

Implications of AutoGPT on Feedback in English Language Pedagogy: A Qualitative Inquiry into Teachers' Perspectives

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ABSTRACT

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Technological advancements in education offer innovative tools that significantly impact the teaching and learning processes. Among these innovations, artificial intelligence (AI)-supported tools such as AutoGPT promise revolutionary changes in the field of English Language Teaching (ELT). This study aims to investigate the integration of AutoGPT into feedback processes in ELT at a private school in Konya. The research seeks to explore the effects of AutoGPT on feedback mechanisms in ELT and to examine teachers' perceptions and experiences regarding the use of this AI tool. Conducted from a basic qualitative research design, this study involved semi-structured interviews with English teachers who had at least two years of teaching experience and had used AutoGPT for feedback purposes. The interviews aim to uncover teachers' views on the effectiveness of AutoGPT and the challenges encountered. The data were analyzed using thematic analysis with MAXQDA 24 software, identifying key themes related to the advantages, limitations, and practical applications of AutoGPT in ELT. The findings reveal that teachers consider AutoGPT a valuable tool for providing quick and comprehensive feedback on student writing. It was highlighted that AutoGPT effectively addresses students' difficulties in understanding concepts, alleviates teachers' workload, and offers objective evaluations to save time. However, concerns about the excessive use of technology potentially reducing students' sense of responsibility were also expressed. This study indicates that experienced teachers are necessary for the effective use of AutoGPT in ELT, and in this context, the development of comprehensive AI training programs for teachers is proposed.



AutoGPT'nin İngiliz Dili Pedagojisinde Geribildirim Üzerindeki Etkileri: Öğretmen Algıları Üzerine Nitel Bir Araştırma

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ÖZET

Eğitimdeki teknolojik gelişmeler, öğretim ve öğrenme süreçlerini önemli ölçüde etkileyen yenilikçi araçlar sunmaktadır. Bu yenilikler arasında yer alan AutoGPT gibi yapay zekâ destekli araçlar, İngilizce Dil Eğitimi (ELT) alanında devrim niteliğinde değişiklikler vaat etmektedir. Bu çalışma, Konya ilinde bulunan özel bir okulda AutoGPT'nin İngilizce dil öğretiminde geri bildirim süreçlerine entegrasyonunu incelemeyi amaçlamaktadır. Araştırmada, AutoGPT'nin ELT'deki geri bildirim mekanizmaları üzerindeki etkileri ve öğretmenlerin bu yapay zekâ aracını kullanma konusundaki algılarının ve tecrübelerinin keşfedilmesini hedeflemektedir. Temel nitel araştırma deseni ile yürütülen bu çalışmada, en az iki yıllık öğretim deneyimi olan ve AutoGPT'yi geri bildirim amacıyla kullanmış İngilizce öğretmenleri ile yarı yapılandırılmış görüşmeler yapılmıştır. Görüşmeler, AutoGPT'nin etkinliği ve karşılaşılan zorluklar konusundaki öğretmen görüşlerini ayrıntılı olarak ortaya çıkarmayı amaçlamaktadır. Veriler, MAXQDA 24 yazılımı kullanılarak tematik analiz yöntemiyle analiz edilmiş ve AutoGPT'nin ELT'deki avantajları, sınırlamaları ve pratik uygulamalarıyla ilgili temel temalar belirlenmiştir. Bulgular, öğretmenlerin AutoGPT'yi özellikle öğrenci yazılarını değerlendirme konusunda hızlı ve kapsamlı geri bildirim sağlama aracı olarak değerli bulduklarını ortaya koymuştur. AutoGPT'nin, öğrencilerin kavramları anlamakta yaşadıkları zorlukları gidermede etkili bir geri bildirim sağladığı, ayrıca öğretmenlerin iş yükünü hafiflettiği ve objektif değerlendirmeler sunarak zaman kazandırdığı vurgulanmıştır. Bununla birlikte, teknolojinin aşırı kullanımının öğrencilerin sorumluluklarını azaltabileceği yönündeki endişeler de dile getirilmiştir. Bu çalışmada, AutoGPT'nin ELT'de etkili bir şekilde kullanılabilmesi için deneyimli öğretmenlerin gerekli olduğu belirtilmiştir; bu bağlamda eğitimciler için kapsamlı yapay zekâ eğitim programlarının geliştirilmesi önerilmektedir.

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INTRODUCTION

Technologies offer various opportunities such as personalized learning, increased student engagement, and enhanced accessibility to education. The rapid evolution in language education in recent years has been significantly shaped by the integration of advanced technologies. These technologies have transformed traditional teaching methods and redefined the feedback provided to students (Bruguera, Guitert, & Romeu, 2022; Kebritchi, Lipschuetz, & Santiago, 2017). Technological advancements have enabled personalized experiences in language education by offering tools that adapt to individual learning speeds and styles. Interactive platforms and language learning applications like Duolingo and Babbel have made language acquisition more accessible and engaging. With Artificial Intelligence (AI)-powered real-time feedback, students can achieve more effective results in their language learning processes (Jeon & Lee, 2023). In this context, the role of technology in language education has created a more student-centered learning environment by transforming traditional teaching methods.

At the core of these technological advancements is Natural Language Processing (NLP), a subfield of AI focused on the interaction between computers and human language. NLP enables computers to understand, interpret, and generate human language. It plays a critical role in applications such as machine translation, sentiment analysis, and automated feedback systems. The development of NLP, particularly through deep learning models like transformers, has led to significant advancements in language understanding and generation, enabling the creation of tools like ChatGPT that support education (Chiu et al., 2023). The relationship between NLP and AI has made language education more dynamic and interactive, offering students personalized learning experiences. Li and Zhao (2019) examined the use of AI in language learning, providing a foundational understanding of the broader context in which ChatGPT operates. Their work highlights the groundbreaking potential of AI in language education and paves the way for a deeper examination of how tools like ChatGPT impact the teaching and learning process. This context demonstrates how AI-powered tools enhance language acquisition, provide personalized learning, and offer dynamic feedback. ChatGPT, by offering unique learning support, boosts student motivation, encourages independence, and expands access to education.

As an advanced language model developed by OpenAI, ChatGPT has profoundly impacted language studies. It offers advanced tools for language practice and automated feedback, making it a valuable resource in both formal and informal language learning settings. Research indicates that ChatGPT enhances learning by providing instant feedback, simulating conversations in the target language, and offering explanations tailored to students' language proficiency levels. However, concerns arise over the potential negative impact on language skill development if there is excessive reliance on AI without balancing it with traditional teaching methods (Dan et al., 2023). Therefore, it is important to use AI-based tools like ChatGPT carefully to support traditional teaching methods.

However, more research is needed to fully understand the capabilities and limitations of ChatGPT in autonomous learning. Excessive reliance on ChatGPT might hinder the development of social and communication skills. Studies indicate that the overuse of AI in education can reduce opportunities for meaningful social interactions, potentially negatively impacting social skill development (Hasanein & Sobaih, 2023; Lim et al., 2023). Therefore, it is crucial to complement ChatGPT with human instruction, critically evaluate the data provided, and address students' emotional needs. Additionally, ChatGPT may not always accurately assess students' skills and might sometimes produce irrelevant or incorrect answers.

Feedback is a critical component of the learning process, especially in language education. Providing timely and accurate feedback on students' work can significantly impact their progress. AI-based tools overcome the challenges of delivering personalized feedback in large classes by offering

instant, scalable, and consistent feedback. Research shows that AI can enhance the quality of feedback and highlights the importance of integrating such feedback in alignment with pedagogical goals (Holmes et al., 2019). Therefore, the use of AI-based feedback tools in education should align with educational goals to improve learning outcomes. In their study, Demszky and Liu (2023) found that scalable and low-cost automated feedback tools can significantly improve teaching and learning in online education. Their research shows that these feedback tools not only enhance teachers' interaction with student contributions but also positively influence students' confidence in their academic futures.

Bitchener and Ferris (2012) provide valuable insights into the considerations teachers must bear in mind when integrating automated feedback technologies into language teaching. Their work emphasizes the importance of aligning technology with educational goals and understanding the nature of automated feedback. This alignment ensures that the integration of such technologies supports pedagogical objectives. Researchers have addressed the clarity of feedback generated by AutoGPT, comparing its assessments with those of human teachers, and evaluating its effectiveness using a theoretical feedback framework. These studies highlight the potential for providing consistent and timely feedback, playing a critical role in timely learning interventions.

AutoGPT represents a significant innovation in using AI to provide personalized feedback on language-related tasks. AutoGPT stands out as a tool that supports the development of language skills for both teachers and students (Chiu et al., 2023; Yang et al., 2023). This tool has the potential to transform feedback mechanisms in language education by offering more comprehensive feedback to students while reducing teachers' workloads. Hubbard's (2008) research provides an overview of technological advancements in language learning, emphasizing the importance of staying updated on new developments. AutoGPT offers resources and support to Computer-Assisted Language Learning (CALL) specialists, providing innovative methods and current developments in teacher education. Pankiewicz and Baker (2023) used OpenAI's GPT-3.5 model to generate personalized hints for programming tasks and found that students perceived these hints as useful. The group using GPT hints required less traditional feedback and performed better in tasks. However, students initially struggled to understand the tasks correctly, revealing the potential drawbacks of over-relying on GPT-generated feedback. Gao's (2015) study examined the effects of automatic feedback systems on writing anxiety among ESL students, assessing their perceptions and experiences. This study supports Pankiewicz and Baker's (2023) findings, emphasizing the need for careful management of AI-assisted feedback. Thus, a balanced approach is necessary in feedback processes.

Innovative technologies like Generative AI are transforming the nature of feedback in language learning. The ethical dimensions of AI use must be considered for its effective implementation. McNamara and Atri (2022) explored how AI-powered feedback tools can enhance creative and analytical thinking skills in education. They also discussed the ethical use of these technologies and their potential limitations. Research emphasizes the importance of teachers using these tools cautiously and in alignment with pedagogical goals. Teachers must develop critical thinking skills when using AI tools and pay attention to the ethical implications of technology. Therefore, the integration of Generative AI in education should be facilitated through collaboration between teachers, researchers, and AI developers.

It is important for teachers to examine how feedback mechanisms impact language education. Anderson's (2016) study on effective feedback methods in online education demonstrates the significance of feedback in language teaching. Liu et al.'s (2022) study compared teacher feedback with feedback provided by an intelligent writing correction platform. This study highlights the differences between traditional and technological approaches, revealing that both strategies positively impact students' English writing skills. It demonstrates the need to support students with traditional teaching

methods while also leveraging the instant feedback offered by technology in language education. This situation raises important questions about the content of education and the role of teachers in the age of AI.

In conclusion, this research focuses on investigating the various aspects of AutoGPT-generated feedback in the field of ELT, specifically examining the perspectives of teachers who operate at the intersection of AI and teaching methodology. It seeks to unravel the intricate relationship between teachers and the feedback provided by AutoGPT. Given that this is a new application, the importance of field-based experiences should be emphasized. Through in-depth interviews with experienced English language teachers, the study aims to explore how lesson plans are adjusted, challenges are addressed, and the benefits of AutoGPT are utilized to improve the feedback loop in language learning.

Purpose of the Study

This research seeks to explore the opinions and experiences of English teachers working at a private school in Konya, Türkiye, in relation to using AutoGPT for providing feedback to English teachers. Semi-structured interviews were used to gather the data. The research aims to address the following study questions:

1. What is the impact of incorporating AutoGPT into the feedback process on the efficacy of ELT, according to teachers' views?
2. From the standpoint of teachers, what are the perceived advantages and disadvantages of using AutoGPT as a means of delivering feedback in the context of ELT?
3. What are the experiences and adaptations of teachers about the inclusion of AutoGPT in the feedback process?

METHOD

Research Design

This study employs a basic qualitative research design, which is particularly suitable for exploring how individuals interpret their experiences and construct meaning from them (Merriam, 2013). The choice of a basic qualitative research design is justified by the study's aim to uncover the subjective experiences of teachers rather than to deeply explore an unknown phenomenon. Data for this study were collected through semi-structured interviews with English teachers working at a private school in Konya, Türkiye. The interviews were designed to encourage teachers to reflect on their interactions with AutoGPT, the challenges they faced, and the impact of the tool on their professional practices. The data were analyzed using thematic analysis with MAXQDA 24 software, and key themes related to the experiences of the teachers were identified. This approach allows for a comprehensive evaluation of AutoGPT's role in ELT practices and for insights into how adaptation to this new technology has been made by teachers.

Participants

This research includes conducting semi-structured interviews with a group of English language teachers working at a private school in Konya. In selecting these participants, criterion sampling is employed to ensure that the sample meets specific, predefined criteria relevant to the research objectives. Criterion sampling is a type of purposive sampling where participants are selected based on qualifications or characteristics (Patton, 2015). The criteria for inclusion in this study are that participants must have at least two years of English teaching experience, have used AutoGPT for providing feedback, and hold significant positions in the ELT department of the named institution. This approach ensures that the participants possess relevant experience and knowledge about both the use of

AutoGPT and the dynamics of the ELT environment, which are crucial for obtaining insightful and reliable data on the effects of AutoGPT on feedback processes. The main goal of these detailed interviews is to carefully reveal the varied viewpoints of participants on the various effects of AutoGPT on feedback processes in the ELT paradigm. Thus, the diverse professional backgrounds and experiences of the attendees are strategically integrated to provide a thorough understanding of the complexities involved in using AutoGPT in ELT. This methodical approach facilitates an in-depth exploration of how AutoGPT influences feedback mechanisms and contributes to language education practices.

Table 1 provides information on the participants' characteristics, including age, gender, educational background, years of teaching experience, and duration of experience with AutoGPT. For ethical reasons, the participants are referred to as "Teacher" followed by a number, e.g., T1, T2, ..., T10. Anonymization of participants is a fundamental part of ethical research practices and holds an important place in the Research Ethics literature (Mertens, 2014). Protecting the confidentiality of participants' identities both increases the reliability of the research and ensures compliance with ethical standards

Table 1
Characteristics of Participants in the Study

PARTICIPANT	AGE	GENDER	GRADUATION	EXPERIENCE WITH EDUCATION	EXPERIENCE WITH AUTOGPT
T1	29	Female	B.A.	10 years	2 years
T2	30	Female	M.A.	5 years	2 years
T3	35	Female	M.A.	10 years	1 year
T4	28	Male	B.A.	6 years	2 years
T5	32	Female	B.A.	12 years	1.5 years
T6	28	Female	M.A.	5 years	2 years
T7	26	Female	M.A.	4 years	2 years
T8	38	Male	B.A.	13 years	1 year
T9	33	Female	B.A.	9 years	1 year
T10	35	Female	M.A.	11 years	2 years

Prior to participating in the research, every participant provided their consent after being fully informed. Moreover, they were given the option to withdraw from the study at any time without experiencing any negative consequences. In order to gain a better understanding of the events being studied, every participant was individually interviewed and their accounts were carefully analyzed.

Research Instruments and Processes

The data-gathering process was meticulously planned to collect detailed information about how AutoGPT affects feedback in ELT at a private school. The interview questions were developed through a comprehensive literature review and consultation with experts in the field of ELT and educational technology. This process ensured that the questions were relevant and covered the critical areas of interest, including overall perceptions of AutoGPT, its application in teaching, perceived benefits, challenges faced, and its impact on specific aspects of language instruction. For content validity, the interview questions were reviewed by a group of senior English language teachers and educational researchers, including two Assistant Professors from the Department of Foreign Languages at Necmettin Erbakan University. Their feedback was utilized to improve the questions, making sure they were clear, unbiased, and sufficiently covered the objectives of the study.

The semi-structured nature of the interviews allowed for flexibility, enabling participants to

express their thoughts freely while ensuring that all relevant topics were covered. To maintain the accuracy and significance of the data, the interviews were audio-recorded with the participants' consent. These recordings were then transcribed verbatim to guarantee precision during the subsequent analysis phases. The choice of teachers from a private school in Konya enabled a focused study, facilitating a thorough examination of the unique issues and challenges associated with incorporating AutoGPT into the ELT system at this specific institution. This approach not only ensured the reliability of the findings but also provided valuable insights that could inform the broader implementation of AI tools in similar educational settings.

Data Analysis

In the data analysis stage, researchers systematically reviewed the collected data to determine how AutoGPT affected feedback processes in ELT. Thematic analysis, a qualitative data analysis technique, rose to fame in the late 1990s and is now widely embraced in various social science fields and health professions education (Squires, 2023). It is a method that is easy to use and adaptable, without the need for in-depth theoretical or technological understanding, but the study's theoretical stance must be clearly stated. At first, the audio recordings from semi-structured interviews were transcribed, and thematic analysis was carried out to identify the primary themes with the help of the qualitative software MAXQDA 24.

This thematic analysis aimed to identify key topic headings and examples that could be grouped under these headings within participants' expressions. In the process of data analysis, participants' statements were examined in detail to understand the specific effects of AutoGPT on teaching practices, student-teacher interactions, and language learning processes. The findings highlight perceptions, experiences, and expectations related to AutoGPT in ELT processes, emphasizing the potential contributions and challenges of this technology in language instruction. Moreover, the findings associated with participants' demographic characteristics allow for a more detailed evaluation of the effects of AutoGPT on different teacher profiles. This data analysis phase reflects a systematic approach to enhance the reliability and generalizability of the obtained results.

Limitations

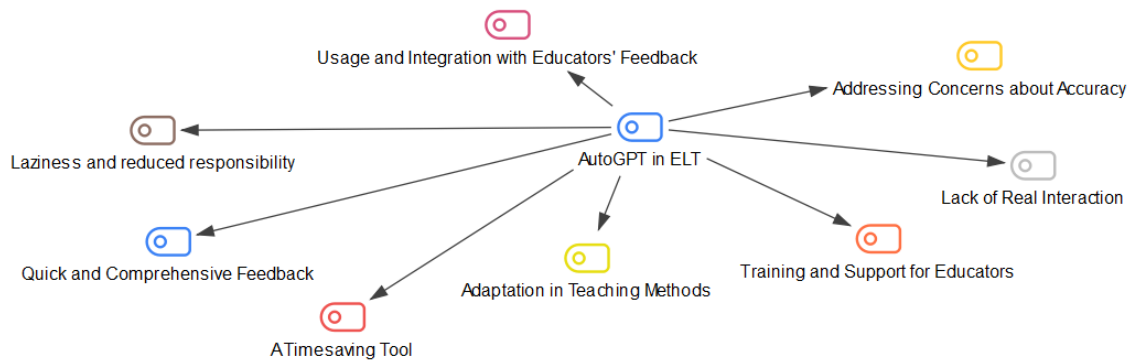
The research on how English teachers use feedback generated by AutoGPT in ELT has multiple constraints. Initially, the research was carried out in a particular environment, with the participation of teachers at a private school in Konya, Türkiye, potentially restricting its applicability. The specific features of the environment, like the student population, teaching methods, and school policies, might not reflect typical educational settings. Additionally, response bias can be introduced by conducting semi-structured interviews, impacting the accuracy and reliability of the data. Future research could use different data-gathering techniques, such as questionnaires or classroom observations, to counteract this. Lastly, the study's qualitative nature may make it difficult to determine causal relationships or broad patterns. In conclusion, the study's focus on teachers may have overlooked the perspectives of students receiving feedback from AutoGPT. The study's findings may be relevant throughout time due to the rapidly developing nature of technology.

FINDINGS

The participants' responses revealed the following issues, which were then descriptively examined. The thematic distribution of teachers' responses is collected under 8 main codes, as seen in Figure 1.

Figure 1

Thematic distribution of teachers' responses in MAXQDA 24



Quick and Comprehensive Feedback

Teachers appreciated AutoGPT for its quick and comprehensive feedback feature, especially in assessing writing skills. The tool was seen as effective in providing instant guidance on unclear points and simplifying explanations for students, when students encounter challenges, either in understanding certain concepts or when they are unable to find answers to specific questions. In other words, the tool is beneficial when students face difficulties or gaps in their understanding, providing valuable assistance in such situations. Some of the answers from the teachers were as:

"It has a great impact on students on issues they have difficulty understanding or cannot find the answer to." (T2)

"AutoGPT's instant feedback is a very effective feature." (T5)

"From time to time, a person cannot realize what he is good at or whether what he does is right or wrong. It can be a great guide in such situations." (T3)

"We can provide feedback on challenging topics with more fun and understandable activities via AutoGPT and reinforce the topics." (T8)

A Time Saving Tool

According to some teachers, AutoGPT was seen as a time-saving tool that made teachers' workload more manageable. It provides unbiased criticism and fair evaluation, contributing to a more objective assessment:

"It has a fast and comprehensive feedback feature. It automatically evaluates data and students' work." (T1)

"Checking students' homework with AutoGPT can be useful in terms of saving time and detecting overlooked errors." (T3)

"Among the advantages of AutoGPT, I can mention the provision of fast and diverse feedback and ease of use for the teacher." (T6)

Usage and Integration with Teachers' Feedback

Teachers often emphasized the importance of their feedback, given their knowledge of students.

They prefer combining AutoGPT feedback with their evaluation. Trust in AutoGPT varied among teachers. Some trust it more due to its comprehensive data, while others are cautious and verify the feedback through comparison and additional checks:

"I never directly use the feedback I receive there; I compare the results I obtain with my research and the information I receive from AutoGPT, and I combine them and use them. I don't trust it directly." (T7)

"To balance the feedback generated by AutoGPT with my feedback, I first consider my students' needs and learning goals. I prioritize providing supportive feedback with my own experience and expertise, especially when I feel my students need more guidance on a particular topic." (T9)

Adaptation in Teaching Methods

Teachers reported adjusting their teaching techniques by incorporating AutoGPT into their lesson plans. They adjust and add things according to the feedback given to ensure that the activities meet students' needs. Personalization is essential, as teachers adapt activities to suit the particular audience and alter the difficulty level as needed:

"I make changes according to the needs of the class." (T8)

"I used it while preparing brainstorming and lesson planning." (T1)

"I make changes to my lesson plan based on the feedback given." (T5)

"I review lesson plans and integrate AutoGPT's suggestions to fit my students' needs." (T2)

Training and Support for Teachers

Teachers said they need training and support to use AutoGPT well. One suggestion was to hold meetings in order to assist people in improving their understanding and usage of various things. The main goal was to master the manipulation of AutoGPT content and devise effective strategies for its utilization:

"Maybe seminars can be organized for better use." (T10)

"Teachers should know the mechanisms that allow them to control the content AutoGPT produces. This can help prevent unwanted or inappropriate content." (T4)

"Short informative videos can be helpful to teachers. Thus, these videos can be watched and used as needed." (T3)

"Training programs can be implemented that include strategies on how to use AutoGPT, how to evaluate outcomes, and provide accurate and effective feedback to students." (T6)

Laziness and Decreased Responsibility

Some teachers expressed concerns about the potential negative impact on students, suggesting that constant use may lead to laziness and reduced responsibility. The effectiveness of AutoGPT is noted to depend on the right proportion of usage:

"It pushes students who use it constantly to laziness, which reduces their students' sense of responsibility." (T9)

"AutoGPT can provide more effective training by creating models specific to certain tasks or areas. Additionally, such systems can develop biases and errors based on the data they are trained on." (T5)

"Sometimes the feedback it gives may be incorrect or it may not respond appropriately to the command." (T2)

"When dealing with complex topics, overly detailed explanations can sometimes bore students or distract them from the main topic." (T10)

Lack of Real Interaction

However, some teachers expressed concerns about the lack of real interaction, suggesting that AutoGPT may not establish a genuine student-teacher relationship. They stated that potential downsides include the risk of technology addiction and challenges in providing personal and emotional feedback:

"Its disadvantages may be that it is not considered a real interaction. In other words, it does not provide a real student-teacher relationship." (T1)

"AutoGPT is very useful because it provides instant feedback. However, sometimes when their mistakes are corrected, students can use the correct answer in their homework without learning where the mistake came from." (T4)

"While I love using AI in education, it is important to carefully integrate this technology when interacting with students." (T9)

Addressing Concerns about Accuracy

Teachers employed various strategies to address concerns about the accuracy of AutoGPT-generated feedback. They claimed that they conduct literature reviews and research to verify information, perform detailed reviews and multiple checks on the feedback received, and maintain open communication with students to minimize errors:

"If I'm particularly stuck on a topic, I do a literature review." (T7)

"By doing detailed review and research of the feedback I receive." (T8)

"I do the final check myself, give the same prompt a few times, and see if the machine gives different answers." (T4)

"With open communication and transparency, I emphasize to my students that AutoGPT is a helpful resource, a tool, and is used by their teachers to support their development." (T6)

DISCUSSION

This study provides valuable insights into the role of AutoGPT in education, highlighting its potential benefits and limitations from multiple perspectives. The findings suggest that AutoGPT offers rapid feedback, saves time, integrates well with teacher feedback, adapts teaching methods, and

underscores the need for teacher training and support. This discussion situates these findings within the broader educational technology literature. The rapid and comprehensive feedback feature of AutoGPT is highly valued by teachers. They report that the tool effectively assists in evaluating students' writing skills and clarifying complex concepts. The importance of immediate feedback in learning is well-documented in educational research. Hattie and Timperley (2007) emphasize that timely feedback is crucial for improving student performance, as it allows learners to promptly correct mistakes and better understand concepts. This aligns with the observed benefits of AutoGPT, which provides instant support in areas where students struggle.

AutoGPT's role as a time-saving tool has also been highlighted as a major advantage, with teachers noting its positive impact on reducing their workload. The effectiveness of time-saving tools in education has been substantiated by research indicating that technology can enhance teacher efficiency by automating routine tasks (Ertmer & Ottenbreit-Leftwich, 2010). Automated systems that facilitate quick and diverse feedback allow teachers to focus on more creative and pedagogical aspects of teaching (Reeves & Hedberg, 2003). These findings underscore the value of AutoGPT in managing educational tasks more efficiently. In English education, incorporating AutoGPT offers numerous advantages, including providing diverse feedback types, fair criticism, and time-saving benefits. Teachers' ability to adapt and verify AI-generated feedback ensures that instructional methods are both accurate and effective, ultimately leading to improved educational outcomes.

The integration of AutoGPT feedback with teacher evaluations reflects a nuanced approach to utilizing educational technology. Teachers' preference for combining AutoGPT's feedback with their own insights highlights the importance of teacher expertise in interpreting and applying technological feedback. Garrison and Kanuka (2004) discuss how technology can augment but not replace teacher judgment, emphasizing the role of teachers' professional experience in shaping effective feedback. This integrated approach ensures that feedback is both comprehensive and contextually relevant. Teachers' adaptation of their instructional strategies based on AutoGPT's feedback demonstrates the tool's flexibility and its potential for personalized learning. The ability to modify lesson plans and activities in response to feedback aligns with research on the benefits of technology-enhanced teaching methods (Türel, 2016). The flexibility afforded by technology enables teachers to tailor their instruction to better meet students' needs, thus enhancing the learning experience. Proactive measures are essential to ensure AI tools enhance rather than replace teachers' expertise. Studies by Selwyn (2019) and Williamson (2021) indicate that teachers' approaches are influenced by tools like AutoGPT, leading to instructional modifications based on students' needs and objectives. AutoGPT aids in brainstorming, lesson preparation, and adapting activities to appropriate levels, demonstrating how technology can be leveraged to improve and personalize education across diverse contexts.

However, the need for training and support to effectively use AutoGPT is a significant finding. The literature underscores the importance of professional development for teachers to integrate technology effectively (Ertmer, 1999). Ongoing training programs and support mechanisms are essential for teachers to master new tools and apply them effectively in the classroom (Sandholtz et al., 1997). This finding highlights the necessity of investing in teacher development to fully leverage the benefits of educational technologies. Incorporating AI into teacher training programs can enhance teachers' preparedness for AI-supported tools in the classroom (Vogt & Flindt, 2023). Courses should focus on AI technology and its educational applications, including the efficient use of AI-enabled resources in language instruction. These programs should also cover potential drawbacks and ethical dilemmas related to AI in the classroom. Providing ongoing professional development opportunities is crucial for teachers to stay updated on AI developments.

Concerns regarding the potential for AutoGPT to contribute to student laziness and reduced responsibility reflect broader debates about technology's impact on student engagement and motivation. Clark (2001) suggests that excessive reliance on technology can diminish students' intrinsic motivation and responsibility. These concerns suggest that while AutoGPT offers valuable support, it should be used judiciously to avoid undermining students' active engagement and responsibility in their learning process. Additionally, the potential lack of genuine interaction with AutoGPT raises concerns about the quality of the student-teacher relationship. Educational literature consistently highlights the importance of personal interaction and emotional support in effective teaching (Piaget, 1970). Although AutoGPT provides instant feedback, it may lack the personal touch and emotional engagement that human interactions offer. This underscores the need for a balanced integration of technology that maintains the essential human elements of teaching.

To mitigate these risks, teachers are employing various strategies to ensure the accuracy and reliability of feedback from AutoGPT. This includes maintaining open communication with students, closely analyzing AI-generated feedback, and integrating regular reading activities to support comprehension (Smith & Anderson, 2021). Additionally, according to research conducted by Huy et al. (2023), ChatGPT demonstrated proficiency in answering conceptual questions but struggled with problems involving number lines and decimal points, achieving a 75% correctness rate in students' responses. Despite these limitations, the study found that ChatGPT provided feedback comparable to that of human teachers, suggesting potential applications for digital teaching and learning. The strategies employed by teachers to address concerns about the accuracy of AutoGPT's feedback—such as conducting literature reviews and multiple checks—highlight the importance of reliability in educational technology. Research indicates that ensuring the accuracy of technological tools is crucial for their effective use in education (Wang & Wang, 2009). Teachers' efforts to verify and cross-check feedback reflect a proactive approach to maintaining the integrity of technological support in teaching. This finding is supported by Brown et al. (2020), who claim that AI tools in education can significantly enhance the speed and quality of feedback provided to students. Additionally, Johnson et al. (2022) emphasize that AI can analyze student work more swiftly and precisely than traditional methods, allowing for more timely and relevant feedback. This capability is crucial in modern education, where quick turnaround on feedback can enhance learning outcomes and student engagement (Smith & Anderson, 2021). Moreover, the use of AI in evaluating student work is not just about speed; it also encompasses accuracy and consistency. Williamson (2021) noted that AI systems like AutoGPT can reduce human error and bias in assessment, leading to fairer and more objective evaluations. This is particularly important in maintaining academic integrity and ensuring that all students are assessed on a level playing field.

A common practice is the integration of teachers' insights with comments from AutoGPT. Teachers exercise caution when discussing the use of AutoGPT, emphasizing the need to compare AI-generated information with their own data and research. Ensuring the accuracy of reviews necessitates merging the expertise of teachers with feedback from AI. This aligns with the findings of Tosunoğlu et al. (2021), who highlighted that machine learning programs in schools enable students to choose their learning paths, monitor their progress, and identify areas for improvement. Such systems allow teachers to reuse, track, and modify educational materials as needed, thereby enhancing their leadership roles and aiding student development.

In conclusion, the integration of AutoGPT in education presents both opportunities and challenges. While it offers significant advantages in terms of feedback speed, time management, and adaptability, careful consideration must be given to its limitations, including potential impacts on student

motivation and the quality of interpersonal interactions. Ongoing professional development and balanced use of technology are essential for maximizing its benefits and addressing its limitations.

CONCLUSION

This study examines the impact of AutoGPT on educational practices, focusing on its efficacy, integration, and the challenges it presents. The findings reveal several key implications for teachers and educational technology practitioners. By addressing these implications, stakeholders can better harness the benefits of AutoGPT while mitigating its limitations. In teachers' opinions, AutoGPT has both good and bad points when it comes to giving feedback in ELT. Advantages are being able to give different ideas, save time, and receive honest feedback (Xie, 2022). It's important to think about the good things that come from getting different information quickly, but also to think about how it might cause problems later on if it's used the wrong way. The importance of integrating AI carefully to keep the real relationship between students and teachers is shown by concerns about not being engaged and possibly getting addicted to technology.

The research shows how important it is to see the good things and use them, while also reducing the bad things, to make a healthy and productive place for learning. The findings of this study have several implications for teachers and educational technology practitioners. Teachers should integrate AutoGPT's feedback with their own assessments to provide a holistic approach to student evaluation. Training programs should emphasize how to effectively combine technological feedback with teacher insights to enhance the overall feedback process. Schools and educational institutions should support the use of tools like AutoGPT that can streamline administrative tasks and improve time management. By adopting such technologies, teachers can allocate more time to direct student engagement and instructional activities. Teachers are encouraged to use AutoGPT to adapt their teaching methods and personalize instruction based on student needs. This approach aligns with the growing emphasis on differentiated instruction and personalized learning in educational research (Türel, 2016).

Experienced and flexible teachers are required to incorporate AutoGPT into the feedback process. Teachers are careful and choose to use technology to add to their knowledge instead of replacing it. The teachers check the AutoGPT feedback by comparing it with other studies and data to make sure it is accurate and reliable. The research also found that teachers change their lesson plans based on what their students say, showing they can adapt and use AI in their teaching. The study's outcomes will greatly influence the functioning of educational institutions, according to Sakai's (2023) research. It is important to give teachers clear rules and teaching materials on how to use AutoGPT in a good and practical way. Colleges and universities should consider adding AI education to training programs for teachers, so they can use technology wisely and well. Teachers should be mindful of the potential downsides of technology use, such as reduced student responsibility and diminished personal interaction. Strategies to mitigate these issues include promoting active learning, encouraging student engagement, and maintaining strong teacher-student relationships (Piaget, 1970).

Different web-based learning settings provide varying student accomplishments. This statement calls into question how shallow the connection is between digital education and technological advances. For teachers and scientists, the thorough description of the crucial factors influencing learning achievement acts as a guide (Ayaz et al., 2023). Continuous professional development is essential for teachers to effectively use AutoGPT and other educational technologies. Training programs should focus on both technical skills and pedagogical strategies to ensure that teachers can fully utilize these tools to enhance student learning (Ertmer & Ottenbreit-Leftwich, 2010).

Briefly put, this study shows that the implementation of AutoGPT changes how teachers provide feedback in language teaching (Kohnke et al., 2023). It indicates the necessity of achieving a delicate

equilibrium between the positive and negative aspects of employing AI. During this significant change, teachers play a crucial role. Assistance, instruction, and continued investigation are required to address the advancements in technology and education. The discoveries add to the continuous discussion on how AI can revolutionize education. They also propose further investigation into the links between AutoGPT, teachers, and students' English learning experiences.

Ethical Statement

Ethics Committee Approval was received from Necmettin Erbakan University Social and Human Sciences Scientific Research Ethics Committee on December 8, 2023, numbered 2023/569. Every method used in this study that involved human subjects complied with the institutional research committee's ethical guidelines. A permission form outlined the goals of the study, the procedures, and the confidentiality and anonymity of the participants' answers. It also highlighted the aim of the study and the participants' rights, including the choice to refuse any questions.

Ethics Committee Approval

08/12/2023 dated and numbered 2023/569 was given by Necmettin Erbakan University, Social and Human Sciences Scientific Research ethics committee.

Author Contributions

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Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%90) – Author 2 (%10)

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The authors claim no conflict of interest.

Sustainable Development Goals (SDG)

Sustainable Development Goals: 4 Quality Education

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APPENDICES

Appendix 1: INTERVIEW QUESTIONS

1. Can you share examples of instances where AutoGPT-generated feedback has been particularly effective or, on the contrary, where it may have presented challenges?
2. How do you balance the use of AutoGPT-generated feedback with your feedback as an teacher? In what situations do you rely more on one than the other?
3. From your perspective, what are the advantages and disadvantages of using AutoGPT for providing feedback in ELT?
4. How do you address concerns about the accuracy and reliability of AutoGPT-generated feedback with your students?
5. In what ways do you adapt your teaching methods when incorporating AutoGPT-generated feedback into the learning process?
6. What kind of training or support do you think teachers need to effectively utilize AutoGPT in providing feedback to students?