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STUDENTS' ATTITUDES TOWARDS CHATGPT'S FEEDBACK ON THEIR WRITING SKILLS IN EFL AT THE FACULTY OF ARTS AND HUMAN SCIENCE, UNIVERSITY OF NOUAKCHOTT AL AASRIYA IN MAURITANIA

Abstract: This paper explores students' attitudes towards ChatGPT's feedback on their writing skills in EFL at the English Department, Faculty of Arts and Human Sciences, Nouakchott University Al Aasriya. It is hypothesized that both students who had used ChatGPT's feedback in writing before and those who used it for the first time during this experiment have positive attitudes towards using it. A mixed-method approach was used by deploying writing tasks based on the "IELTS Academic Writing Marking Criteria and Scoring Checklist", and a questionnaire. The questionnaire aimed to gather information about students' attitudes towards using ChatGPT's feedback based on their experience prior and during the study. The findings revealed that both students who had experience with ChatGPT and those who used it for the first time during the study had positive attitudes towards its feedback in enhancing their writing. They proved the research's hypothesis, as ChatGPT offers real-time and relevant feedback across various aspects of writing.

Keywords: large language model (LLM), artificial intelligence (AI), prompt, English as a Foreign Language (EFL), IELTS writing checklist.

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1. Introduction

Teaching English as a foreign language in Mauritania is still challenging due to limited resources and inadequate teaching facilities, which hinders the application of interactive and innovative teaching methods (Eli, 2021). Innovative and interactive teaching using LLM-based AI chatbots, like ChatGPT, can offer a promising solution, and enhance students' writing skills and promote learner autonomy in this digital era. Specifically, teaching students how to use AI-driven tools like ChatGPT to provide feedback on writing can be one way to overcome difficulties they face in writing.

This paper investigates students' attitudes towards ChatGPT's feedback on their writing skills in EFL at the Faculty of Arts and Human Science, University of Nouakchott Al Aasriya. It is hypothesized that both students who had used ChatGPT's feedback in writing before and those who used it for the first time during this experiment have positive attitudes towards using it. Therefore, this paper seeks to prove this hypothesis.

The first part of the paper is dedicated to the theoretical foundations of ChatGPT in enhancing students' writing skills. It mainly depicts the evolvement of large language models (LLMs) and the innovative tools and platforms that have emerged to assist students in enhancing their language skills, with a particular focus on ChatGPT.

The second part of this paper presents the methodology, including the research design, hypothesis, sample, and the research instruments. The criteria on which the writing task is based and the steps of the instructions for the prompt are also elaborated. In the conclusion, the main findings of the study are discussed, and the main inferences are drawn. Additionally, the study suggests another area for further investigation.

1.1 Theoretical framework

The incorporation of AI into language education (AILED) has triggered a wave of interest due to its potential to transform learning experiences and outcomes (Kohnke & Zou, 2025, p. 5). Among the most promising developments are Large Language Models (LLMs), which “are advanced AI systems designed to understand the intricacies of human language and to generate intelligent, creative responses when queried”

(Baum, 2024, p. 4). In fact, the integration of LLM-based tools into education has marked a new era of transformation, capturing the interest of English instructors due to its potential to support language learning by offering opportunities to boost learning experiences, streamlining administrative tasks, and promoting personalized learning (Mzwri & Turcsányi-Szabó, 2025; Kohnke & Zou, 2025).

LLM-based tools, such as ChatGPT, are capable of performing a wide variety of linguistic tasks through an approach to automate tasks including grading, and generating human-like feedback in response to student prompts, particularly in writing. (Bonner *et al.*, 2023 ; Peláez-Sánchez *et al.*, 2024; Mzwri & Turcsányi-Szabó, 2025).

Writing, as it is “a form of communication to deliver through or to express feeling through the written form” (Harmer 2001, p. 79), should adhere to certain conventions, including key elements such as grammar, vocabulary, spelling, coherence, cohesion, structure, and organization, that collectively determine the clarity and effectiveness of any written work (Byrne, 1988). Developing these components is often a challenging process that traditionally relies heavily on teachers’ input. However, today, the evolvement of AI tools in English teaching and learning has facilitated the process of writing (Pipia & Gurgenshvili, 2025). Therefore, recently, the use of AI-powered writing assistants, such as Grammarly, ChatGPT, Quillbot, etc. (Khalel, 2016) has gained support from teachers and educators due to their potential to support students’ writing development. ChatGPT has particularly become one of the most widely used tools in this aspect.

According to Sarrion (2023, p. 1), “ChatGPT is a pre-trained natural language processing model that has become very popular. It was recently launched on November 30, 2022.” It offers many potential benefits to language learners. One of them is its capacity to understand questions, interact, and generate immediate feedback. That is why a significant number of research studies on the impact of AI tools on writing skills have advocated the use of tools such as ChatGPT, emphasizing the importance of how they should be integrated and utilized for enhancing writing skills. However, according to the researcher’s best knowledge, scant attention has been given to the use of ChatGPT’s feedback on students’ writing in the Mauritanian context. Hence, this study aims to investigate students’ attitudes towards ChatGPT’s feedback on their writing skills in EFL.

1.2. The feedback of ChatGPT on students' writing

According to Boud and Molloy (2013, p. 6), “feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work.” In this regard, numerous studies have yielded a positive perception regarding the academic integration of ChatGPT in writing, particularly concerning its feedback on students' writing.

In their study, Hoa and Khoa (2024) showed that ChatGPT provided students with constructive feedback on their writing, which effectively supports the development of writing skills as it helps them with identifying errors, understanding writing issues, offering feedback on grammar, vocabulary, and coherence. Similarly, Pipia and Gurgenshvili (2025, p. 192) stated that “as educators and learners seek effective strategies to improve language proficiency, understanding the impact of ChatGPT on EFL students' writing skills becomes a crucial avenue for exploration”.

Polakova and Ivenz (2024) in their study provided robust evidence about the significance of ChatGPT's feedback in improving students' writing skills stating that “students expressed appreciation for ChatGPT's ability to provide detailed feedback, identify areas for improvement, and foster a deeper understanding of linguistic nuances (p. 9)”. In their findings, they demonstrated that ChatGPT supported various dimensions of writing, including conciseness, grammar, inclusion of key information, and that it helped students to refine their writing skills with precision and efficiency.

1.3. The controversial use of ChatGPT in developing writing

While the above studies established a substantial foundation emphasizing the advantages of using ChatGPT to enhance writing skills, its usage has not been spared from criticism.

On the one hand, Yeo (2023, p. 2) states that “the use of GPTs is worrying for education in general, especially as educators seek to equip learners with 21st-century competencies and values such as critical and inventive thinking, information literacy skills, resilience, and integrity”. In line with Yeo, Zebua and Katemba (2024, p. 116) highlighted that “When students become accustomed to using AI-powered tools like ChatGPT for

generating ideas and composing texts, they may rely less on their own cognitive processes, diminishing their ability to think independently and innovate”.

On the other hand, in response to Yeo (2023), Zebua and Katemba (2024), Escalante, Pack and Barrett (2023, p. 4) assert that “ChatGPT does not function as an information retrieving program in the way that internet search engines do, for example, and only produces text that is tailored to the user prompt using the statistically best-fitting combination of words.” They added that GenAI, like ChatGPT, has proven to be legitimate and a valuable tool in supporting ESL/EFL learning depending on the way it is used. This is also supported by Pandia (2023, p. 17) who stated that “to get the best possible answers from ChatGPT, students should be able to create questions or prompts which are simple, clear, precise, specific, well defined, not complex, not multiple, consistent with a topic under discussion.”

Moreover, several studies have underlined the importance of maintaining a balanced approach when using ChatGPT, emphasizing the need for students to actively use their critical thinking skills (Zebua & Katemba, 2024; Hidayat & Sujarwati, 2024). These studies argue that overreliance on ChatGPT may hinder the development of independent thought, reduce students’ creativity, and their overall academic writing process. Ljubojević (2024) explored student feedback on the effectiveness of ChatGPT for essay writing. This author indicates that while AI tools like ChatGPT can be valuable for enhancing students’ writing skills and overall essay quality, they may still require human guidance and critical thinking exercises to master the more nuanced aspects of writing.

2. Corpus/Data

This study used writing tasks and a questionnaire to explore students’ attitudes towards ChatGPT’s feedback in enhancing their writing skills as the main sources of data collection. It used ChatGPT-3.5. In the first step, the students were asked to write a text of approximately 200 words on a specific topic without using AI. Then, they gave ChatGPT a prompt asking it to give them feedback on their text. The prompt was provided to them in advance. In the last step, they were provided with a questionnaire to fill

out regarding the feedback they received on their writing from ChatGPT. The questionnaire was divided into different sections.

The first section begins with an introductory part containing questions regarding the general information about the participant's background, and the last question in this part is whether they have previous experience using ChatGPT for writing. The answers "yes" or "no" led them to the respective second section of the questionnaire. The section linked to the answer "yes" is designed for students who are experienced in using ChatGPT. It contains two questions regarding the purpose for which they used ChatGPT before, when it comes to writing.

The second is about their attitudes towards ChatGPT's feedback in enhancing their writing skills, and the main part of the questionnaire is regarding the attitude towards the feedback generated based on the text. The section linked to the answer "No" consists only of the main part of the questionnaire regarding feedback on the current task. The second one dealt with those who did not possess such experience before participating in this study.

All the questions in the questionnaire, which are in the form of a Likert Scale, are analyzed by calculating and interpreting the mean and standard deviation using Excel. They are also interpreted qualitatively. The mean and standard deviation (SD) are used to categorize the students' responses and, based on that, describe their opinions and attitudes towards ChatGPT's feedback on their writing. While the mean shows the average responses, the SD illustrates how these opinions and attitudes differ. The students' attitude is then interpreted by linking ChatGPT's feedback to their responses based on their writing task.

The aspects of writing on which the students received feedback from ChatGPT are (1) the structure of the text (content, development, and organization), (2) vocabulary (synonyms, antonyms, repetitions, meaning), (3) grammar (conjugation, pronouns, prepositions), (4) coherence and cohesion (word transition, appropriate linking words), (5) language accuracy (grammar and vocabulary, punctuation, spelling).

3. Method

This study deploys a mixed-method approach. It included a writing task and a questionnaire formulated using the Likert Scale to investigate the students' attitude towards ChatGPT's feedback on their writing skills in

EFL at the Faculty of Arts and Human Science, University of Nouakchott Al Aasriya.

The hypothesis of the research is that both students who did use ChatGPT's feedback in writing before and those who used it for the first time during this experiment have a positive attitude towards using it.

3.1. The sample

The sample of this study consists of first-, second-, and third-year bachelor studies as well as first- and second-year master students at the English Department, Faculty of Arts and Human Sciences, University of Nouakchott Al Aasriya in Mauritania. They are all English majors taking writing subjects, which include Writing Composition (for the first year), Writing Composition II (second year), Creative Writing (third year), Research Project, and Academic Writing (master studies) during the academic year of 2023/2024. The study has been conducted at the end of the summer semester of 2024.

3.2. The steps of the writing task

The prompt is designed based on widely acknowledged criteria in evaluating and composing a written task. The criteria used in this study are “IELTS Academic Writing Marking Criteria and Scoring Checklist”. They are as follows:

Scoring criteria	Key focus
Task achievement	To score task achievement , you must a. Answer the actual question asked (<u>i.e.</u> don't just write generally about the topic). b. Answer all parts of the question. c. Clearly express your opinion and support it with well-developed ideas and, ideally, examples.
Coherence and Cohesion(CC),	To score Cohesion and Coherence , you must d. Write clear ideas that are easy to understand. e. Organize ideas and information logically. f. Progress clearly from one idea to another. g. Use cohesive devices to link ideas, sentences and paragraphs.
Vocabulary (Lexical Resource)	To score Lexical Resource you must: a. Use a wide range of vocabulary. b. Use it correctly and appropriately. c. Use topic specific vocabulary.
Grammatical Range and Accuracy (GRA)	To score Grammar you must: a. Use complex sentences b. Produce error-free sentences c. Use a good variety of appropriate sentence structures

Table 1: Criteria for writing Checklist (Adapted from IELTS Academic Writing Marking Criteria and Scoring Checklist).

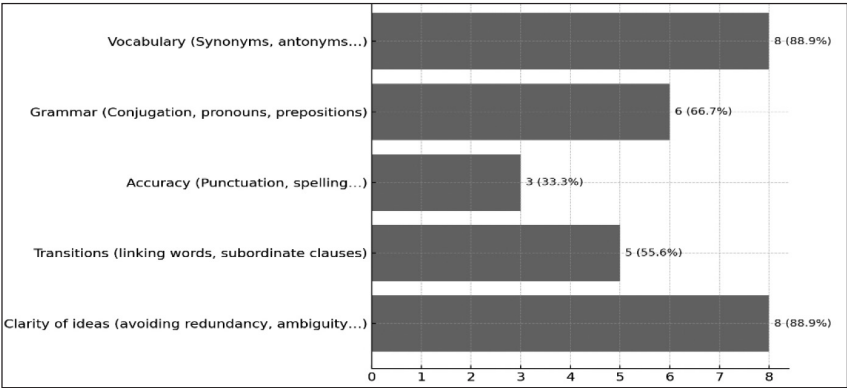
For ChatGPT to understand the task, the prompt has to be divided into steps and include criteria based on which ChatGPT would evaluate the text. Therefore, the prompt is structured as follows. First, the students told ChatGPT that they would provide it with a text and waited to get an “OK” from it. After that, they provided it with the criteria for evaluating the text. In the final step, the students would paste their text, and ChatGPT would generate its feedback. They also had to generate an accessible link to their prompt on ChatGPT’s website and paste it into the designated space in the questionnaire.

4. Results

This section is dedicated to the analysis of the results of the study, which included twenty respondents. Twelve of these informants are male (58%), while the rest, eight, are female (42%). Concerning their academic levels, 4 (14%) students are in the first year of their studies, five are in their second year (21%), seven in the third year (29%), and eight are in their master’s studies (33%). Participants from all years had been expected, but there were none from the first year of bachelor’s studies.

These informants responded to the questionnaire in which they showed their experience with using ChatGPT as an assistance tool in writing. In this regard, nine respondents (45%) use ChatGPT as an assistance tool in their writing, while eleven (55%) have not used it prior to this experiment.

1. For what purpose did you use ChatGPT before, when it comes to writing?



Picture 1: The purpose of using ChatGPT.

The above responses indicate that students have used ChatGPT before for different purposes in their writing, particularly for clarity of ideas, vocabulary, grammar, accuracy, and transitions.

4.1. ChatGPT’s feedback on students’ writing task

The formal aspects of the texts that could have influenced the feedback are the length, the topic, and the register, as shown in Table 2, as an example.

	Length (in words)	Level of the studies	Topic	Register
1.	42	Bachelor	Education	formal
2.	60	Bachelor	My day	informal
3.	58	Master	Mauritanian political discourse	formal
4.	143	Master	Philosophy	formal

Table 2: Aspects of the texts

For the first text, the feedback for each criterion is relatively short and contains primarily examples of words or grammatical structures to be used instead of the ones in the text. It also gives a few theoretical suggestions for improvements. However, the feedback for each criterion for the second, slightly longer but simpler text consists of a theoretical suggestion followed by a paraphrase of the whole text or the relevant parts of the text. The feedback for each criterion for the third and fourth text offers some very brief general theoretical suggestions, such as “use synonyms to avoid repetition,” followed by the paraphrase of concrete sentences or phrases from the text. One would deduce that the longer and more complex the text is, the longer and more detailed the feedback. However, sometimes, what ChatGPT calls “examples” are actually theoretical explanations, so the naming of the parts of the feedback by ChatGPT is not always true to its content.

4.2. The structure of the text

The suggestions for improving the structure of the texts were influenced by their length. All of the texts have examples of improvement. Surprisingly, one of the shorter ones, the second, was divided into an introduction, body, and conclusion. The longer texts, on the other hand, received either only a short theoretical evaluation or an evaluation and example of improvement of only a short part of the text. One would expect ChatGPT to divide the longer texts into sections, not the shorter ones.

4.3. Vocabulary

The vocabulary used is appropriate but could be enriched by varying synonyms to avoid repetition, and ChatGPT suggested synonyms for concrete words from the texts. Only the second text, the simplest one, also received the suggestion to “replace repetitive words and add more descriptive vocabulary”, and ChatGPT provided the rewritten text, as shown in Picture 2 and Picture 3.



Anonymous

The weather was nice and I go to the park and there were lots of people and kids playing and dogs running around. I saw a friend from school and we talk for a while and then we eat ice cream. it was really fun and then I went home and watched TV and had dinner, and went to bed.

Picture 2: Original of the Text 2.

Suggestion: Replace repetitive words and add more descriptive vocabulary. For example:

- "The weather was pleasant, and I decided to visit the park. It was bustling with people, children playing, and dogs running freely. I bumped into a school friend, and we chatted for a while before enjoying some ice cream. The day was truly delightful. Later, I returned home, watched some television, had dinner, and then went to sleep."

Picture 3: ChatGPT's feedback.

4.4. Grammar

The feedback on grammar shows that there are minor issues with subject-verb agreement, tense consistency, and punctuation, and it needs

improvements for clarity. This time, all the texts got suggestions for improvements. The feedback was in the form of “examples”, “suggestions”, and an “example of improvement,” as seen in Picture 4 and Picture 5.



Anonymous

This study was designed to investigate the most significant features of the Mauritanian political discourse. Its purpose was to study, more specifically, the linguistic and discursive properties of the Mauritanian political discourse as it is used in important political occasions. It was hypothesized that the Mauritanian political discourse has recently been designed and used to promote social discrimination.

Picture 4: The original text 3

Example Evaluation: The text generally has good grammar, but could use slight improvements for clarity.

- **Suggestion:** Simplify sentences and ensure subject-verb agreement.
- **Example Improvement:** Change “as it is used in important political occasions” to “as it is employed during significant political events.”

Picture 5: ChatGPT’s feedback

4.5. Coherence and cohesion

All texts lack smooth transitions and appropriate linking words. Regardless of how short or long the text is, the feedback was in the form of “examples”, “suggestions”, and an “example of improvement,” as can be seen in Picture 6 and Picture 7



Anonymous

The following three steps were proposed by my friend as a means to prompting positive and necessary change in our society. First, we must understand the context through a ruthless investigation. Second, we share the discoveries. And finally, we observe as the context changes. This approach, evidently, holds the view that to change a discourse, you simply have to shed on it the light of truth. It is like saying that we are corrupted, because we’re oblivious to the harm of corruption. Would our preconceived false image of reality cease to exist, if we knew it was false? Do we not know that we are not the center of the universe? And yet, do we not act as if we were? Revealing the truth alone, without providing an alternative discourse, would not lead to constructive change, if it leads to it at all.

Picture 6: Original text 4

Example: (Word transition, appropriate linking words)

- **Feedback:** The transitions between sentences and ideas are abrupt. The text questions the effectiveness of the proposed method but lacks clear linking words to guide the reader through the argument.
- **Suggestion:** Use more cohesive devices to link ideas smoothly. For instance, "First, we must understand the context through a ruthless investigation. Second, we share the discoveries. Finally, we observe as the context changes. This approach, however, presumes that revealing the truth alone can change discourse. Yet, this may not be sufficient. For example, although we know we are not the center of the universe, we often act as if we were. Therefore, simply exposing the truth without an alternative narrative may not lead to constructive change."

Picture 7: ChatGPT's feedback

4.6. Language accuracy

For all four texts, ChatGPT recommended improving punctuation, especially the use of commas and periods, as well as spelling, to connect ideas coherently. This feedback was demonstrated in the form of a "suggestion" and "example of improvement." Below, Picture 9 shows an example of a suggestion.



Anonymous

The weather was nice and I go to the park and there were lots of people and kids playing and dogs running around. I saw a friend from school and we talk for a while and then we eat ice cream. it was really fun and then I went home and watched TV and had dinner, and went to bed.

Picture 8: Original text 2

The text has issues with punctuation, especially the use of commas and periods.

Suggestion: Correct punctuation for clarity:

- "The weather was nice, and I went to the park. There were lots of people and kids playing, and dogs running around. I saw a friend from school, and we talked for a while, then we ate ice cream. It was really fun. Then, I went home, watched TV, had dinner, and went to bed."

Picture 9: ChatGPT's feedback

4.7. Rating of the texts

The texts were rated 2 or 3 out of 5. ChatGPT pointed out the areas of weakness, provided feedback and concrete suggestions for improvement, and provided a revised version of the text. Picture 10 demonstrates the rating.

Example 1



Anonymous

The weather was nice and I go to the park and there were lots of people and kids playing and dogs running around. I saw a friend from school and we talk for a while and then we eat ice cream. it was really fun and then I went home and watched TV and had dinner, and went to bed.

Assessment on a scale from 1-5

Score: 2 - Poor structure, vocabulary, grammar, coherence, and cohesion.

Concrete Suggestions

1. **Improve structure:** Break down the text into clear sections with an introduction, body, and conclusion.
2. **Enhance vocabulary:** Use synonyms and more descriptive words to avoid repetition.
3. **Correct grammar:** Ensure verb tenses are consistent and use proper conjugation.
4. **Improve coherence and cohesion:** Use appropriate linking words and transitions to connect ideas smoothly.
5. **Ensure language accuracy:** Pay attention to punctuation, grammar, and spelling for clearer communication.

Picture 10: ChatGPT's assessment 1

Example 2



Anonymous

This study was designed to investigate the most significant features of the Mauritanian political discourse. Its purpose was to study, more specifically, the linguistic and discursive properties of the Mauritanian political discourse as it is used in important political occasions. It was hypothesized that the Mauritanian political discourse has recently been designed and used to promote social discrimination.

- **Rating:** 3 (Neither bad nor excellent)
- **Concrete Suggestions:**
 - Provide more background information to set the context.
 - Use varied vocabulary to avoid repetition.
 - Improve sentence structure for clarity and flow.
 - Use appropriate linking words for better coherence.
 - Refine punctuation for better readability.

Revised Text Example:

"This study aims to investigate the most significant features of Mauritanian political discourse, focusing on its linguistic and discursive properties during significant political events. It was hypothesized that recent trends in Mauritanian rhetoric have been designed to promote social discrimination."

Picture 11: ChatGPT's assessment 2

4.8. Students' evaluation of ChatGPT's feedback

Table 3 represents the students' attitudes based on their experience with ChatGPT before and during the study.

Questions	EH	VH	SH	SLH	NAH	Mean	Std.D
1. On a scale from 1 to 5 how helpful was the ChatGPT's feedback on grammar?	4	3	2	2	1	2.40	1.14
2. On a scale from 1 to 5 how helpful was the ChatGPT's feedback on vocabulary?	1	3	4	3	1	2.40	1.34
3. On a scale from 1 to 5 how helpful was the ChatGPT's feedback in terms of accuracy?	2	4	3	3	0	2.40	1.52
4. On a scale from 1 to 5, what are your overall attitudes towards ChatGPT's feedback in enhancing your writing skills?	2	3	4	1	2	2.40	1.14
7. 4. On a scale from 1 to 5, how often do you notice any grammatical or vocabulary improvements in your writing as a result of implementing suggestions from ChatGPT's feedback?	2	2	5	3	0	2.40	1.82

Table 3: Evaluating ChatGPT's feedback¹

The results show that students' attitudes towards ChatGPT's feedback are positive, with the highest mean value of (2.40) and the lowest standard deviation of (1.14), which demonstrate a positive perception across the

¹ EH: extremely helpful, VH: very helpful, SH: somewhat helpful demonstrates, SLH: slightly helpful, NAH: not at all helpful

Yes group². In particular, the low standard deviation also indicates that their views were more aligned and less varied.

Below, Table 4 represents the students’ attitudes based on their experience with ChatGPT during the study.

Questions	EH	VH	SH	SLH	NAH	Mean	Std.D
1. On a scale from 1 to 5 how helpful was the ChatGPT’s feedback on grammar?	3	3	3	1	0	2.00	1.41
2. On a scale from 1 to 5 how helpful was the ChatGPT’s feedback on vocabulary?	2	3	3	2	0	2.00	1.22
3. On a scale from 1 to 5 how helpful was the ChatGPT’s feedback in terms of accuracy?	3	1	3	3	0	2.00	1.41
4. On a scale from 1 to 5, what are your overall attitudes towards ChatGPT’s feedback in enhancing your writing skills?	1	2	2	2	3	2.00	0.71

Table 4: Evaluating ChatGPT’s feedback (No Group).

The results show that even among those students who did not use ChatGPT before this study, their attitudes towards ChatGPT’s feedback are positive with the highest mean value of 2.00 and low standard deviation of 0.71.

The overall results show that both the *Yes* and *No groups* found that ChatGPT’s feedback on their writing task was helpful and constructive in different aspects of writing. It helped them not only by identifying areas of weaknesses, but also by providing suggestions and examples, rating their texts, and concrete examples of the areas that still need improvements in terms of grammar, vocabulary, and the organization of the texts. However, when it comes to question 7 (*On a scale from 1 to 5, how often do you notice any grammatical or vocabulary improvements in your writing as a result of implementing suggestions from ChatGPT’s feedback?*), only the answers from those students who initially said ‘yes’ were taken into consideration. Their results show that they often notice grammatical and vocabulary improvements in their writing when they implement ChatGPT’s’ feedback.

The following Likert scale for questions 5 and 6 means the following:³

2 The *Yes group* are the students who have previous experience with ChatGPT while the *No group* are those who did not have experience with the ChatGPT prior to this study.
 3 SD: strongly disagree, D: disagree, N: neutral, A: agree, SA: strongly agree.

Statements	SA	A	N	D	SD	Mean	Std.D
5. ChatGPT's feedback helps me to link my ideas in a logical order	4	3	2	1	2	2.40	1.02
6. ChatGPT's feedback helps me to use word transitions and conjunctions	4	3	2	0	3	2.40	1.36

Table 5: Evaluating statements (Yes group)

Statements	SA	A	N	D	SD	Mean	Std.D
5. ChatGPT's feedback helps me to link my ideas in a logical order	5	2	1	1	1	2.00	1.55
6. ChatGPT's feedback helps me to use word transitions and conjunctions	4	2	1	2	1	2.00	1.10

Table 6: Evaluating statements (No group)

The answers to these questions showed that despite the difference in actual usage, both groups, the *yes* and the *no* ones, showed positive attitudes toward ChatGPT's feedback on writing. The *Yes group* demonstrated stronger and consistent perceptions of ChatGPT's feedback on their writing, as reflected in their highest mean of 2.40 and low SD of 1.02, while the *No group* expressed moderate positivity, with a highest mean of 2.00 and low SD of 1.10, representing their constructive perceptions of ChatGPT's feedback on their writing. Therefore, the results of both groups showed that ChatGPT's feedback is helpful in linking the students' ideas in logical order and suggesting appropriate word transitions and conjunctions.

5. Discussion

In line with previous studies by Pandia (2023) and Escalante, Pack and Barrett (2023), the findings of the study showed that students have positive attitudes towards ChatGPT's feedback in enhancing their writing skills. The respondents agreed that the feedback they received helped them with grammar, vocabulary, language accuracy, and linking their ideas in logical order. Their attitude towards using ChatGPT to enhance their writing remains highly positive, which proved the hypothesis of the research. These findings are also supported by Bonner *et al.* (2023); "Peláez-Sánchez" *et al.* (2024); Mzwri and Turcsányi-Szabó (2025), who strongly believe that ChatGPT can automate tasks, including grading and generating human-like feedback in response to student prompts.

ChatGPT followed the provided criteria in evaluating students' writing tasks even though the feedback it provided varied depending on the length of the text. The feedback not only showed the errors in the original text but also mostly contained examples of vocabulary, grammatical structures, suggestions, and examples of improvement to be made. Such results go in line with those of Hoa and Khoa (2024), as ChatGPT provided students with constructive feedback on their writing as it helps them with identifying errors, understanding writing issues, offering feedback on grammar, vocabulary, and coherence, this advocate.

Overall, the results correspond to those of Ljubojević (2024), and Zebua and Katemba (2024), showing that despite ChatGPT being a useful tool that could assist with writing, teachers' guidance is always needed, as the true value of using it in students' writing lies in knowing how to use it and knowing that any different wording or phrasing may result in significantly different answers. Therefore, students are required to apply their critical thinking skills, as dependency on ChatGPT can reduce their cognitive abilities and their learning autonomy.

6. Conclusion

This study investigated students' attitudes towards ChatGPT's feedback on their writing skills in EFL at the Faculty of Arts and Human Science, University of Nouakchott Al Aasriya. It employed a mixed-methods approach, using writing tasks and a questionnaire.

The main findings of this study demonstrate that students have positive attitudes towards ChatGPT's feedback in enhancing their writing. They indicated that ChatGPT's feedback on their writing task was helpful and constructive in different aspects of writing. It helped them not only by identifying areas of weakness, but also provided suggestions and concrete examples of areas that still need improvement in terms of grammar, vocabulary, and text organization.

The findings revealed that both students who had previous experience with ChatGPT and those who used it for the first time during the study had positive attitudes towards its feedback in enhancing their writing. They mostly agreed with ChatGPT's suggestions and the proposed alternative sentence structures to enhance their writing tasks in terms of grammar, vocabulary, clarity, and coherence. Therefore, the results of both groups

showed that ChatGPT's feedback was helpful in linking students' ideas in a logical order and suggesting appropriate word transitions and conjunctions.

However, the study suffered from certain limitations. There was a lack of sufficient time, and many participants were not cooperative. Regardless of these limitations, it contributed to previous findings in the field by demonstrating students' attitudes towards ChatGPT's feedback in developing their writing skills in the Mauritanian context. It also supported the research hypothesis and demonstrated the effectiveness of using LLM-generated feedback in education, particularly LLM-based tools like ChatGPT.

The study suggests another topic for further research, e.g., the role of ChatGPT's feedback in improving students' writing skills, because the improvement can only be tested over a certain period. It also requires an in-depth assessment of students' knowledge at the beginning and end of the research period, and implementing ChatGPT's suggestions in multiple writing tasks so that they can influence their improvement. It is hoped that such studies include a larger and more diverse sample to enhance the robustness and applicability of the results.

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**STAVOVI STUDENATA PREMA POVRATNOJ INFORMACIJI
CHATGPT-JA O NJIHOVOJ VEŠTINI PISANJA NA ENGLISKOM KAO
STRANOM JEZIKU NA FAKULTETU UMETNOSTI I HUMANISTIČKIH
NAUKA UNIVERZITETA NOUAKCHOTT AL AASRIYA U MAURITANIJI.**

Sažetak: Svrha ove studije bila je da istraži stavove studenata prema povratnim informacijama koje im ChatGPT pruža u vezi sa njihovim tekstovima i veštinom pisanja na engleskom kao stranom jeziku na Fakultetu umetnosti i humanističkih nauka Univerziteta Nouakchott Al Aasriya. Uzorak ove studije obuhvata studente prve, druge i treće godine osnovnih studija, kao i studente prve i druge godine master studija na Odseku za engleski jezik.

Postavljena je hipoteza da i studenti koji su ranije koristili povratne informacije ChatGPT-ja u pisanju, kao i oni koji su ga prvi put koristili tokom ovog eksperimenta, imaju pozitivne stavove prema njegovoj upotrebi. Korišćena je kombinovana metoda istraživanja, uključujući zadatak pisanja zasnovan na kriterijumima ocenjivanja akademskog pisanja na testu IELTS i upitnik.

Rezultati su pokazali da i studenti sa prethodnim iskustvom u korišćenju ChatGPT-ja, kao i oni koji su ga koristili prvi put tokom eksperimenta, imaju pozitivne stavove prema njegovim povratnim informacijama u poboljšavanju pisanja. Posebno su istaknuti korisni predlozi, naročito u oblastima gramatike, vokabulara, jasnoće i koherentnosti i alternativne strukture rečenica koje nudi. Ipak, studenti moraju koristiti svoje kritičko mišljenje, jer preveliko oslanjanje na ChatGPT može umanjiti njihove kognitivne sposobnosti, kreativnost i samostalnost u učenju.

Naučni doprinos studije ogleda se u prikazu stavova studenata prema povratnim informacijama koje ChatGPT pruža u razvoju njihovih veština pisanja, pokazujući da alati veštačke inteligencije zasnovani na velikim jezičkim modelima, poput ChatGPT-ja, mogu biti dragocena podrška u unapređenju studentskih veština pisanja. Takođe je sugerisano da bi buduća istraživanja trebalo da se fokusiraju na dugoročnu upotrebu ChatGPT-ja u poboljšanju pisanja, jer se napredak može meriti tek tokom određenog perioda.

Ključne reči: veliki jezički modeli, veštačka inteligencija, prompt, Engleski kao strani jezik, IELTS kriterijumi za pisanje.