger and more diverse sample drawn from multiple institutions across different regions and educational contexts, thereby enhancing the generalizability and external validity of the findings. Additionally, more in-depth insights into ChatGPT's long-term impact on academic writing proficiency could be obtained through longitudinal research designs that examine students' writing development over an extended period of consistent use.

8. Recommendations

A balanced integration of ChatGPT in academic writing is essential to maintain ethical standards and ensure meaningful use in educational contexts. Therefore, the following recommendations are proposed:

1. Educators should encourage and guide students to use ChatGPT as a supportive writing tool rather than using it without any restrictions. Its use should enhance learning rather than replace the critical stages of thinking, drafting, and editing.
2. Teaching practices must continue to prioritize creativity, critical thinking and originality. Although ChatGPT helps with language and structure, assignments and tests should be created in such a way that encourages individual interpretation and analysis.
3. Institutions and educators must establish and implement explicit policies regarding the ethical use of AI. If students are provided with practical examples of its responsible use, they will be able to harness its benefits without compromising academic integrity.
4. Students should be encouraged to use ChatGPT to refine their work, not to define it. AI tools like these can be useful for editing or brainstorming, but students should come up with their own ideas and arguments.
5. Improving one's own writing skills is still crucial. Over-reliance on AI tools can weaken the capacity to think and express ideas independently. Therefore, students should make a conscious effort to preserve their authenticity and creativity in their academic writing.
6. Lastly, the value of originality and individuality should be acknowledged. Students must be careful not to allow AI-generated content to overshadow their distinct ideas and perspectives, ensuring that their writings reflect their own intellectual efforts.

9. Conclusion

The integration of ChatGPT into academic writing marks a significant transformation in how students approach composition, revision, and idea generation. While it provides substantial support, particularly in enhancing grammar, vocabulary, and structural coherence, the technology raises significant educational and ethical concerns. The findings of the study demonstrate a stark contrast between the benefits of AI-assisted writing and its potential drawbacks, including lack of originality, reduced critical thinking, and excessive dependence on technology. Both teachers and students believe that ChatGPT is most effective

when used as an additional resource rather than as a substitute for critical thinking. Nonetheless, the lack of official training, guidance and clearly defined institutional policies suggests that the development of organized educational frameworks is imperative. Educators must play an active role in guiding students to use AI tools in an ethical and thoughtful manner. In conclusion, a well-balanced ChatGPT integration based on learner autonomy, academic integrity, and ethical practice can enhance the academic writing practices. Institutions can foster critically engaged and digitally competent writers for the evolving landscape of higher education by leveraging AI tools' strengths while addressing their limitations.

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