

Practicing IELTS Writing for L2 Writers with ChatGPT; An Exploratory Self-Study

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Abstract: The emergence of Generative Artificial Intelligence especially ChatGPT recently as the new technology has invited many differing opinions towards both learner and educators of English. Even though ChatGPT has the main purpose to assist the users' working based on the given prompt to be generated, however, as a tool it can be also considered to belong within the realm of computer-assisted language learning considering several studies have been looking for an intersection between ChatGPT with CALL. For example, teachers' and students' perceptions (Cai et al, 2023; Ali et al, 2023), teachers' teaching and students' learning (Koraishi, 2023; Xiao & Zhi, 2023), and the comparative study between ChatGPT and Grammarly (Wu et al, 2023; Raheem et al 2023). However, not many studies have attempted to explore ChatGPT to help L2 writers practicing IELTS (International English Language Testing System) Writing as a language score requirement to study abroad. Therefore, this study aims to investigate (1) How ChatGPT generates answers towards understanding IELTS Writing Task? (2) How ChatGPT can help L2 writers practicing IELTS Writing? And (3) what are my reflections as the researcher exploring ChatGPT for practicing IELTS Writing? This study uses methodology of self-study inspired by Grant Cooper (2023) in order to conduct this exploratory self-study research. It can be concluded that ChatGPT can be an alternative for L2 writers practicing IELTS Writing section Part 2 by utilizing ChatGPT to generate writing prompts then generate feedback of the writing based on the prompt. The feedback includes structure and organization, development of ideas, vocabulary and word choices, grammar and sentence structure, as well as conclusion. ChatGPT can also provide estimated scores for IELTS writing practice for each component including task response, coherence and cohesion, lexical resource, grammatical range, accuracy and overall band.

Keywords: *IELTS Writing, L2 Writers, ChatGPT*

I. INTRODUCTION

The existence of Generative Artificial Intelligence (AI) ChatGPT has been discussed for the past year after its release in November 2022. ChatGPT was launched by OpenAI as an artificial intelligence chatbot that not only can completely function in an interaction with the users but also creating the impression of conversational human to human experience, it is also important to mention its quality of generating answers responding to any given questions within seconds. (Rudolf et al, 2023). Furthermore, with such new technology attracting many attention from many people across different fields, then it only makes sense that people are expected to adapt with this particular recent technological development to find out any potential and challenges.

Many attempts of scholarly works have been made to have a better understanding of this particular new technology. From the perspective of scholars and practitioners

involved in the multidisciplinary related fields, ChatGPT can be considered as both offering multiple opportunities including language learning while at the same time receiving many concerns within education such as ethical issues (Dwivedi et al, 2023). For issues related to language and education especially, ChatGPT shows a lot of potential for teaching purposes particularly when it comes to resources to grammar, vocabulary, grammatical, and style (Kasneci et al, 2023).

Moreover, there have been several previous studies that have explored different approaches when looking at the topic of Generative AI ChatGPT. A study with Japanese students carried out by Sakai (2023) looking at how ChatGPT might be helpful for English language learning found that even though it is useful for students with limitation of language proficiency and life experiences, however teachers are expected to make sure that the students should go through critical decisions whenever they receive help from Generative AI, and It is also important for teachers to keep updating the knowledge and understanding of this particular technology as well.

Other study investigated the exploration of the issues around grammar and how ChatGPT can facilitate the learning process towards this specific concerns such as Fang et al (2023) investigating the grammar error correction by not only gain the data from ChatGPT but also going through manual human evaluation then compared the two different correction sources. Their study found that the evaluation from human perspective supports the evaluation from ChatGPT arguing that ChatGPT is considered as a reliable system for grammar error correction.

Therefore, the goal of this current research is to add another layer and perspective into the discussion about ChatGPT about how it can facilitate many scholarly, professional, and pedagogical implications. Moreover, this study hopes to contribute through anticipated findings especially how to navigate possible language learning of practicing standardized English proficiency tests such as IELTS that is considered influential for any prospective students thinking of applying to university abroad such as English speaking countries. This study is intentionally focusing on the possible learning potentials by incorporating Generative ChatGPT when practicing IELTS writing section task 2 for the IELTS participants' test taker.

Generative AI ChatGPT and Teachers' & Students' Perceptions

A study by Cai et al (2023) specifically looking at the attitudes of the learners towards the use of ChatGPT. Interestingly the study worked with quite diverse participants coming from different majors in undergraduate, master's and even doctoral level at higher education institutions in China. Some of the findings from this study generated through word cloud indicating that ChatGPT is perceived positively as "(1) convenience, (2) very good language learning experience, (3) efficacy, and (4) diverse resources" (p.8) as well as negative perspectives pointing out the lack of ChatGPT in some areas such as "(1) disappointing accuracy and credibility, (2) difficult access and use, (3) students' overdependence, and (4) less intelligence" (p.8). Another interesting fact about this study is about the use of the term ChatGPT-assisted language learning instead of the traditional Computer-assisted language learning (CALL).

In another part of the world from Saudi Arabia, Ali et al (2023) did a similar study in order to find out the motivations component of the learning by looking at both teachers and students through online questionnaires due to geographical locations of the participants across the country. One thing among many other considerations is about how the participants of the study perceive that ChatGPT can be useful for learning grammar and vocabulary with the important note that Saudi Arabia as a country is considering English as Foreign Language (EFL). Other than that, the study also found students' exposure to ChatGPT has quite an influential intersection with the motivations in English learning. Therefore, the study highlights the importance of teachers being mindful of always encouraging learners to perceive and involve with ChatGPT positively. Moreover, another finding shows that the use of ChatGPT can promote the learners to be more enjoying the activities like reading and writing.

Generative AI ChatGPT and Teachers' Teaching & Students' Learning

Some studies argued that the use of ChatGPT can help maximize English language teaching when the users who are teachers of English can navigate through prompts to ask ChatGPT generate the intended goals from the particular prompt for the particular teaching context purposes. For example, a study from Koraisi (2023) found that if phrased properly, there are multiple pedagogical implications that can come from incorporating the generative AI chatbot. For example, when students in the classroom is diverse in terms of how their English language proficiency levels and background knowledge are different, teachers are expected to personalized the teaching, this adjustment can be assisted by ChatGPT by asking the prompt suitable for this purpose so that the teaching materials can be made based on students' level. Moreover, in addition to that teachers can also put extra efforts in creating the prompt by indicating selected vocabulary to be included in the generated text. It is also important to mention that ChatGPT can help create lessons that consist not only of English but also students' first language (L1) when teachers and students do not share the same L1. Other possibilities include generating a lesson plan, assessing students' work for placement, and even grading students' work for a specific standardized IELTS writing task is possible if the prompt is intentionally for IELTS grading.

On the other hand, Xiao & Zhi (2023) did a similar study but focusing more on the students' use of ChatGPT instead of the teachers. They found that ChatGPT can facilitate learning when students make revisions while creating prompts. It is also obvious that ChatGPT can function as a personal individualized assistance helping with any inquiries related to language learning such as questions related to grammar. When it is used as a means of brainstorming, ChatGPT is found to be useful for generating ideas for students. However, the study also suggests that it is essential for students to judge any generated text critically so that students do not become dependent on ChatGPT and eventually merely use anything that is provided by the chatbot. Therefore, the skill of critical judgment is considered one of the most important things when navigating ChatGPT.

The use of ChatGPT & the use of Grammarly

Before the emergence of ChatGPT, there was already an arguably similar tool assisting students' or professionals' work when it comes to assisting with grammatical related issues. Therefore, there has been a growing scholarship on the topic trying to compare ChatGPT with Grammarly that already existed long before ChatGPT. For instance, Wu et al (2023) looking at grammatical error correction between ChatGPT compared to Grammarly. They found that ChatGPT shows more action to correct the noticeable errors, while this tendency can be seen as something good; this leads to the assumption that ChatGPT has the tendency to perform too many corrections. Another performance from ChatGPT that can be noticed is that the good performance will decrease when it is involved with longer sentences if it is compared to Grammarly. However, what seems to be a good feature belonging to ChatGPT can be said superior to Grammarly because if the error correction by Grammarly can only cause change in a minimum scale, ChatGPT is superior because it can also revise the structure of the sentence by maintaining the meaning. Furthermore, human evaluation is also taking part in this research and confirms that ChatGPT really does perform over-correction which means it is good at providing many alternatives when someone needs assistance in developing their writing in many expressions.

Another study with the same research goals of looking at the comparison between chatGPT with another tool such as Grammarly conducted by Raheem et al (2023) with a more emphasis on the implication towards English academic writing. Their systematic review found that ChatGPT and Grammarly have quite significant differences for assisting academic writing. For ChatGPT, there are some features that do not exist in Grammarly such as the component of idea generation that can help overcome writer's block because ChatGPT can perform interactively with the users. While a shared feature between ChatGPT and Grammarly is about assisting with academic language and style enhancement. This is because Grammarly is primarily focusing on helping with issues related to grammar, clarity, style and vocabulary with the ultimate goal of facilitating the users to have better confidence being more efficient in their writing assisted by Grammarly.

IELTS as Standardized Language Proficiency Test

Even though there have been many discussions of ChatGPT surrounding the topics related to teachers' and students' perceptions (Cai et al, 2023; Ali et al, 2023), teachers' teaching and students' learning (Koraishi, 2023; Xiao & Zhi, 2023), and the comparative study between ChatGPT and Grammarly (Wu et al, 2023; Raheem et al 2023). However, there have not been many attempts to study the intersection of what Generative AI could have done with how second language writers practiced their writing for English proficiency tests such as International Language Testing System (IELTS). Moore & Morton (2005) studied the differences between university writing and IELTS writing, especially task 2 by using a corpus consisting of more than 100 types of assignments from across two selected Australian universities. Their study found that (1)

writing in university context can take many forms and (2) writing tasks at the university level tend to be different compared to the writing task in the IELTS test.

Moreover, Abe (2008) did a master's thesis working with selected Japanese ESL learners with diverse language proficiency where the emphasis of the study is about exploring the IELTS writing test. The study compared sample answers with the participants' works. The study shows that the use of model essays is crucially important to make sure the participants become more familiar with specific language components even though each participant interprets the model essays differently and it is related to their language proficiency. The study also offers various implications for language teaching including (1) L2 writers can gain more from the use of model essays compared to the explanation about paragraph, punctuation, and content (2) the use of model essays needs to be in multiple types (3) a clear writing instruction for L2 writers.

Furthermore, a critical review study from Uysal (2009) highlights the importance of IELTS as worldwide level testing where the test takers have ESL background situated in more than 100 countries. The study points out that "Task 2 scripts are assessed on task responses (making arguments), lexical resources, and grammatical range and accuracy criteria" (p.317). However, the study also highlights IELTS only considering inner circle varieties of English (p.318) because IELTS as the gate to study in English speaking countries where the academic world for any scholars including international students is based on western anglo-american context (p.319).

II. METHODS

Settings and Nature of the Study

This study is inspired by Grant Cooper (2023) who did a study looking at how ChatGPT can be used to examine science education by comparing answers coming from ChatGPT to answers from research talking about issues related to science teaching. Cooper's study compared characteristics of effective science teaching, pedagogical approach to science teaching, as well as suggestions related to situations when students fail the science class and how teachers should react to that, and then finally testing how ChatGPT generates a science lesson. The study is particularly comparing ChatGPT to scholarly works resources, exploring how teachers can utilize ChatGPT to facilitate teaching preparation, then followed by researcher's reflections.

Thus, similarly Grant Cooper (2023), this current study aims to particularly explore how ChatGPT can be utilized to help L2 writers learn and practice IELTS Writing section task 2. The first research questions asking about *How ChatGPT generates answers towards understanding IELTS Writing Task?* Moreover, for the second research question looking at *How ChatGPT can help L2 writers practicing IELTS Writing?* Then, the third research question will be regarding *what are my reflections as the researcher exploring ChatGPT for practicing IELTS Writing?*

Data Collection and Analysis

This particular study is an exploratory research in nature, therefore the goal of conducting this research is to documenting my exposure with ChatGPT and reflecting on what I have found and learned towards any potential opportunities it provides, especially when it is functioned to practicing IELTS writing section task 2 for an L2 writer. Therefore, the data being collected in this study will be analyzed through a series of reflections in each findings of research questions.

III. RESEARCH RESULTS

How ChatGPT generates answers towards understanding IELTS Writing Task?

1. ChatGPT Prompt 1: How to write IELTS Writing section?

Task 2:

- 1. Understand the question: Read the question carefully and make sure you understand the topic and the specific task you are being asked to do. Identify the key points or arguments that need to be addressed.*
- 2. Plan your response: Take a few minutes to brainstorm and plan your ideas. Create an outline with the main points you will discuss in each paragraph.*
- 3. Introduction: Write an introduction that introduces the topic and provides some background information. Clearly state your position or opinion on the issue.*
- 4. Body paragraphs: Develop your ideas in separate paragraphs. Start each paragraph with a topic sentence that presents a clear main point. Support your points with relevant examples, facts, or personal experiences. Use logical transitions to connect your ideas.*
- 5. Counter-arguments: Acknowledge and address counter-arguments or different perspectives on the issue. This shows a balanced and thoughtful approach to the topic.*
- 6. Language and vocabulary: Use a wide range of vocabulary and grammatical structures to express your ideas effectively. Use appropriate academic language and avoid slang or informal expressions.*
- 7. Conclusion: Summarize your main points and restate your position or opinion. Provide a concluding statement that leaves a strong impression on the reader.*

The list above is generated from ChatGPT when it is given a specific prompt as mentioned. In comparison, the list below is the explanation comes from IDP IELTS (2023) as one of the IELTS test providers available for any IELTS participants anywhere in the world who want to take the test. It is important to mention due to the length of the information, the list below is not everything from the website but only the subheadings and its short one paragraph explanation followed in each of those subheadings.

- 1. Answer all parts of the question: IELTS Writing Task 2 requires you to write an essay in response to a statement, or premise, You must read the question carefully*

so that all parts are answered. For example, in the question below, you must do 3 things to achieve a higher band, showing the examiner that you are addressing all parts of the task.

2. *Present a clear position: Although you are presenting different points of views in your essay, you must present a clear position. This simply means you must let the examiner know what you think about the question. Your position must be clear for the complete essay. Don't change your mind in the conclusion.*
3. *Structure your essay: Essay writing need not necessarily be a difficult achievement. Present your ideas in a structured manner using paragraphs to present and develop each idea. Make use of the following points to help you structure your essay*
4. *Use linking devices: Linking devices of transition words are connecting words and phrases that make your answer cohesive. It is the glue that sticks your sentences and ideas together. The below table shows some linkers that are frequently used in essays.*
5. *Use a range of vocabulary: Writing is a means of communicating your thoughts and ideas to the reader. Therefore, make use of vocabulary that is easy to understand. Also, only use words that you can easily spell. Use words that go naturally together - collocation, and include idiomatic language/phrasal verbs in your essay. This proves to the examiner that you can use a range of vocabulary. And finally, check for spelling errors and typos after you complete your writing task.*
6. *Use a range of grammatical structures correctly: When you are aiming for a band 7, you need to master both simple and complex sentences. And remember that you must produce frequent error-free sentences as well. So, how do you think you can achieve that? Yes, with practice. Try out sample test papers and analyse the mistakes you usually make. When you keep practicing different sentence structures, we are sure you are going to improve writing an essay on any given topic.*
7. *Check your essay thoroughly: Even after you produce a perfect essay, you may make careless spelling and grammatical mistakes. These can easily be eliminated if you check your essay thoroughly. Ask yourself the following questions once you complete your writing task.*

It can be seen that two lists have things in common and yet also look different to some extent. In general, the list from ChatGPT is more concise compared to the IDP IELTS website. Second of all, regarding the completion of suggestions of things to consider on how to write IELTS writing section 2, ChatGPT particularly breaks down the parts of the writing into each list while IDP IELTS only explains the whole structure in one point without explicitly mentioning the parts of the writing. However, IDP IELTS elaborates more about the whole integrity of things to carefully need to be considered by having lists talking about the importance of linking devices and the use of a wide range of vocabulary in the IELTS writing. Furthermore, it can also be said that IDP IELTS particularly highlights guidelines to get a good score in mind. This is different from

ChatGPT that only provides ways to write a well written IELTS writing task 2 without specifically referring to any IELTS scores set as the objectives at the end of writing completion.

2. ChatGPT Prompt 2: Can you show me example of good IELTS writing task 2?

Question:

Some people believe that technology is increasing the gap between the rich and the poor, while others disagree. Discuss both views and give your opinion.

Sample Answer:

In today's rapidly advancing world, technology plays a pivotal role in shaping societies and economies. There is a growing debate regarding whether technology is widening the gap between the rich and the poor. While some argue that technological advancements exacerbate inequality, others contend that it provides opportunities for upward mobility. This essay will examine both perspectives before presenting my own opinion.

On one hand, proponents of the view that technology is increasing the gap between the rich and the poor argue that access to technology is often skewed in favor of the affluent. Wealthy individuals can afford the latest gadgets, high-speed internet, and cutting-edge technologies, thereby giving them an advantage in terms of education, job prospects, and economic opportunities. As a result, the gap between the rich and the poor widens, as the latter struggle to keep up with the ever-evolving technological landscape.

On the other hand, there are those who believe that technology can be a great equalizer. They argue that advancements in technology have democratized access to information and opportunities. The internet has opened up a vast repository of knowledge, enabling individuals from all walks of life to acquire new skills, gain valuable insights, and connect with a global community. Moreover, technological innovations have led to the rise of remote work and online entrepreneurship, providing individuals with the flexibility to earn a livelihood regardless of their geographical location or socioeconomic background.

In my opinion, while it is true that technology can contribute to the widening wealth gap, its potential to bridge this divide should not be underestimated. It is crucial for governments and policymakers to ensure that technology is accessible and affordable to all segments of society. Efforts should be made to provide equal educational opportunities and digital literacy programs, especially for underprivileged communities. By doing so, technology can be harnessed as a powerful tool for social and economic empowerment, enabling individuals to overcome barriers and improve their lives.

In conclusion, the impact of technology on socioeconomic inequality is a complex issue with valid arguments on both sides. While it can widen the gap between the rich and the poor, it also holds the potential to level the playing field and empower individuals. Ultimately, it is the responsible and equitable use of technology that will determine its true effect on societal inequality.

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Note: The sample answer above is a well-structured essay that clearly presents both perspectives and provides a balanced discussion. It includes an introduction, two body paragraphs (each discussing one viewpoint), and a conclusion that presents the writer's opinion. The ideas are supported with relevant examples and the language used is appropriate for an IELTS Writing Task 2 response. Remember to adhere to the word count limit and allocate enough time for planning, writing, and proofreading your essay during the exam.

Below is the IELTS writing task 2 sample question and sample answer from IDP IELTS (2023)

Example question:

Some people think that wild animals should not be kept in zoos. Others believe that there are good reasons for having zoos.

Discuss both these views and give your own opinion.

Example Answer:

Wild animals are kept in zoos all over world. At present, zoos are a tourist attraction in many countries and need wild animals to attract visitors. I believe that wild creatures should not be kept in zoos and there should be alternative ways to see them.

There are many good reasons for having zoos in our cities. Most importantly, they attract tourists and make money for city. Visitors get chance to see wild animals that they would not see unless they travelled far away. Rare species, like Chinese panda, or Indian tiger, or African rhino for example, are endangered and if we had no zoos they would die. Zoos care for these animals and give us chance to see them. Therefore, we cannot underestimate the educational importance of zoos.

However, many people feel that wild animals should be free. They should not be kept in cages and small areas in zoo. This is cruel for animal and they often die because they is not in natural habitat. We frequently see news story about rare animals dying in zoos or getting sick because area is not big enough or suitable for animals like lions or polar bears. Also, these animals are unhappy and sometimes attack humans. Caging wild animals is unhealthy for the animals and is cruel.

Both views put forward valid points, however, I strongly believe that zoos are no place for wild animals. If animals need to be cared for, they should be looked after in their natural habitat in game parks or wildlife reserves. Governments should look after the precious wild animals at their country and should close down zoos that profit from them.

In conclusion, although people believe that zoos are good places to keep wild animals because they can earn money and educate people, I feel that we do not need zoos anymore. We can look at wild animals on the internet and we can feel happy knowing that they are free.

It can be seen that the writing samples generated from ChatGPT and the writing sample provided by IDP IELTS website are similar in terms of the structure. It is also important to mention that this particular sample is a direct quote from the website without any changes. Moreover, it can be said and argued that there are some noticeable minors grammatical errors from this sample.

3. ChatGPT Prompt 3: Can you generate a writing prompt for IELTS writing task 2 for me to practice and then give me feedback after I complete writing?

Certainly! Here's a writing prompt for IELTS Writing Task 2:

***Writing Prompt: ***

In many countries, the consumption of fast food has increased dramatically in recent years. Discuss the advantages and disadvantages of this trend. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Please take your time to write your response, and once you're done, feel free to share it with me. I'll be happy to provide feedback and suggestions for improvement.

My answer to the given writing prompt generated by ChatGPT;

The quality of food and access to healthy food are influenced by many factors, one of them is the location. This is because the kind of food available in big cities is absolutely different compared to those living in small towns. With that said, there are some particular types of food that can be found in one place and not the other. For example, fast food restaurants that are typically only placed in many cities but not in towns. However, in recent years, more fast food places have spread their business in many different areas.

On one hand, the increasing number of access towards fast food means equal consumption of more variety of food. This is good in a way that there will be less gap among people living in different areas and environments. Moreover, more fast food restaurants also means more job opportunities for people.

On the other hand, even though it is good to have more choices of food, fast food is well known as a less healthy option compared to other slow food that takes time to be processed and served. Therefore, it is important to not only enjoy fast food but also to keep the consumption frequency to a certain amount.

Furthermore, I think the issue of increasing consumption possesses both sides of the coin. It is good in a way that it can be an indicator on how the economic sector's betterment has occurred. While it may also have potential problems such as obesity if the fast food intake is not carefully measured and considered.

In conclusion, whether or not fast food consumption matters might bring more advantages or otherwise is crucially dependent on how people will react to fast food. This is because the more fast food becomes normalized the more it is considered as part of daily life and then eventually becomes a culture.

Feedback generated from ChatGPT about my writing sample;

Overall, your response addresses the prompt and provides a balanced discussion of the advantages and disadvantages of the increasing consumption of fast food. Here are a few suggestions to enhance your writing:

1. **Structure and Organization**: *Ensure that your response is well-structured with clear paragraphs. Start with an introduction that presents your main points, followed by body paragraphs that discuss the advantages and disadvantages, and conclude with a concise summary.*

2. **Development of Ideas**: *Expand on your ideas by providing more specific examples and elaborating on them. For instance, you mentioned that fast food availability can bridge the gap between people in different areas. It would be helpful to explain how this occurs and provide an example to support your point.*

3. **Vocabulary and Word Choice**: *Aim to use a wider range of vocabulary to demonstrate your language skills. Instead of repeatedly using phrases like "on one hand" and "on the other hand," you can employ synonyms or alternative expressions to improve variety and cohesion in your writing.*

4. **Grammar and Sentence Structure**: *Pay attention to sentence structure and grammar to ensure clarity. There are a few instances where sentence construction can be improved for smoother reading. For example, consider rephrasing the following sentence: "Moreover, more fast food restaurants also mean more job opportunities for people."*

5. **Conclusion**: *Your conclusion is concise, but you can add a bit more depth. Summarize your main points briefly and consider offering a personal opinion or recommendation based on the points you discussed.*

Remember, in IELTS Writing Task 2, it's important to provide a clear position and support it with well-developed arguments and examples. Keep practicing and pay attention to the time limit to improve your overall performance.

ChatGPT Prompt: Can you score my writing?

Respond generated from ChatGPT with estimated IELTS score;

Certainly! I can provide a general scoring of your writing based on the IELTS Writing Task 2 criteria. Please note that I can only offer an approximate score as I am an AI language model and not an official IELTS examiner. Here's a breakdown of your writing based on the criteria:

Task Response: 7.5

You address the prompt and present both the advantages and disadvantages of the increasing consumption of fast food. Your ideas are relevant and supported with examples. However, your discussion could be more focused and develop the ideas further.

Coherence and Cohesion: 7.0

Your writing is generally coherent and demonstrates logical progression. You use some linking words and phrases, but there is room for improvement in terms of

variety and sophistication. Additionally, organizing your ideas into clear paragraphs would enhance the overall cohesion.

Lexical Resource: 7.0

Your vocabulary range is sufficient to convey your ideas, and you incorporate some appropriate terminology related to the topic. However, there is room for improvement in terms of using more precise and varied vocabulary to enhance your expression.

Grammatical Range and Accuracy: 7.5

Your grammar is generally accurate, with only a few minor errors. However, there are instances where sentence structures can be improved for clarity and readability. Aim for more varied sentence structures and be cautious of subject-verb agreement and word order.

Based on the above breakdown, your approximate overall score for this response would be around 7.25. Remember that this is an approximate score and may not reflect the actual score you would receive on the IELTS exam. It's always recommended to practice under timed conditions and seek feedback from official IELTS preparation materials or a qualified IELTS instructor for a more accurate assessment.

2. How ChatGPT can help L2 writers practicing IELTS Writing ?

2.1 Provide IELTS task 2 writing prompt

When asked properly, ChatGPT is useful for generating a specific writing prompt particularly for the context of IELTS writing task 2. The first writing prompt generated together with the sample based on the prompt is about “Some people believe that technology is increasing the gap between the rich and the poor, while others disagree. Discuss both views and give your opinion.” While the second prompt generated without a writing sample because it was meant to be a prompt for me to write then later receiving responses from the ChatGPT is about “In many countries, the consumption of fast food has increased dramatically in recent years. Discuss the advantages and disadvantages of this trend. Give reasons for your answer and include any relevant examples from your own knowledge or experience”. Based on these two generated writing prompts, it can be seen that the instruction of the writing prompt is not entirely the same or repetitive. It means that ChatGPT as a generative AI chatbot has a dynamic system process in nature.

2.2 Give feedback about writing sample

When it comes to writing feedback, it seems that ChatGPT can only give general feedback followed by tips on how to improve components of the writing without specifically drawing the feedback from the existing writing sample. The feedback is categorized into (1) structure and organization (2) development of ideas (3) vocabulary and word choice (4) grammar and sentence structure, as well as the (5) conclusion.

2.3 Estimate the IELTS writing task 2 score

It can also be argued that when ChatGPT is asked to generate feedback with a more specific context such as situating the feedback within an IELTS score estimation, the feedback can be more helpful. However, this also raises questions related to how accurate the IELTS score from ChatGPT is compared to the estimated score from a real IELTS examiner. However, since there is no human evaluation from the IELTS examiner, this assumption and hypothesis cannot be confirmed. The grading generated from ChatGPT is similar to the IELTS rubric including (1) 7.5 for task response (2) 7.0 for coherence and cohesion (3) 7.0 for lexical resource (4) 7.5 for grammatical range and accuracy. Furthermore, for the overall band score graded and generated from ChatGPT for my IELTS writing task 2 practice is 7.25. The scoring is somewhat surprising because based on my understanding there is no score 7.25 because it is usually 7.0 or 7.5. It is also important to mention that ChatGPT also provides some disclaimer that this particular grading is based on approximation and may not really reflect the actual IELTS score.

3. What are my reflections as the researcher exploring ChatGPT for practicing IELTS Writing?

Based on this exploratory self-study with Generative AI ChatGPT looking at how it can help L2 writers practicing IELTS writing task 2, I have gained many insightful experiences being involved with ChatGPT for this particular purpose. I have learned through the scholarship that the discussion around the possibility of ethical issues of students' use of ChatGPT and teachers' resistance about incorporating ChatGPT into their teachings is not as negative as it may seem. Some studies show some students are more responsible than what the public has thought. As for the teachers, they are similarly open to this new technology like what the students think.

Moreover, even though I am quite skeptical about the grading given by ChatGPT for the IELTS writing task 2 that I completed, not because the score is too low but because the score is too high, however having ChatGPT to generate multiple prompts to be later on going to be graded is useful for practice. Therefore, any L2 writers as the IELTS participants can really take this opportunity by ChatGPT as alternatives besides taking an IELTS course with IELTS instructors.

Furthermore, I think there is room for further studies to be conducted with specific topics like this particular study about exploring the intersection between ChatGPT and practicing IELTS writing. This is because as the nature of ChatGPT is heavily influenced by the prompts given by the users to be generated, it means the nature of the research can be as deep as the prompts. With that said, further research may explore more findings by incorporating more prompts.

IV. DISCUSSION

ChatGPT is seen positively and negatively due to its affordance as a comfortable tool for students to navigate including additional exposure to learning language especially English, however there is also a chance of causing students to rely too much on ChatGPT (Cai et al, 2023). That is why, a recent study on the matter advocated for teachers to work

closely with students to engage with this new technology with many considerations and more importantly any interaction with ChatGPT should be done intentionally by maintaining positive attitudes (Ali et al, 2023). In addition, teachers should be also aware of the ongoing discussion and be familiar with ChatGpt considering how if used properly it can help teachers in designing and delivering the teaching materials (Koraishi, 2023).

It is also important to mention that when given guidelines and used properly the use of ChatGPT for students can ultimately lead to a productive interactive learning process throughout the prompt creation process (Xiao & Zhi, 2023). The interactive feature unique to ChatGPT is also arguably better than Grammarly, making it a competitive tool when it comes to grammar correction and sentence structure (Wu et al, 2023). The particular features also have been proven useful for helping writers in academic writing context to brainstorming ideas (Raheem et al, 2023). Moreover, even though there are numerous variants of writing tasks at the university level for L2 writers that is different compared to IELTS writing (Moore & Morton, 2005) and L2 writers benefited a lot from the writing samples or model essays (Abe, 2008), it can be argued that ChatGPT is a good tool for L2 writers.

V. CONCLUSION

ChatGPT first came to the public in November 2022 and many scholarly works as a response to its existence are published around the world earlier this year 2023, this exploratory self-study is far from comprehensive. Moreover, there are still not many studies that have been conducted specifically looking at the issue through IELTS practice perspectives. Some of the concluding components after conducting this study is that it confirms the nature of this new technology as the generative AI chatbot which is responsive and communicative depending on the given prompts. Therefore, based on this exploratory self-study, where it can be found that ChatGPT is good at providing multiple IELTS writing prompt samples and complete IELTS writing samples, meaning ChatGPT can maximizing the learning and practicing process of L2 writers who aims to use ChatGPT to facilitate the IELTS writing learning by giving room to multiple IELTS practice.

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