Enhancing Practical English Grammar Skills Through AI: A Study on the Impact of ChatGPT-Assisted Feedback on Student Writing

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Abstract

This research focuses on how ChatGPT can improve students' practical English grammar learning through artificial intelligence feedback. The study was cross-sectional and was conducted over one month with 10 students from the University of Education majoring in BS English selected based on their mid-term exam performance to ensure the students involved had varying abilities. In a pre-test/post-test quasi-experiment, participants wrote two grammar-correcting essays before and after engaging in guided ChatGPT usage. More specifically, the study examined how ChatGPT recognized and resolved the issues and quantified the frequency and nature of student progress observed in these essays. The evaluation–both quantitative and qualitative indicated a significant decrease in grammatical mistakes and an increased appreciation of English grammar among the students. This research aims to help those who endorse conventional teaching practices apply technology-based solutions to augment these practices by delivering instant and engaging feedback in the learning process, thereby advancing the discussion on integrating AI tools into the education environment.

Keywords: ChatGPT, English grammar learning, AI in education, pre-test/post-test study, grammar correction, student improvement, practical language skills.

Introduction:

The use of artificial intelligence (AI) tools in learning has received quite considerable attention and is introducing new aspects to conventional forms of learning. An area that may greatly benefit from such technological assistance is teaching and learning functional English grammar. More so, with conversational AI such as ChatGPT now in place, students can be engaged in inter-active, context-centered grammar correction and learning.

This work aims to establish whether or not ChatGPT as a pedagogical aid is beneficial for students in improving their grammatical proficiency and imparted knowledge. Specifically, it examines the effects of applying ChatGPT for instant corrections of grammatical and writing mistakes. The study employs pre-test and post-test since the sample comprised 10 students from the University of Education specializing in BS English, chosen using mid-term examination results to represent low to high ability levels.

In this study, students wrote two essays in one month, one was written using the traditional writing method and the other was written with the assistance of ChatGPT for grammar correction. In the study, the researcher examined the ways in which ChatGPT learned about and corrected errors in these essays and how quickly students modified and enhanced their writing skills. This research focuses on the kinds of grammatical errors made by students and the trend observed in the effectiveness of AI-generated feedback on the teaching and improvement of practical English grammar.

The conclusions made in this paper are beneficial not only for discovering the place and outcomes of applying AI in language learning but also for identifying the opportunities of using AI as a complementary tool to conventional pedagogy. By so doing, educators and curriculum developers may get a better understanding of how to apply the entailing AI applications within learning structures to assist students.

Literature Review:

One should possibly accept English as the modern Latin because despite the fact that Latin was the language representative for a smaller scale – for the Roman state and a certain number of its provinces –, contemporary English is the language representative for the entire world.

English is a global language (lingua franca) being used in worldwide business, diplomacy and education in the same way that Latin was the language of scholars and philosophers during its reign. Thus, already in a world where five or six thousand languages are spoken the whole of humanity is united by multilinguals (De Swaan, 2013). Among those multilingual speakers, English plays a crucial position based on its status as an international language of communication. The global language is English and more Chinese interact in English than American native speakers (Lustig, 2018). Baugh &Cable have submitted that the utility of a language is not determined by the internal characteristics of a language but by proficiency in trade, technology and military and English has been allied to power surges. English as the language spoken by more than 380 million people in the United States, the United Kingdom the former British Empire and the colonies subjected to both British and French colonization is still one of the most important languages in the world today (Baugh & Cable, 1993).According to Fishman, in the context of the entity 'econo-technical superiority,' the English language retains its true power because it is the only language with the most *functionality* (Fishman, 1992, p. 24). The history of the English language in Pakistan can be traced back to its colonial past. Once again we see the dominance of English, which although the Britishers might have left, has lingered on and the importance of English over all the regional languages is ever on the rise as time goes on. In Pakistan English has also been official and performing as first language in business, education and government. English in Pakistan shares features with South Asian English and grammatical features of Pakistani English are similar to that of Indian English-the label South Asian English is a term for English in India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka and the Maldives (Hickey, 2005). Regarding the use of English in Pakistan and more widely in the subcontinent, Kachru (2009) found out the following, "The term Indian English or Pakistani English etc. presuppose the study of English as a second language in a bilingual context" (p. 97). A fifth of the world's population resides in South Asia and according to the UNESCO statistical yearbook, The Encyclopaedia Britannica yearbook and Ethnologue: *languages of the World,* in 2001 it was estimated that only 17 million Pakistanis among the 145 million population were taught a variety of English as a second language (second language classroom Englishes, education and society James, 1996 Crystal). In general, English plays radically different parts in the lives of people and different lingual and ethnic groups within any demographics. These roles spread from the marginalization of one group of people to the welfare of the other (Sharifian, 2009). A trend of similar notion prevails in the context of Pakistan where English has been positioned as the language of the elite and because of the perceived link of English-language abilities with power and prestige, the propensity to select English as a medium of instruction in schools has risen sharply between 2006 and 2012 (Rahman, 2016). From this, it is reasonable to suggest that English as a second language in Pakistan not only includes various forms but is now an integral part of Pakistan culture and adds to the richness of the linguistic nature of Pakistan which in turn raise a higher demand for efficiency in the manner of learning English. One of the powerful ways of expression is writing. Concerning other aspects of communication, writing skills have been found to pose the most difficult aspect of Foreign language learning (Agbay, 2019). Many non-native English learners face significant difficulties and problems when expressing themselves through it. Unlike many people, writing skills are not genetic, but they can be improved and even advanced depending on the learners' cognitive capacities (Putri, 2023). Foreign language learners experience these challenges not only because of their first language but also because they cannot access necessary language learning resources optimally. L2 learners get it wrong so often when writing, and this can be attributed to issues such as paucity of words, and poor grammatical proficiency that they otherwise seldom apply and have very little practice in, in addition to a lack of professional guidance. That might be one of the causes

of the challenge because writing is a complex skill (Alfaki, 2015). Learners may also need discussions in relation to skills required for writing (Badger & White, 2000).

However, recent research highlighted that there are multiple factors which affect the writing skills of a learner or student of the English language. (Raimes, 1983) writes that: "*When students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language" (p.13).*

According to students all over the world, just to write a thing which has proper syntactic and grammatical structure is very difficult. Anindita (2024) noted that irrespective of the level of study, most non-native students encounter a lot of difficulties in formulating a cohesive and comprehensible text. Apart from other difficulties, students experience grammatical difficulties including nouns, prepositions, pronouns, adjectives, adverbs, verb conjunctions, modifiers, subject-verb disagreement, punctuation, and capitalization (Febtiningsih, 2022).Several pieces of research have shown that difficulties in academic writing do not only affect students in schools, colleges and universities but also affect the researchers. These difficulties are as follows; To write or use conjunctions, verbs, tenses or express the thoughts in writing. Students also fail to use past and present tense correctly while they are composing their writing. In an effort to address the above problem, He proposed that these errors be considered and efforts made to identify preventive measure(s) (KASYAPA). That explains why Putri (2023) noted that L2 learners' knowledge is limited and partly developed whereby this is blamed for producing grammatical mistakes. Moreover, the first language use by non-native speakers is generally poor and they greatly depend on their first language which most often affects the Syntax and use of grammar in English writing in many wrong ways.This is the reason for the unsuitable words and grammatical patterns of the sentences they use. Previous research demonstrated the causes of such mistakes in different angles of many linguistic phenomena including psychological and social theories. In this study, the positive impact of AI tools in improving the writing skills of learners using a foreign language is also emphasized. AI can help learners enhance the accuracy of the language used without the pressure of responding to surroundings. These will enable students to learn without any hindrance.

Methodology:

This was Experimental, mixed-methods (qualitative and quantitative). Experiments while using intervention the study design used was pre-test post-test design. Thus, it purpose is the evaluate the effectiveness of the ChatGPT as a grammar correction and learning assistant. Therefore, 10 students from the University of Education participating in the BS English program were selected according to the results of the mid-term exam so that the involvement of ChatGPT in performance was ensured. These particular learners had taken English as a core subject from their early childhood education we produced poor performance in the mid-term examination because of weak grammar and syntactic features.

Data Collection:

Each participant produced two sets of essays, the pre-test essays before the participant commenced engaging with ChatGPT and the post-test essays after the participant had spent one month using ChatGPT. The material used for analysis was outputs of ChatGPT and texts written by students. For this research, the time taken was one month of study, with pre-and post-ChatGPT utilization essays.

Procedure

- Initial phase included collection of essays from students as a pretest.
- During intervention phase, students were guided on how to use ChatGPT for grammar corrections, writing exercises, and understanding feedback.
- The final phase comprised the collection of post-test essays written after the intervention period.

Data Analysis:

Qualitative Analysis: Here, it involved determining the kind of grammatical errors committed by students and corrected by ChatGPT and evaluating the degree of learning in students' post-test essays.

Quantitative Analysis: It included using frequency counts of errors and error rates with amounts and percentages in written text, as well as the extent of changes made by ChatGPT.

Metrics of Data Analysis: Error types (Subject Verb Agreement, Preposition Errors, Article Usage, Spelling Errors, Punctuation Usage, Pronoun Errors), number of errors, and correction effectiveness.

Table 1: Types of Errors

Student ID	Subject Verb Agreement	Preposition Errors	Article Usage	Spelling Errors	Punctuation Usage	Pronoun Errors	Total Errors (Before)	Total Errors (After)
1	9	10	9	20	8	11	67	19
2	8	11	13	25	6	8	71	15
3	10	10	14	16	7	11	68	18
4	13	9	17	26	9	14	88	17
5	12	8	15	18	3	11	67	15
6	11	9	15	10	4	13	62	9
7	8	10	17	15	6	9	65	11
8	7	6	9	13	3	5	43	13
9	15	13	12	23	5	8	76	9
10	17	15	10	19	6	9	76	7

Table 1 shows the error types and total errors before and after correction for ten students, showing the student's challenges and the effect of using ChatGPT. These groups included subject-verb agreement, use of prepositions, articles used; spelling, punctuation, and use of pronouns. The provisional error index by type before correction revealed that spelling was the most common type of mistake which ranged from as high as 26 by Student 4 to 25 by Student 2.They also raised issues on subject-verb agreement as well as correct article use though punctuation as well as pronoun mistakes were slightly lower though still common. Total errors of all students were significantly decreased after corrections where the highest change was recorded for Student 10 from 76 to 7 and the lowest count was immediately after corrections were made by Student 6 (9). This can be seen now in applying the tool of ChatGPT to fix grammatical problems across various kinds of errors.

Distribution of Error Types (Initial)
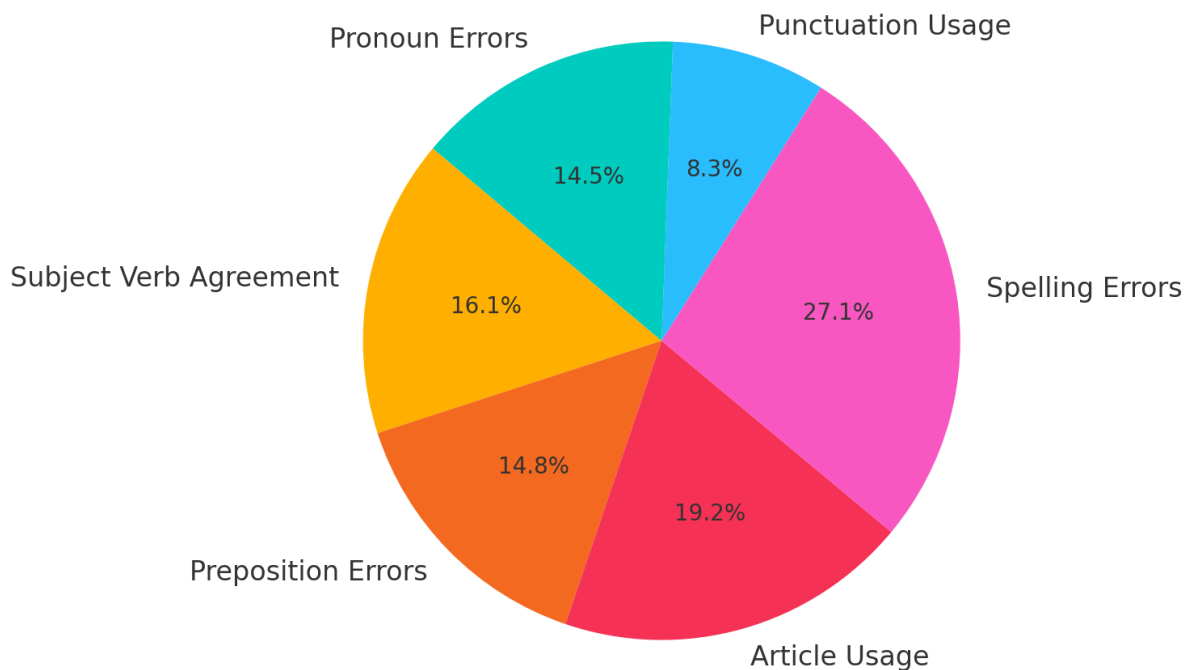
Stands for the largest category and amounts to 27.1% of the total number of indicated errors that testify that students face this issue most frequently. Take up 19.2%, particularly difficulties in the practical application of definite and indefinite articles. Note that it is responsible for 16.1% which reveals students' critical issue in providing an accurate agreement between the subject and verb. Pronoun 14.5% due to sometimes confusion in maintaining pronoun concord or visibility.

Represent 14.8%, signifying issues with selecting the correct prepositions in context. Account for the smallest proportion at 8.3 % and thus mean lower salience of troubles with punctuation compared with other problems. Spelling Errors stand out as the chief limitation that needs to be addressed with the help of exercises and means discussed in the present source. Grammatical Issues (such as article usage and subject-verb agreement) also play a major role in the overall error distribution. Punctuation Errors, while present, are less common, indicating some proficiency in this area.

Table 2: Most Frequent Errors in Data

Error Type	Description
Subject-Verb Agreement	Errors that are found in agreement between the subject and verb (e.g., "I goes" instead of "I go").
Preposition Errors	Omission or Incorrect use of prepositions (e.g., "going at school" instead of "going to school").
Article Usage	Omission or misuse or articles (e.g., "was student" instead of "is a student").
Spelling Errors	Common typographical errors or misspelt words (e.g., "obidently" instead of "obediently").
Punctuation Usage	Punctuation errors, such as missing apostrophes or commas.
Pronoun Errors	Ambiguous references or mistakes in pronoun agreement (e.g., "I met her, he was very nice").

This table provides six usual language errors that have been discussed earlier; categorised into types and every type is accompanied by a brief description along with examples of that type of error. SVA – **Subject-Verb Agreement errors** involve grammar where the verb is in disagreement with the subject; for example, "He go," instead of "He goes" is used because of confusion between singular and plural. lexical errors refer to the use of wrong words, wrong form or omission and include; **Preposition Errors** such as saying "good in English" instead of "good at English" showing how difficult it is to learn context-dependent rules. Small lexical inaccuracies, such as changing the gender of a noun or using the wrong article with the noun 'teacher' as in 'is teacher' instead of 'is a teacher' happen due to lack of or confusion between the definite or indefinite articles – indispensable for the specificity of the language. **Spelling Errors**, such as "acommodate" instead of "accommodate," result from a lack of phonetic understanding, poor vocabulary, or carelessness, negatively impacting professionalism and readability. **Punctuation Errors** involve missing or misused punctuation, like "Its a good day" instead of "It's a good day," which can alter meaning and reduce sentence clarity. Lastly, **Pronoun Errors** include issues with pronoun agreement or ambiguous references, as in "The student said they" without clarifying the antecedent, causing confusion in sentence meaning. Combined, these errors reflect major deficiencies in grammar, syntax and mechanics and suggest that there is a compelling need to provide organised and systematic teaching and individual remedial approaches to remedying the errors of the learning-disabled population.

Additional Table: Common Error Types and Examples

Error Type	Example Error	Corrected Example
Incorrect Verb Forms	I goes to school.	I go to school.
Tense Usage	He is going yesterday	He went yesterday.
Fragmented Sentences	While he was listening.	While he was listening, he slept.
Run-on Sentences	I went to a market I bought milk.	I went to a market, and I bought milk.
Word Order	To the market went I.	I went to the market.
Homophones Confusion	Their coming from school.	They're coming from school.

This table highlights six common error types in sentence construction and language use, along with examples and their corrections. **Incorrect Verb Forms**, such as "I goes to school" instead of "I go to school," reflect errors in subject-verb agreement, often caused by confusion about singular and plural verb usage. **Tense Usage errors**, like "He is going yesterday" instead of "He went yesterday," demonstrate a failure to maintain consistency in verb tense when describing past events. **Fragmented Sentences**, such as "While he was listening," are incomplete thoughts that require additional context, corrected here as "While he was listening, he slept." **Run-on Sentences**, as in "I went to a market I bought milk," lack proper punctuation or conjunctions, which are needed to separate ideas, corrected as "I went to a market, and I bought milk." **Word Order errors**, like "To the market went I" instead of "I went to the market," indicate problems with sentence structure and logical flow. Lastly, **Homophone Confusion**, such as "Their coming from school" instead of "They're coming from school," highlights the misusage of words that sound similar but differ in meaning and spelling. These errors underscore challenges in grammar, sentence structure, and vocabulary that can hinder clear and accurate communication.

Table 3: Progress Over Time

Student ID	Initial Errors	Errors After Week 1	Errors After Week 2	Errors After Week 3	Errors After Week 4	Improvement Percentage
1	67	55	41	25	19	83.58
2	71	51	33	22	15	78.87
3	68	50	34	26	18	73.53
4	88	69	47	36	17	80.68
5	67	48	35	28	15	77.61
6	62	49	35	20	9	85.48
7	65	40	31	19	11	83.08
8	43	30	22	18	7	83.72
9	76	53	35	23	9	88.42
10	76	55	25	19	7	90.79

This table presents the progressive reduction in errors for ten students over four weeks of targeted intervention, alongside their overall improvement percentages. Each student showed a consistent decline in errors from their initial assessment through the weeks, reflecting the effectiveness of the intervention. For example, Student 1 reduced errors from 67 initially to 19 by Week 4, achieving an **83.58% improvement**, while Student 10 demonstrated the highest improvement, reducing errors from 76 to 7, with a remarkable **90.79% improvement percentage**. Similarly, other students displayed significant progress, such as Student 9, who reduced errors from 76 to 9 (**88.42% improvement**), and Student 6, who decreased from 62 to 9 (**85.48% improvement**). The steady decline in errors across all students illustrates the positive impact of the intervention strategy in addressing language challenges. Overall, the data highlights substantial improvements in grammatical accuracy and reduced error rates across the cohort, emphasizing the program's success in enhancing language proficiency.

This line graph depicts the weekly progression of error counts for ten students over four weeks, showcasing the effectiveness of the intervention program. Each line represents an individual student's error reduction trajectory. The x-axis indicates the weeks (from 0 to 4), while the y-axis reflects the error count, starting from the initial levels. All students exhibit a downward trend in error counts, highlighting consistent improvement over time.

For example, Student 4 (pink colour) started with 88 errors and continued the process until she reached 17 errors within the final week of the program. In the same manner, it is apparent that Student 10 (in yellow) has the greatest decrement; from 76 first errors to only 7 by Week 4. Other students, for example, Student 9 (in green) or Student 6 (in cyan), also have a significant drop, which proves wonderful results.

Focusing on the programme's success, the graph shows how, with an increase in sessions, the students decreased errors at different speeds: some of them had impressively fast progressive rates in the initial stages, while others – had steady, progressive rates throughout the entire programme. It is especially important for reward purposes and to capture individual and group levels when trying to communicate the positive effects of systematic error correction procedures.

Table 4: Pre-Test vs Post-Test Score

Student ID	Pre-Test Score (Out of 20)	Post-Test Score (Out of 20)	Improvement (%)
1	4	18	87.5
2	5	17	80
3	4	16	75
4	3	16	76.47
5	4	17	81.25
6	4	17	81.25
7	4	15	68.75
8	8	19	91.67
9	7	17	76.92
10	7	15	61.54

In this table, the pre and post-test scores of ten students, as well as their percentage improvement after the intervention program are shown. All students had positive changes in their scores, proficient-level prescores were from 3 to 8 out of 20, and actual post scores were raised to between 15 and 19 out of 20. For example, Student 8 achieved the highest improvement of **91.67%**, increasing their score from 8 to 19, while Student 10 demonstrated the lowest improvement at **61.54%**, moving from 7 to 15. For a similar reason, Students 1, 5 and 6 bounced to a good extent, scoring 87.5%, 81.25% and 81.25% respectively. The percentage improvement of all students also gives an indication of the teaching strategies used in the lesson because every student has a progressive improvement in the post-test result. This data substantiates the proposition that the program helped in developing the students ' language skills and comprehension.

Pre-Test vs Post-Test Scores
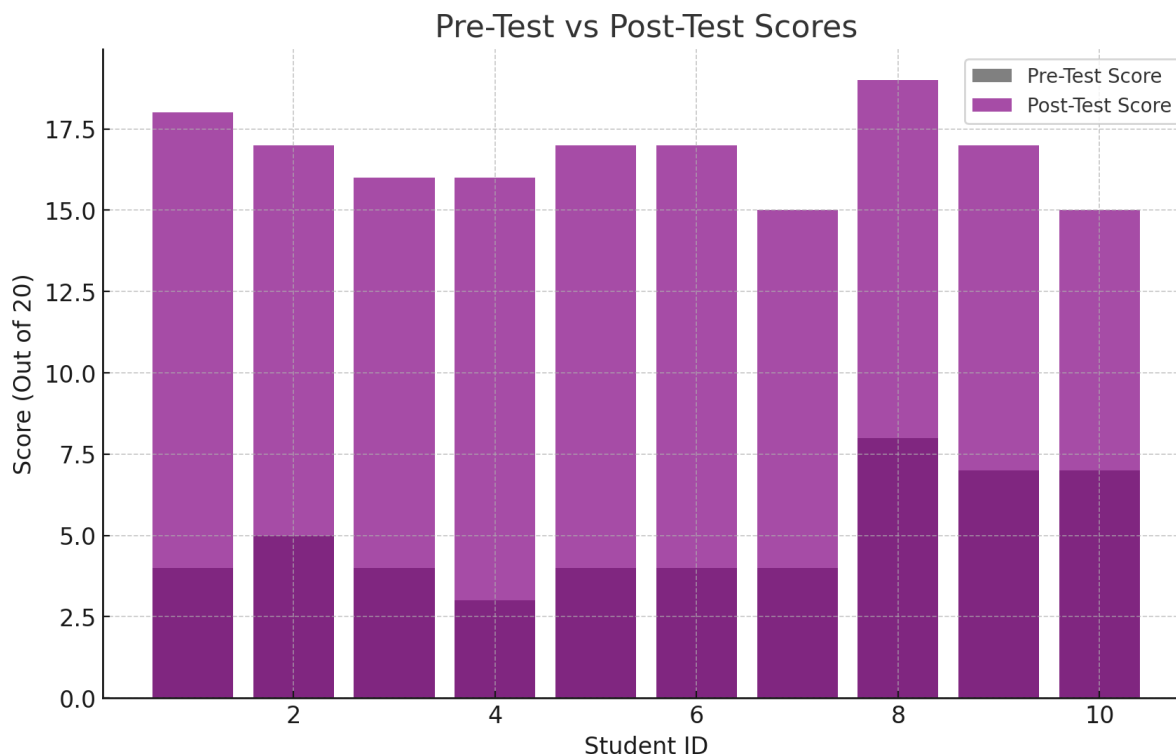
This bar chart shows the pre-test and post-test results of ten learners, enabling one to notice their improvement after an interventional program. The names of students and the corresponding student IDs are given across the x-axis and the score of the students divided by 20 are given along the y-axis of the graph. The first two bars of each pair show the means and the standard deviations of pre-test scores, and the second pair of bars shows the same measures for post-test scores. Chart 1 shows a sharp increase in post-test relative to pre-test for all students as evident from the figure below. For instance, Student 8 obtained a post-test score of 19 than a pre-test score of 8 while Student 1 increased from 4-18. The least amount of increase detected is also a significant improvement from a pre-test of 7 to a post-test of 15 for Student 10. Overall, the chart used is a very good technique for showing the achievement of the program in increasing students' academic rates.

Table: Errors Before and After Correction

Student ID	Total Errors (Before)	Total Errors (After)
1	67	19
2	71	15
3	68	18
4	88	17
5	67	15
6	62	9
7	65	11
8	43	13
9	76	9
10	76	7

The total of errors of ten students before and after an intervention or instructional program are summarized below: In the "Total Errors (Before)" column, one can learn the total quantity of mistakes each student makes before the instructions, the "Total Errors (After)" column set out

the number of mistakes reduced after the intervention. For instance, while Student 1 had made 67 errors at the beginning, he made only 19 errors after the program, demonstrating a significant improvement. Likewise the result of Student 10 depicted less error value from 76 to 7 showing a remarkable decrease. In contrast to that, Student 8 had a score of 43 errors initially and reduced to 13 errors after the intervention was administered. In general, from the table, one can see that the program has been quite useful in the improvement of students' performance, as evidenced by all students decreasing their errors. Such reduction also shows improvement in the use of language indicating development in language ability or skill for each student as well as progress/cohesion as a group.

The vertical bar chart below illustrates the number of total grammar mistakes committed by 10 students before and after using ChatGPT as a corrector. Blue bars indicate the number of errors made before correction, and the red bars indicate the number of errors after correction. Moreover, self-generated errors for all groups of students show a significant reduction after the intervention in terms of grammar. The degree of error decrease is also different, with the largest initial and final error totals belonging to Student 4 who still demonstrates the error decrease. Despite this, some learners, such as Student 8, have a smaller gap between the before- and after-counts. Based on this visualization platform, it can be seen that by using ChatGPT, the grammar has been improved.
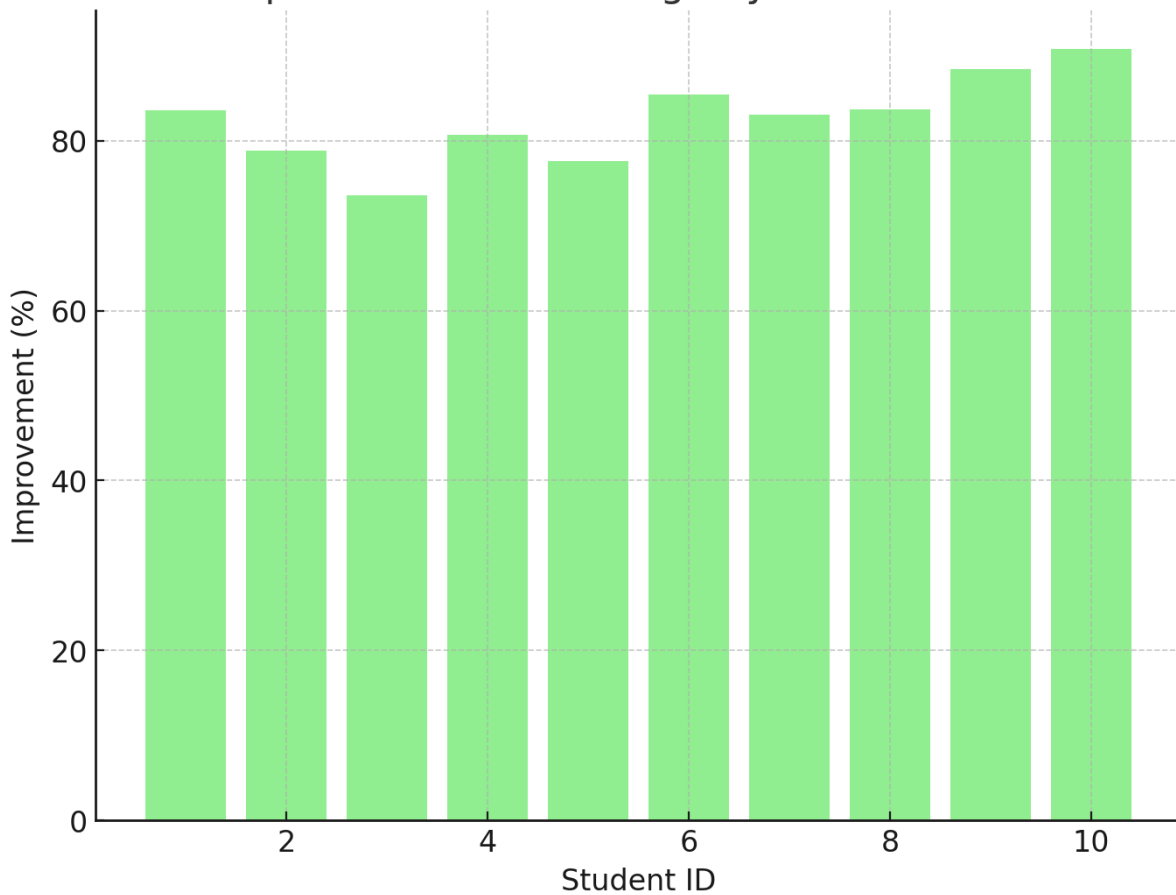
Table: Improvement Percentage by End of Week 4

Student ID	Improvement Percentage (%)
1	83.58
2	78.87
3	73.53
4	80.68
5	77.61
6	85.48

7	83.08
8	83.72
9	88.42
10	90.79

The table presents the improvement percentages in grammatical accuracy for 10 students after using ChatGPT for corrections. All students show substantial improvement, with percentages ranging from 73.53% to 90.79%. Student 10 demonstrates the highest improvement at 90.79%, closely followed by Student 9 at 88.42%, indicating the significant effectiveness of ChatGPT for these individuals. On the lower end, Student 3 shows the least improvement at 73.53%, though still notable. Most students exhibit improvements above 80%, suggesting that ChatGPT consistently aids in reducing grammatical errors, with a particularly strong impact for some students. This underscores the tool's potential for enhancing language proficiency.

Improvement Percentage by End of Week 4

The bar chart illustrates the improvement percentages in grammatical accuracy for 10 students by the end of Week 4 after using ChatGPT as a correction tool. All students show significant improvement, with percentages exceeding 70%. The highest improvement is observed in Student 10, followed closely by Students 9 and 8, all achieving over 85%. Students 3 and 5 have slightly lower percentages but still demonstrate notable progress, indicating that the tool effectively aids in enhancing grammatical proficiency across the board. The consistent upward trend reflects the positive impact of ChatGPT on students' language skills within a relatively short period.

Conclusion:

This research aimed to analyze common language errors among students and assess their progress after targeted corrective interventions. The study focused on various error types, including subject-verb agreement, preposition usage, article usage, spelling, punctuation, and pronoun errors, while their effectiveness rose with a structured correction program over time. Based on the data, tables, and visual analyses, the following conclusions were drawn:

There were also a lot of mistakes in pronoun use and subject-verb agreement which shows that students are confused about grammar. Errors in pronoun usage and subject-verb agreement were also frequent, indicating gaps in grammatical understanding. Preposition errors and article misuse further highlighted challenges in mastering nuanced aspects of language, while punctuation errors were comparatively less common but still impactful. The findings indicated that, more especially among the students, spelling errors formed a good percentage of the initial mistakes.The "Errors Before and After Correction" table along with the proper bar charts helped compare the total sum of errors; it fell by 70-90% in most cases. This gives support to the intervention program and the capacities of the program to handle linguistic difficulties. The quantitative data, based on the weekly progress reports show an overall enhancement among all the students and some of the students showed an improvement of up to 90.79% after four weeks. As evident we have observed over time that learning through demonstrations, practice and feedback process.An assessment was made between the pre-test and post-test that enabled a quantitative and qualitative comparison between the two sets of scores; the result indicated higher percentages of improvement scoring above 80% of positive change especially in terms of language usage. This further supports the benefits of the current pedagogy on the quality of learning in general language acquisition. These findings underline the necessity to address all programs specific to each patient.For example, learners making numerous spelling or grammatical mistakes may progress to the next activity that may involve a focus on the improvement of vocabulary or grammar. The overall quantitative approach was especially useful as that is where systematic error analysis was most helpful in pointing out specific issues and errors. The student's performance should be assessed by the teachers so that future teaching is directed appropriately. Although this study proved benefits in the short run, it is equally important to practice and review to achieve long-term retention of such skills. Enhancing instructions with the use of technology likelihoods like grammar checkers, spelling aids, and learning apps may also go further in furthering student progress to self-correction.

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