



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

**MASTER DISSERTATION**

Letters and Foreign Languages  
English Language and literature  
Sciences of the language

**The use of ChatGPT in written assignments of the EFL  
students**

**Case study of master one students at the department of  
English at University of Mohamed Khider Biskra**

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Sciences of the Language**

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### **Declaration**

I, **Abdennouri Imad**, do hereby declare that this MA dissertation is my original work and is the byproduct of my own efforts. Excluding where references have been cited, all of the words present in this work are mine and has not been published or written by another person. This work has not been submitted to any other university or institution for the completion of a degree or whatsoever.

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## Dedication

First and foremost, I dedicate and express all my gratitude to my beloved parents, who have been my inspiration during this entire journey.

I also want to thank my brother and sisters for always sticking up with me.

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### **Abstract**

This dissertation explores the potential of integrating Artificial Intelligence tools, specifically ChatGPT, to support English as a Foreign Language learners. The research investigates the growing need for such tools to supplement traditional teaching methods, allowing teachers to focus on areas beyond rote memorization and grammar. The questionnaire was conducted from 50 among 50 of Master's one students at Mohamed Khider University in Biskra, Algeria, to gather insights into the perceived benefits and limitations of ChatGPT for EFL learners. The findings from this study will contribute to the ongoing discussion on the role of AI in language learning, offering valuable information for teachers and developers seeking to optimize AI-powered language learning tools.

**Keywords:** *EFL Learners, ChatGPT, AI, Language Learning, Master one, University of Mohamed Khider Biskra.*

### **List of Abbreviations**

AI: Artificial Intelligence.

EFL: English as a Foreign Language.

GPT: Generative Pre-Trained Transformer.

ICT: Information and Communication Technology

NLP: Natural Language Processing

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## **General Introduction:**

### **Introduction:**

In the rapidly evolving field of language training, technology integration has come to play a pivotal role in shaping and changing the educational experience. The ChatGPT language model from OpenAI is one example of a cutting-edge technology that could enhance instruction. The purpose of this study is to investigate if ChatGPT can assist students studying English as a foreign language (EFL) in developing their written assignments skills.

The use of English as a Lingua Franca has grown and become an important skill to have in today's globalized world. Individuals from various linguistic backgrounds utilize it as a common language of communication. Despite this, writing in English remains a challenging ability for EFL students to acquire due to the language's complexity and the variety of cultural contexts in which it is employed.

### **Statement of the Problem:**

After the domination of the English language worldwide, the need of learning English has become inevitable whether it was in educational, business, or/and recreational purpose. However, many students concentrated their energy and power to learn the oral skills over the other skills because of availability of some online websites that uses voice chats to make it easier for the users communicate around the globe.

The research will analyze how students' writing proficiency evolves both prior to and following their utilization of ChatGPT's chatbot as a writing assistant. This investigation aims to uncover significant perspectives on the advantages that AI tools, such as ChatGPT, offer aids for EFL learners.

**Aims of the Study:**

The proposed study aims to shed light on how ChatGPT can be successfully integrated into language learning environments by filling in the gaps that have been discovered. The goal of this research is to maximize its advantages in EFL instruction while providing important principles for responsible implementation that guarantee a balanced human-AI interaction model, and how students can enhance their writing skills by utilizing AI and to identify the factors that interfere with English students from expressing themselves accurately and trying to see whether it has impact or not.

**Research Questions:**

- How does the integration of ChatGPT impact the writing skills of English of (EFL) students?
- Are there any noticeable differences in the written assignments outcomes of EFL students who use ChatGPT compared to those who does not?
- What recommendations can be made based on the findings to optimize the use of ChatGPT in improving written assignments skills of EFL students?

**Hypothesis:**

The integration of ChatGPT in learning English will improve EFL students' skills of their written assignments.

**Method of Research:**

A quantitative approach appears to be the suitable methodology to address and bridge the gaps in this research. This method of research relies on collecting numerical data and statistically

analyzing it to fulfill the requirements of the study. By employing structured data collection methods like questionnaire, it facilitates the gathering of objective and measurable information.

In this study we only used a questionnaire as our data collection method.

We tried with the questionnaire to uncover the essential aspects of EFL students' utilization of the ChatGPT chatbot during writing their assignments.

The population of the study will be the Master one students of English division at Mohamed Kheider University of Biskra because they have greater writing experience compared to students at the License level, they are more dedicated to improve and enhance their writing skills. To build on this study, we've opted to select respondents exclusively from the same section to participate in the questionnaire. The questionnaire will be administered to a sample of 50 students from the total population of 220 first-year master's students.

### **Structure of the Dissertation:**

This dissertation explores the potential of ChatGPT, a large language model, in higher education. The structure of this work aims to provide a comprehensive analysis of ChatGPT's capabilities, its impact on academia, and potential future applications. This chapter delves into the core concepts of the dissertation. It will begin by defining Artificial Intelligence (AI) and ChatGPT, exploring its functionalities and capabilities. Following this, the chapter will analyze both the advantages and disadvantages of using ChatGPT within higher education. Finally, it will examine the broader impact of ChatGPT on academia and other fields, exploring its potential to revolutionize various aspects of learning and knowledge creation.



The second chapter focuses on the historical development and definition of writing. It will explore the fundamental features and processes involved in traditional writing. Following this, the chapter will delve into the relationship between ChatGPT and writing, analyzing how this technology may influence writing styles, research methodologies, and even plagiarism detection.

Third chapter will present the original research conducted for this dissertation. It will detail the development of a questionnaire designed to assess the perceptions and experiences of students regarding ChatGPT in higher education. Following the presentation of the questionnaire, the chapter will delve into the interpretation of the results, highlighting key findings and insights.

Finally, the chapter will conclude by proposing recommendations for the implementation of ChatGPT in educational settings, with a view towards maximizing its benefits and mitigating potential drawbacks. The chapter will also explore potential future research directions and advancements related to ChatGPT's integration within academia.

## **Chapter One : Artificial Intelligence**

### **Introduction:**

In the 21<sup>st</sup> century, the world has encountered so many technological revolutions that improved and facilitated our daily tasks. Artificial Intelligence (AI) is one of the most advanced tools that we have these days, affecting significantly our educational process, particularly in enhancing writing skills. ChatGPT, an AI language model by OpenAI, serves as a valuable tool in this context. It acts as a virtual writing assistant, offering real-time feedback on grammar and coherence, aids in idea generation, assists language learners, simulates peer review processes, and facilitates customized learning paths. While AI presents exciting opportunities, it is crucial to balance its use with traditional teaching methods and address ethical considerations. Ultimately, AI exemplified by ChatGPT, has the potential to revolutionize writing instruction, providing personalized support for students in their academic journey.

### **Definition of Artificial Intelligence:**

According to Glover, E (2024)

Artificial intelligence (AI) is a wide-ranging branch of computer science concerned with building smart machines capable of performing tasks that typically require human intelligence. While AI is an interdisciplinary science with multiple approaches, advancements in machine learning and deep learning, in particular, are creating a paradigm shift in virtually every sector of the tech industry.

Another definition has been suggested by Laskowski and Tucci (2023) that Artificial intelligence is the simulation of human intelligence processed by machines, especially computer

systems. Specific applications of AI include expert systems, natural language processing, speech recognition, and machine vision.

In general sense, Artificial intelligence or AI as many people call it, is an online-based tool that came to mimic the work of the natural intelligence that human use. It can help people do some of their activities to facilitate their lives so they can concentrate their energy and time to things that AI still can't properly do or can't even do.

### **Types of Artificial Intelligence:**

Marr (2021) divided Artificial intelligence into four important types: reactive, limited memory, theory of mind, and self-aware. Those types were not made similar to each other and some are not made for the present time.

Those four types are explained as the following:

#### **Reactive AI**

Is the simplest yet impactful form of AI, reacts instantly to its environment. Think Deep Blue, the chess-playing computer, analyzing and responding to moves without learning or adapting, like a smart spam filter or a basic recommendation engine (it only works with the data base that it has), it excels at specific tasks but lacks the learning power for broader applications.

#### **Limited memory AI**

We enter the realm of limited memory AI, the current star of the show. Think of it as an AI with training wheels, constantly learning and improving from past experiences, unlike its reactive counterpart, it can analyze data, make connections, and adjust its responses over time. Deep learning algorithms are its secret sauce, allowing it to continuously refine its skills. This type of AI powers everything from self-driving cars to your friendly neighborhood chatbots, constantly

evolving and getting better at its job, it's not quite superhuman but it's certainly making waves in the AI world.

### **Theory of mind AI**

It aims to give machines human-like emotional intelligence, letting them understand and even respond to our feelings. Imagine robots like Kismet (a robot who has facial features such as eyes, eyebrows, lips and ears) mirroring your mood or Sophia (who is a socially intelligent humanoid robot) offering empathy. It's a game-changer for robot companions, therapists, and even customer service. Mimicking our emotional won't be easy. Researchers are tackling the challenge and who knows, maybe your robot will soon offer a metaphorical shoulder to cry on so buckle up, the future of AI is getting emotional.

### **Self-aware AI**

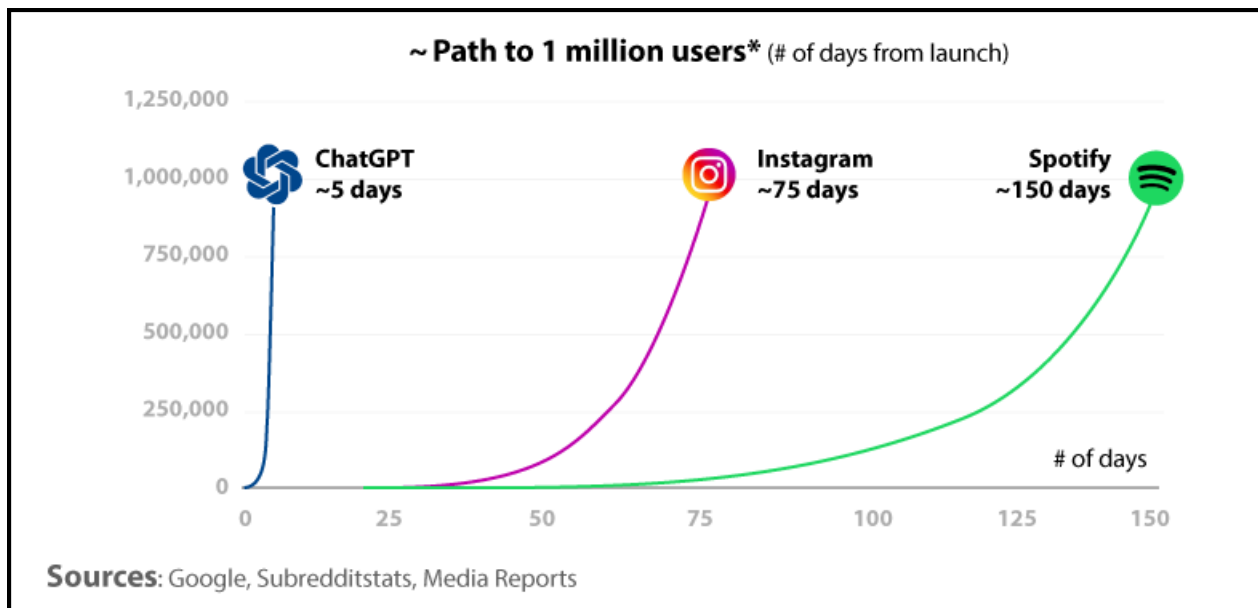
In order to achieve human-like consciousness, robots must be able to recognize both internal and external emotions and mental states. This is known as self-aware AI, the highest level of artificial intelligence.

### **Definition of ChatGPT:**

Hetler (2023) defined ChatGPT as an artificial intelligence chatbot that generates different kinds of written content and conducts humanlike conversations using natural language processing. Like chatbots for customer support, customers can enquire and get clarification. GPT, which stands for "Generative Pre-Trained Transformer" emphasizes the way in which ChatGPT handles requests. By using human input and reinforcement learning, the chatbot is educated to improve its responses over time and achieve higher performance.

Gregersen (2024) mentioned that On November 30, 2022, the American startup OpenAI released an application that allows users to make questions using conversational or natural language. However, it soon alarmed academics, journalists, and other people because of concerns about how hard it would be to distinguish work produced by ChatGPT from writing produced by humans.

The platform sooner became one of the fastest platforms that reached 1 million users. Apparently, it showed a huge significance in providing a lot of help when used in multiple fields such as writing emails, giving fast answers to some urgent questions, and most importantly using it in educational matters.



**Figure 1:** *Path to 1 million users*

Retrieved from <https://www.qids-vc.com/post/fintech-trends-what-are-the-impacts-of-chatgpt-on-fintech-and-financial-services>

### How Does ChatGPT Works:

Gewirtz (2023) said that ChatGPT provides answers that take into account the context and goal of the user's question. It is capable of performing tasks such as creating code modules, unlike

Google or Wolfram Alpha (is an answer engine developed by Wolfram Research), which cannot be directed to compose a narrative, which cannot be instructed to generate a code module.

Laskowski and Tucci (2023) added that ChatGPT functions by utilizing its Generative Pre-Trained Transformer, which uses specific techniques to find patterns in data sequences. It generates responses by first using the GPT-3 big language model, an advanced neural network machine-learning model that is the third iteration of the GPT. It does this by using insights from a large dataset. At the moment, it uses the GPT-3.5 model and fine-tunes its algorithm within. ChatGPT Plus makes use of GPT-4, which is known for its faster response times and support for online plugins. GPT-4 demonstrates enhanced performance on complex tasks, outperforming earlier models on tasks such as describing images, creating captions, and writing longer responses (up to 25,000 words).

### **AI's vs Human's Production:**

Production in general and writing in specific can't be fully distinguishable for the moment because both of them are similar to each other, but if you look closely you can see some differences.

According to AIContentfy (2023) AI content creation emerges as a speedy and tireless machine, rapidly generating content 24/7 with the help of machine-learning algorithms, this efficiency allows AI to produce vast quantities of content, making it ideal for tasks where speed and consistency are key. However, AI sacrifices the creative spark and emotional intelligence that human writers bring. While AI can be scaled to produce content across various industries, it often lacks the nuanced understanding of specific niches that a human writer with specialized knowledge can provide. On the other hand, human content creators bring creativity, emotional connection, and in-depth knowledge to the table. They can craft content that resonates with the audience on a

deeper level, but their output is naturally limited by their human needs for rest and the time it takes to develop expertise.

Even though AI technology is constantly evolving and its ability to mimic human creativity and emotional intelligence is improving, your choice between them depends on your specific needs. If you need content quickly and in large quantities, AI might be your best bet. But for nuanced, emotionally-resonant content, a human writer is likely the better option.

### **Pros and Cons of Using ChatGPT in Higher Education:**

ChatGPT can make the student's life easier by helping them doing some of their assignments and other school related tasks. Yet, it has some drawbacks if the student is not careful when using such tool. Neendoor (2023) listed some pros of using ChatGPT, and Pfeifer (2023) listed some of the cons.

#### **Pros:**

Higher education implications of that tool can find it very beneficial to use. According to Neendoor (2023) these are some of advantages of using it:

#### **Improve Accessibility to Education**

By removing obstacles for people with disabilities and non-native English speakers, ChatGPT helps to promote accessibility in education. For example, it can give answers, which helps students who are blind or visually impaired. Additionally, it can effectively summarize course material for learners with learning difficulties. It also helps students who have trouble typing or using a keyboard by enabling them to speak their questions aloud.

Additionally, it has the ability to translate English instructional information into a language that is familiar for students, making it simpler for them to understand the course material.

**Helps with Homework**

Compared to the traditional method, which involves students searching the internet and textbooks extensively for relevant assignment information, it simplifies the procedure, saving students time and making assignment completion easier. Students can ask questions about assignments on ChatGPT and it will provide answers and examples in response. This helps students improve their academic vocabulary and writing skills by providing them with academic phrases, terminology, and sentence structures that are relevant to particular circumstances. In addition to providing an alternate approach to answering assignment questions.

**Provides Assistance to Educators**

Professors benefit from ChatGPT's inclusion in higher education in a number of ways. For instance, it is capable of producing an extensive lesson plan for a given course making it easier for teachers to do their work. Moreover, it may generate a wide range of question options for preparing quizzes and examinations. Finally, yet importantly, the platform has the ability to evaluate students work, supporting instructors with grading and offering helpful criticism.

**Personalizes Learning**

ChatGPT provides a customized learning experience by adjusting to each student's unique learning preferences. It evaluates the academic progress of the students and adjusts the course design to suit their individual requirements.

Students can learn at their own pace and fully comprehend difficult ideas with ChatGPT. They can also engage in unique interactions with text-based research or learning materials, gaining access to additional educational content and receiving tailored feedback to enhance the quality of their academic essays.



## **Helps with Exam Preparation**

ChatGPT aids students study efficiently during test times. It can create practice questions to help students assess their strengths and weaknesses in particular disciplines, summarize class notes, highlight crucial terms, and assist in formulating optimal replies to significant issues.

## **Cons:**

Having pros doesn't mean that this tool is flawless, of course it has some cons that we can list according to Pfeifer (2023) in the following passage:

### **Over-Reliance:**

ChatGPT shines for efficiency, but don't get too comfy! Overreliance weakens your own writing and problem-solving skills. It is a helpful tool, not a replacement. Use it wisely, stay sharp, and try to benefit from it without becoming dependent.

### **Limits creativity:**

ChatGPT helps with grammar and introductions, but overuse can suppress your unique voice and perspectives, don't let convenience replace your personal touch in writing, use it wisely and keep exploring and expressing yourself authentically.

### **Plagiarism:**

ChatGPT is a helpful tool, but not a complete writing solution. Be mindful of potential plagiarism, as some AI-generated content might accidentally include unattributed quotes.

## **Features of ChatGPT:**

ChatGPT didn't claim such place for nothing, it came this far because of the full pack of features it has that made it the first choice for the most of users. Shoaib (2023) discussed some of the features and here are some of them:

**Conversation Continuity:**

ChatGPT has the ability to keep a discussion going even when a user pauses or changes topics. It can carry on a smooth conversation by remembering past subjects through examining the context of the exchange.

**Text Generation:**

While ChatGPT can become a text generation magic but it isn't your complete writing wand it lacks the full spectrum of writing tools, leaving you without features like in-depth research or nuanced style variations. But the real concern lies in potential plagiarism. Some AI-generated content including ChatGPT's outputs, can sneak in unattributed quotes from existing works, turning your original writing into an accidental copycat. Schools face an even trickier dilemma, even though ChatGPT responses aren't direct copies, their "external origin" blurs the line between student work and AI aid, raising ethical questions about plagiarism in the age of AI. Remember, ChatGPT is a tool, not a substitute for honest learning and expression, use it wisely, sharpen your own writing skills, and always prioritize proper attribution to avoid ethical pitfalls. Let your unique voice shine through and don't let AI silence it.

**Natural Language Generation:**

ChatGPT isn't just a text generator, it's a master impersonator. Imagine a chameleon of language, effortlessly shifting its style to sound like a human. It cracks the code of grammar and speech patterns, delivering out responses so natural they could fool even the most discerning ear. This talent makes it a star in fields like journalism and creative writing, where believable voices captivate audiences. But remember, it's still an impersonator not the real deal. Use it to spark ideas, not silence yours. Let your own voice shine through, and you'll outshine any AI mimic.

**Automatic Summarization:**

ChatGPT simplifies understanding long paragraphs by automatically summarizing them. It analyzes content, identifies key points, and presents them concisely, making complex information more accessible. But you should prioritize engaging directly with the full text for deeper understanding.

**Creativity and Humor:**

ChatGPT shines with its ability to generate humorous and creative responses, thanks to machine learning and language analysis. This makes it perfect for entertainment and social media, where captivating content is key. But remember, it's a tool, not a replacement for genuine connection or your own voice. Use it for fun, but keep the reins of creativity and authenticity in your own hands.

**Alternatives of ChatGPT:**

The creation and the success of ChatGPT paved the way for other chatbots to be created if they were not created yet. In other words, it led developers to make some serious updates to their chatbots so they can compete and have a place with ChatGPT. AlZu'bi et al. (2024) have talked about some of the alternatives of chatGPT that you may use if you don't have access to it or if it didn't give you the result you were looking for:

**Google Bard:**

Google Bard is a chatbot that mimics human interactions through the use of NLP and machine learning. It was created by Google. Its main objective is to provide customers with natural language answers to their questions. It was made to work in parallel with their search engine Google so the user can find what he is looking for.

**YouChat:**

YouChat that was made in 2023, it is a ChatGPT substitute that uses OpenAI's GPT-3.5 AI model and has features similar to ChatGPT. It is a chatbot that answers user inquiries and offers search engine results. It is integrated into the private search engine "You.com". Given that its knowledge base only goes as far as 2021, YouChat's accuracy in current events may not equal ChatGPT's, yet it performed admirably especially when it was asked about the comparison between the iPhone 13 Pro and iPhone 14 Pro.

**Texti.app:**

Developed in 2023, Texti.app is an AI-powered solution meant to improve search effectiveness. When a search is conducted, it immediately answers with a summary of each article or webpage that is relevant to the query. It has a user-friendly interface that reduces steps that are needless, which speeds up navigation and saves time.

**Caktus:**

Caktus is a platform that offers services for content marketing, online development, and web design. It sticks out as a great option for companies and people looking to create a digital presence as it provides hosting services, an easy-to-use interface, and first-rate customer assistance. It is updated frequently with new features and improvements, which makes it an attractive solution for creating a strong web presence.

**Chatsonic:**

Created by Writesonic in 2023, it is an AI-driven chatbot platform that enables businesses to take advantage of AI's potential to improve customer engagement and to customize customer experiences.



**Figure 2:** *Alternatives of ChatGPT*

### **Impact of ChatGPT on Academia and Other Fields:**

The impact of ChatGPT was very noticeable that people who thought about this kind of technology as it is not going to be useful and it will be dead soon, ended up implementing it on multiple fields. Bin-Nashwan et al. (2023) talked about the impact of ChatGPT on academia while all of Kalla et al. (2023) talked about other fields:

#### **Academia:**

According to Kalla et al. (2023), academic and educational integrity requires a dedication to justice, fairness, honesty, and dignity. For research projects and assignments to be regarded as academic, they must be finished objectively and logically. These days, there is a great deal of a debate concerning the application of AI in academia. Enhanced scholarly involvement, cooperation, evaluation, and ease of access are among the several advantages. However, this technological competitiveness has also raised concerns about plagiarism and academic dishonesty, as these behaviors violate the core values of academic integrity.

They were a little apprehensive about it as well because chatbots may not accurately reflect students' academic abilities, making it challenging for teachers to assess their students' topic mastery.

**Other Fields:**

As highlighted by Bin-Nashwan et al. (2023), there are other fields that impacted by Chatgpt as it does on academia, they explained many field that we can mention just four of them:

**Cyber Security:** ChatGPT has significantly contributed to the field of cyber security by helping to identify and stop cyberattacks. It is excellent at creating strong passwords, spotting malware through linguistic code analysis, and recognizing phishing emails.

**Customer Service:** ChatGPT improves customer service by using virtual agents to provide individualized help. These representatives recognize possible problems, comprehend client needs, and promptly address them. Agents that are intelligent in customer service can offer individualized assistance and guidance.

**Jobs:** ChatGPT has affected current employment, especially in customer assistance, and opened up new ones in industries like AI and NLP. In the end, technology improves productivity and efficiency by creating new employment while maybe replacing some existing ones.

**Information Technology:** ChatGPT improves cybersecurity and data analysis while revolutionizing communication and helping with e-commerce, customer service, and healthcare. Its capacity for problem-solving could have an effect on customer service positions, possibly resulting in workforce reductions.

**Conclusion:**

The introduction of AI to education can make a huge revolution in terms of enhancing the skills of the student in many aspects, especially with its new cutting edge technology like ChatGPT that made everything seems so easy today. Students can and will use it to improve their competences distinctly writing competence. However, this new integration should go hand by hand

with the old and traditional methods of learning because using it solely could lead to the opposite intentions and this will get worse as people will develop a habit of depending on it rather than using their own efforts. Thus, with the guidance of teachers, a new generation that is capable of learning more will evolve. This way, they will have more room to increase their efficiency on other aspects of learning.

## **Chapter Two: Writing Assignments**

### **Introduction:**

Writing is an effective mean in the vast realm of communication, providing information, and promoting understanding in the broad field of communication. It serves as an environment for people to express their ideas, exchange knowledge, and have important conversations. Writing has changed over the course of human civilization to meet the demands of shifting technologies and civilizations. Modern platforms like ChatGPT, which changed the dynamics of textual communication, are the result of the convergence of advanced artificial intelligence with conventional writing processes.

With the introduction of ChatGPT, the writing landscape has taken on an exciting new dimension. After being trained on a variety of datasets and given access to a vast vocabulary and contextual awareness, it can produce writing that appears human and hold lively discussions. It has consequently developed into a priceless resource for people looking for help with writing assignments, idea generation, or improving their communication abilities. This investigation explores its wider effects on writing techniques, with an emphasis on academic writing.

Analyzing how it might supplement, improve, or even subvert traditional methods of the written assignments provides opportunities for the thinking about how human-machine cooperation in language and communication is changing. As we make our way through this crossroads, when incorporating cutting-edge AI models like ChatGPT into writing processes, it becomes crucial to take into account both the potential and ethical problems.

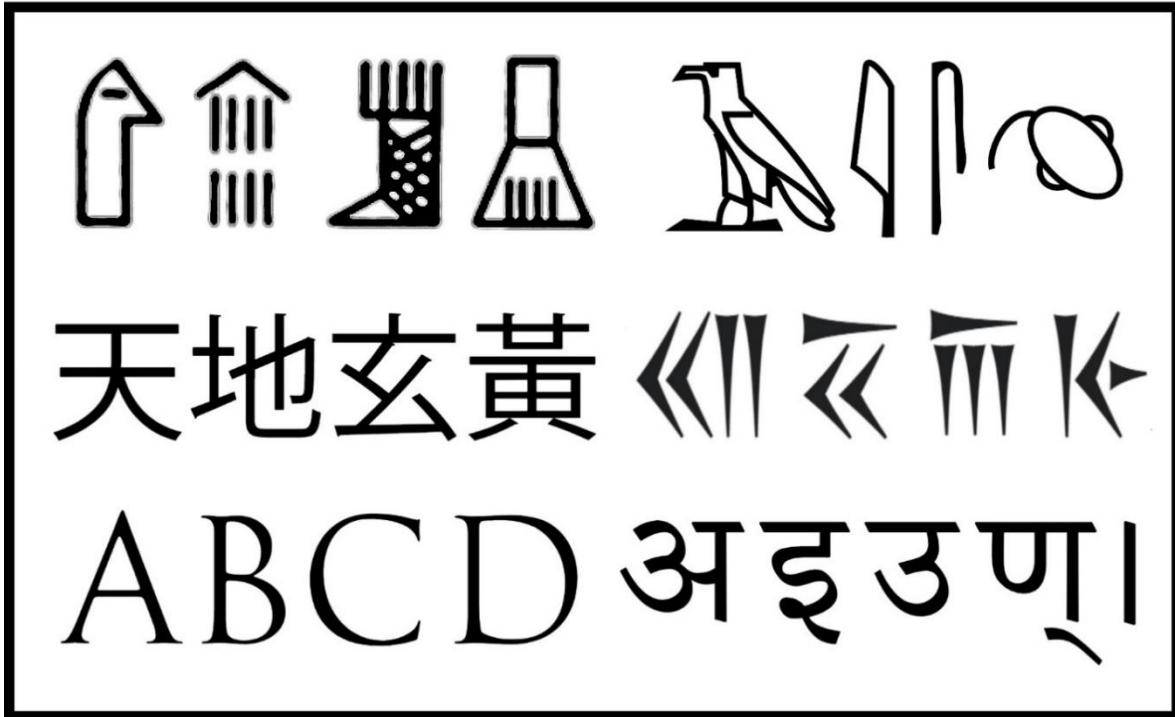


**The History of Writing:**

Writing was such a great invention in early ages that helped civilization to develop, because they used it in their daily life, as well as in trading and religion, this is what made people obliged to develop means of writing so they can communicate with each other's and with other civilizations. The systems of writing developed, improved and become easier to be exchanged to others from early ages till the present day.

According to Wikipedia (2023, P, 15), writing has existed from the dawn of human civilization. Approximately 3500 BCE, the Sumerians of Mesopotamia developed cuneiform, one of the first writing systems, by putting wedge-shaped symbols on clay tablets. Similar to this, the Egyptians used symbols and pictures to create their writing system, known as hieroglyphics, around 3200 BCE. The development of writing owes much to the Greeks and Romans, who created the first alphabet with twenty-four letters. The Romans adopted this alphabet later on and developed their own writing system based on the Greek alphabet, which laid the foundation for many European languages. Innovations in bookbinding techniques and the use of parchment made from animal skins continued the progress made throughout the Middle Ages. These advancements made it easier to produce books and manuscripts, which were essential for information dissemination and preservation.

To sum-up, writing has changed in parallel with its needs, mankind needed something to communicate with so writing came in clutch to help them to communicate between themselves and other civilization.



*Figure 3: Six major historical writing systems*

Retrieved from:

[https://en.wikipedia.org/wiki/History\\_of\\_writing#/media/File:Historical\\_Writing\\_Systems.jpg](https://en.wikipedia.org/wiki/History_of_writing#/media/File:Historical_Writing_Systems.jpg)

### **Definition of Writing:**

According to oxford dictionary “writing is the activity of writing, in contrast to reading, speaking, etc”. Olson (1998) said that writing systems are sets of symbols that act like a bridge, letting us take spoken language and turn it into something visual. It gives language a physical form, giving communication a real counterpart to its ephemeral nature. Unlike speech, which is temporary, writing is substantial and somewhat permanent. Communication in both written and spoken forms depends on the basic linguistic structures.

Another definition by Pratiwi (2012), she assumed that Language can be visually represented through writing. Writing systems use sets of symbols to represent speech sounds; these symbols can also represent other components, such as numbers and punctuation.

**Types of Writing:**

Writing in general has two types, each one of them is made to be directed to a specific destination one is formal and the other one is informal. We will discuss the definition and the differences between them:

**Formal Writing:**

Elizabeth, C. (n,d) stated Imagine formal writing as your professional persona. It's the respectful tone you use with superiors, colleagues you don't know well, or anyone you want to impress, like a potential employer or professor. This seriousness translates to academic writing as well.

Formal writing demands well-constructed sentences, free from casual slang or everyday shortcuts. Instead, it thrives on a richer vocabulary. This doesn't mean using obscure words, but rather selecting precise and nuanced language. Think of it as expressing the same idea with a touch more sophistication.

For example, a simple "Sorry" in an apology email to your boss might be replaced with "My apologies" to convey a sincerer and formal tone. Similarly, contractions like "can't" or "they're" are swapped for their uncontracted forms, "cannot" and "they are," for a more polished effect. By adopting these small yet impactful changes, you can elevate your writing to a more formal register.

**Informal Writing:**

Elizabeth, C. (n,d) also said about the informal style of writing is cozy, relaxed, and full of personality, much like meeting up with close friends. Consider text messages more so than textbooks, here's your chance to express yourself without the dictionary. So, chuck the thesaurus

and grab some lingo, Sprinkle in some slang terms like "y'all" or "gonna" if they feel right. Remember, complex words aren't the goal here, clear and relatable are your watchwords.

The real method of informal writing is to be free, you can laugh, cry, or lose your mind on the page. Express your joy, rage, or any emotion in between. Give yourself permission to be authentic. First and second person pronouns (I and you) are your best friend, it establishes a conversational, intimate connection with your reader, close to exchange jokes or secrets. And don't worry about perfect grammar. Terms like "can't" and "don't" are welcome guests. It's acceptable to break some norms, such as saying "who" rather than "whom.". Relax, the others won't judge. Ideally, the goal of informal writing is to convey your true self, so relax, enjoy yourself, and let your own voice shine through, and recalling that connection is more important than perfection.

### **Formal VS informal:**

According to Greatcontent (2022). formal and informal writing styles have multiple differences that made them apart and each style is used in a different scenario, according to (Informal Vs. Formal Writing, n.d.) we can mention some of those differences in the following:

- When casual piece of writing has a friendlier tone. Formal writing is taken more seriously because it is official.

- Formal writing uses lengthier, more complicated sentences than informal writing, which uses shorter, simpler sentences.

- Formal writing is neutral, yet informal writing allows for greater empathy and personalization.

- In formal writing, the third person is required. First-person narrative is the preferred style for informal writing.



**Figure 4:** *Formal vs Informal*

<https://www.writerswrite.co.za/formal-vs-informal-words-100-examples-what-you-need-to-know/>

#### **Definition of Academic Writing:**

As for L. Irvin (pp3-4), he said that One way to characterize academic writing is as a kind of writing that is frequently seen in universities and is intended to communicate concepts and information to a particular academic readership.

According to Sheldon, S. (2022). that writing with the goal of educating the larger academic community about concepts, data, and research is known as academic writing. It falls into two categories: student academic writing, which is writing done for school assignments and assessments as well as for publishing in academic journals or books, and expert academic writing, which is writing meant for publication in academic journals or books. The expectations are the same for expert and student academic writing, which might be difficult for students to achieve.

**Features of Academic Writing:**

It's essential to grasp certain features in order to accomplish this. This brief overview explores five fundamental components, namely cohesion, coherence, style, connectors, and punctuation, revealing their definition to understand how they influence academic writing.

**Cohesion:**

According to Halliday and Hassan (1976, p. 4): “the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, that define it as a text”. One aspect of the language system is coherence, which is made possible by the systematic resources for reference, and other aspects built into the language itself.

In general, coherence refers to how the statements in the text seem to relate to each other. More precisely, readers are assisted in comprehending the intended meaning or message by the text's contextual relevance.

**Coherence:**

‘The Latin verb cohere means ‘hold together’. In order to have coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next (and from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one’ (Oshima & Hogue, 1999:40). Coherency is a concept have a similar sense of cohesion but coherence is focused on the overall sense of unity, understanding, and clarity that readers get from a piece of writing. It is attained when the text's ideas flow naturally to the reader and both its content and structure make sense.

**Style:**

Glatch (2023) think that the writing style of the author's is their unique signature, imprinting their unique voice and personality on the piece's tone and character. If one were to compare a writer's output to a house, style would include all of the accent pieces such as the doormat, the window blinds, and the recently painted eaves. According to Wikipedia (2024, January 21) "writing style is the manner of expressing thought in language characteristic of an individual, period, school, or nation."

The unique method a writer conveys their thoughts and engages their readership is referred to as their writing style. It includes components like sentence form, tone, rhythm, and vocabulary selection, all of which enhance the writing's overall impact and capacity.

**Connectors:**

While writing, authors need to link or connect different writing passages to each other, so their work will be coherent and unified, Snelling (2022) said that words or short phrases known as connectors serve to join concepts from one sentence or paragraph to the next. Although the statements can stand alone without one, adding a connection can deepen the meaning and clarify how the claims relate to one another.

In other words connectors usually referred to as linking words, signal linkages and logical connections between concepts or phrases, making writing more coherent and clearer. They act as language bridges, assisting readers as they navigate the text's fluid flow of ideas and information.

**Punctuation:**

Punctuation plays a fundamental part in how a text is interpreted and in assisting the reader in clearly understanding the content. As a result, misusing them causes the message to be misunderstood. Lukeman (2011) states that punctuation serves as language's musical element.

Punctuation can influence the reading experience by adding or taking away from a text's quality, just like a maestro can alter the pace of a song to create a different experience. Punctuation controls how a text is meant to be understood by controlling its pace.

Being competent in punctuation allows writers to use language more skillfully, which improves reading comprehension and encourages readers to connect with the text's content on a deeper level.

### **The Writing Process:**

Have you ever stared at a blank page, overwhelmed by the prospect of crafting a compelling piece of writing? Writing process like any journey, unfolds in distinct stages, each paving the way for the next. This brief introduction equips you with a map, highlighting the key phases pre-writing, planning, drafting, revision, and editing that lead to a successful written destination.

### **Pre-Writing Stage:**

Rohman (1965, p.106) defined as the learning stage of the writing process where the writer integrates his "subject" to himself. They aimed to identify and explain the assimilation's underlying concept in their project and to create a course that would enable students to mimic its dynamics.

The pre-writing stage is the initial phase of the writing process where writers prepare themselves mentally and conceptually for the task ahead. It involves activities such as brainstorming, outlining, and identifying the purpose and audience of the writing. During this stage, writers may engage in research, gather relevant information, and organize their thoughts before beginning the actual drafting process.



**Planning:**

Haas (1989) explained that planning includes a calculated response to the writing situation as well as the writer's past experiences. She added writers use three executive tactics in the planning stage: constructive planning, script- or schema-driven planning, and knowledge-driven planning. Furthermore, research on academic and instructional writing suggests that writers may fail to apply a constructive approach, even when presented with assignments that are not well specified.

The planning phase is an essential step of the writing process, establishing the framework for the writer's work. It involves examining the assignment, and defining the goal. This phase helps organize the piece's flow, and list important topics, resulting in a clearer direction and a logical flow of ideas. Good preparation set road for drafting and writing, resulting in polished and cohesive finished works.

**Drafting:**

As Shelby (2022) said: The stage of the writing process known as "drafting" is when you create the first complete draft of your work. Even seasoned writers admit to being intimidated by an empty page; they always feel under pressure to come up with something fresh and original. You've already conquered the fear of staring at a blank page by the time you finish the first two steps of the writing process.

A key stage in the writing process is drafting, during which concepts are developed into a written composition. It includes expressing ideas through language and producing a draft of the work. Authors don't worry too much about polish or perfection throughout the drafting process; instead, they concentrate on producing content. The objective is to put ideas down on paper or a screen so that they can be explored and experimented with using various approaches, styles, and

frameworks. Drafting establishes the groundwork for later making edits and improvements. Writers are encouraged to communicate their ideas and build their arguments in a fluid and organic way through this creative and exploratory approach.

**Revision:**

Literally speaking, revision is the act of "seeing again," or approaching a subject from a different or critical angle. According to Wikipedia (2024) revision is when you rearrange paragraphs for a smoother flow, add details to bring your ideas to life, and cut away unnecessary words to make your message shine

In other words, the crucial phase of writing where authors polish and enhance their compositions is called revision. It includes assessing the writing's clarity, organization, and topic critically. In order to improve the piece's overall efficacy, writers reevaluate their arguments, analyze their supporting data, make their objective clearer, and rearrange how they deliver it.

**Editing:**

Editing is the last step of the writing process, some writers says that it goes hand by hand with proofreading because of the positive impact that it adds to their writings. According to Nordquist, R (2019) editing is a stage in the writing process where a writer or editor attempts to improve a draft by fixing mistakes and rephrasing words or sentences to make them more effective, precise, and readable. It involves rearranging, adding, and removing words to cut down on repetition and improve the overall structure.

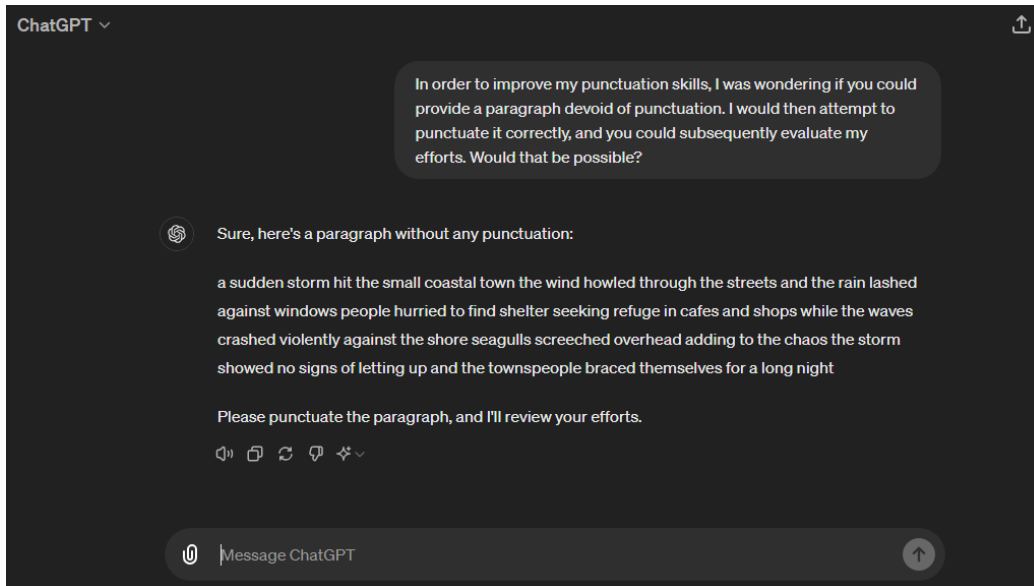
**Relationship Between ChatGPT and Writing:**

Large language models like ChatGPT are making their way in the world of writing, this technology offers students valuable support throughout the writing process, when it comes to the

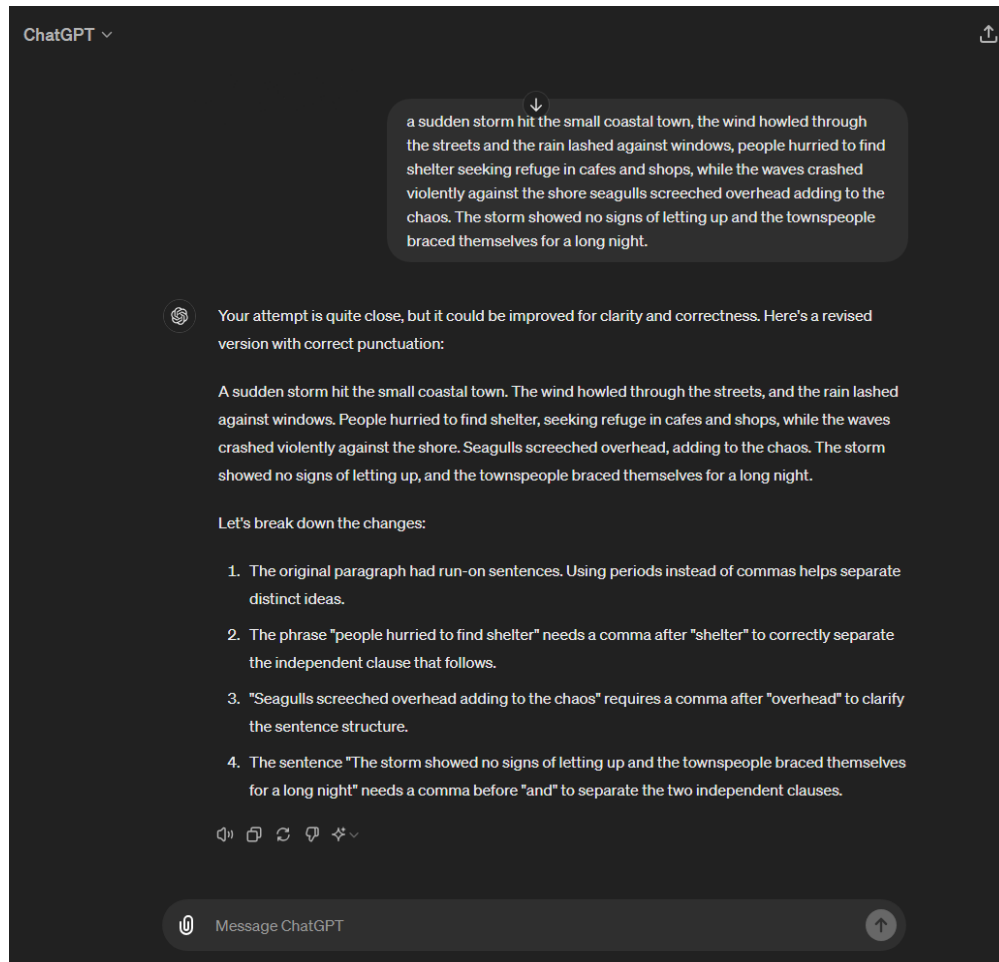
building blocks of strong writing, it can assist with aspects like cohesion by ensuring smooth transitions between ideas. It can also promote coherence by helping students structure their arguments logically. For style, it can suggest different phrasings to achieve a formal or informal tone. It can even recommend appropriate connectors to seamlessly link sentences and paragraphs by just writing your ideas in just sentences or paragraphs and ask it connect them with the suitable connector. Furthermore, ChatGPT can aid with punctuation by highlighting potential errors and suggesting corrections.

Beyond mechanics, it can also empower students throughout the writing process. During the pre-writing stage, it can generate brainstorming prompts and help develop outlines. In the planning phase, it can suggest relevant sources and assist with creating a thesis statement. The drafting stage can be supported by its ability to offer sentence completions and alternative phrasings. Finally, during revision and editing, it can identify areas for improvement and offer suggestions for grammar, clarity, and conciseness. While not a replacement for critical thinking and human editing, it serves as a valuable tool for students to enhance their writing skills.

The most powerful feature of this feature is that not only it can provide you with a decent outline of your writing but you can also write any piece of writing and ask it to evaluate your writing in terms of cohesion and coherence and assist you on how you can make this writing even better. In the other hand, you can ask it to give you a set of practices for example about punctuation it will give you a piece of writing without any punctuation and asks you to punctate it and it will evaluate your work.



**Figure 5:** *ChatGPT making a practice on punctuation*



**Figure 6:** *ChatGPT evaluating our attempt*

### **Conclusion:**

While academic writing's core purpose to create knowledge remains the same, its format and tools have evolved throughout history. Now ChatGPT enters to the scene with the potential to reshape the writing process.

Academic writing relies on clarity, logic, and effective communication, and features like cohesion, coherence, style, and punctuation have always played a crucial role, without omitting the importance of pre-writing, planning, drafting, revising, and editing that guide the creation of impactful pieces.

ChatGPT introduces intriguing possibilities, it can spark ideas, suggest sources, and help with drafting and revision by identifying stylistic flaws. However, overreliance can hinder critical thinking, independent analysis, and creativity. Additionally, plagiarism and potential biases in AI-generated content demand responsible use.

In essence, it can be a valuable tool, but it's not a replacement for the core skills and ethical considerations that academic writing demands. Use it wisely to enhance your writing, but remember the power of knowledge and expression ultimately lies within you.

## Chapter Three: Analysis

### **Introduction:**

This study investigates whether using ChatGPT, an AI chatbot, can improve the writing skills of learners studying English as a foreign language (EFL). This chapter explores the methodology and results of the research. We explain the research approach, data collection methods, and sample selection. Finally, we concisely present the findings, draw conclusions based on the data analysis, and provide recommendations. Ultimately, this research aims to contribute valuable insights into the potential benefits of integrating AI technology into language learning and teaching.

### **Research Design:**

To achieve a comprehensive understanding, we've opted for a quantitative approach. This allows us to combine the strengths of both qualitative and quantitative methodologies, catering to the unique nature of our study. A quantitative approach empowers researchers to choose the most suitable methods for addressing their specific research questions. By integrating this methodology, you will be able to know the number of things that the sample population have in common and we added some open-ended questions so they can express more so you can know more information about this matter and to confirm the results.

### **Population and Sample:**

There were a few strategic reasons why I decided to focus on Master one students at Mohamed Kheider University in Biskra instead of a random sample. Firstly, students at this level have already encountered the concept of artificial intelligence in their coursework. This existing foundation is crucial because it allows them to grasp the functionalities of ChatGPT as a tool and

its potential impact on their writing process. They'll be able to go beyond simply seeing it as a "chatbot" and delve deeper into its capabilities for generating text and aiding in writing tasks.

Secondly, by their second year, Master's students are expected to produce more sophisticated writing than undergraduates. They're transitioning from basic essays to complex research papers and dissertations, which require a strong grasp of academic writing style and proper citation methods. This shift in focus makes them a valuable target group for our research. They're likely to have already developed strong writing skills but may also be more open to exploring new tools and techniques to enhance their work, potentially including ChatGPT.

To gather their insights, I'm planning to do a questionnaire. This initial phase will allow me to delve into the students' perceptions of ChatGPT, do they see it as a helpful tool or a potential crutch? What are their attitudes towards its usefulness in academic writing? The questionnaire will provide a foundation for the next stage of our research. This will allow for a deeper exploration of their experiences using ChatGPT and its impact on their writing process.

### **Data Collection:**

Data collection helps us to gather a wealth of information to analyze and understand about our topic, the data collection tool that is used here is semi-structures questionnaire and this one acts as a fishing net, allowing researchers to cast a wide net of standardized question to a specific group of students and this will serve us very well in our case to understand the students' perception of using ChatGPT.



## **Students' Questionnaire:**

### **Description of the questionnaire:**

This semi-questionnaire is designed specifically for Master One EFL students majoring in Sciences of Language at the University Mohamed Kheider in Biskra. While the entire population consists of 220 students, only 50 of them has been selected to participate in this study as a sample.

Our semi-questionnaire followed a two-part structure, utilizing both open-ended and closed-ended questions within each section. For the closed-ended questions, students could either choose from a Likert scale or simply select "Yes" or "No" for a more straightforward response. The open-ended inquiries, however, provided students the space to delve deeper, offering explanations and evidence to support their answers.

### **Section One:** General information about the participants.

We started the questionnaire with just personal information which are age and gender, we wanted to know if there is a relation between gender and age with the use of ChatGPT.

### **Section Two:** Students' writing skills background.

In this section of the questionnaire, we only asked three questions. The first question was about their level of English. The second one was about their confidence in writing in English. The last question was about the aspect (s) they find difficulty while writing.

### **Section Three:** Students' perceptions toward ChatGPT.

This section was purely about ChatGPT so we selected 14 questions. We initiated by asking them whether they are familiar with it or not, and if they are, we asked them whether they used it for writing their assignments or not. Furthermore, we asked them about what type of writing

assignments they used it for, hence, whether they noticed any improvements or not, if they have, which aspect (s) was improved, and if they haven't, they would list some of the reasons. After that we asked them whether it is difficult to use it or not, if yes they should mention what difficulties they have encountered. Moreover, we asked their opinion about how can it be helpful to EFL students. In addition, we asked if there are any potential drawbacks or concerns about using that tool. Meanwhile, we asked if they believe that using it could lead to plagiarism and they explain briefly why or why not. Then, we asked "students should be allowed to use ChatGPT freely in writing assignments", "we would be interested in learning how to use ChatGPT effectively for writing practice", "we worry that relying on ChatGPT will hinder my own development of writing skills", and "while ChatGPT could be a tool to improve writing skills, students shouldn't be using it instead of their own personal efforts", they are required to answer on the scale between strongly agree and disagree, and they have to explain why. Then, we asked if they would recommend ChatGPT tool to other EFL students or not, and they explain why. Finally, we asked what do they think whether ChatGPT would replace the human touch in writing or not, and they explain why they said no.

### **Piloting Stage:**

In this stage we asked Three teachers to assess me with our questionnaire and they gave me some suggestions to adjust some of the questions. Here are the adjustments that I made:

- Grammar in questions 5.
- Edited choices in question 8.
- We added 5 answers in question 15 (Lack of emotional intelligence, Lack of academic integrity, provides inaccurate information, limited knowledge, and inability to understand context).

- We added the explanations to questions 18, 20, 22, and 24. These explanations likely provide additional context or clarification for the user responding to the questions.
- The justification for answering "yes" or "no" to question 26 was previously only provided if the answer was "yes." This has been changed to include justifications for both answer choices.

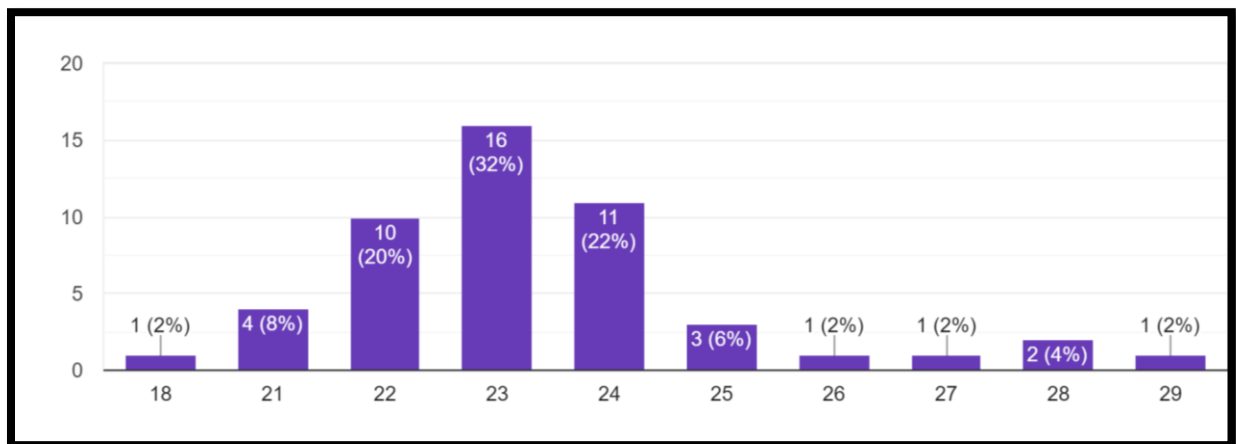
### Administration of the Questionnaire:

The survey had two question to either answer with short or long answer, eleven (11) multiple-choice questions, and five of them are graded on a Likert scale with maximum of five. To gain deeper insights into recurring answer patterns, we also invited participants to provide brief explanations to most of the questions.

### Analysis of Students' Questionnaire:

**Section One:** General information about the participants.

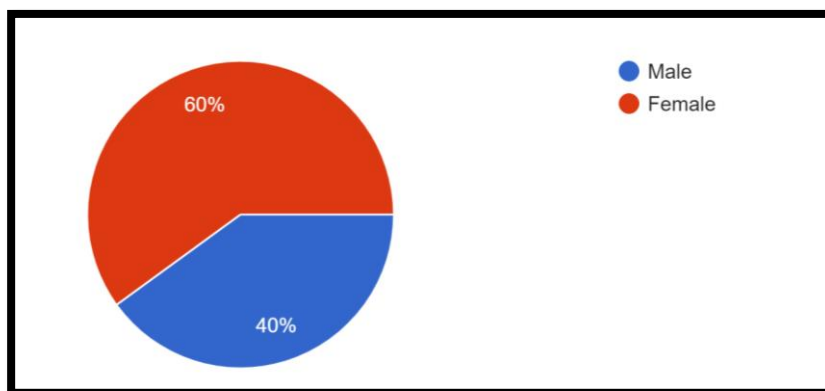
Item 01: Age.



**Figure 7:** Age of the participants

This figure showed the results when we asked the participants about their age even though is not always a valid consideration in all research works but we asked that question to see later on whether there is a relation between the age and the use of ChatGPT. The participants' varied but the majority of the participants were 23 years old and not far from it there are 22 and 24 years old participants.

Item 02: Gender.

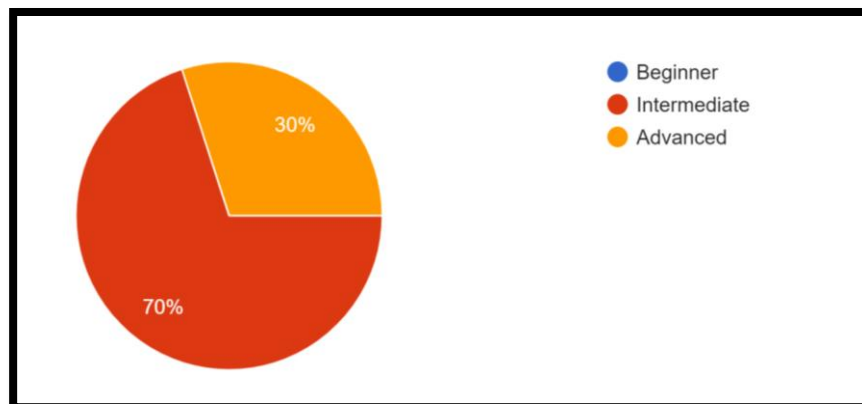


*Figure 8: Gender of the participants*

Similar to the previous question, gender isn't a valid consideration but we thought that it is important to see how whether the gender may effect on the use of such tool. 60% of the participants were female while the rest of the participants were males.

**Section Two:** Students' writing skills background.

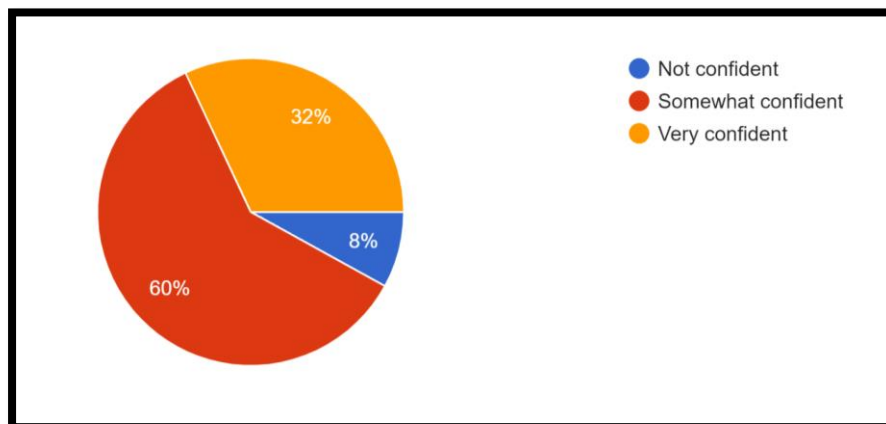
Item 01: How would you rate your current level of proficiency in English?



**Figure 9:** Participants' level of proficiency in English

Looking at Figure 9, it seems a large portion (70%) of students self-assess as intermediate, while 30% consider themselves advanced. The results above seem to be a bit lower than the expected knowing that those students are a master one English students and the large portion of those students should have an advanced level of proficiency.

Item 02: How confident are you in your current English writing skills?

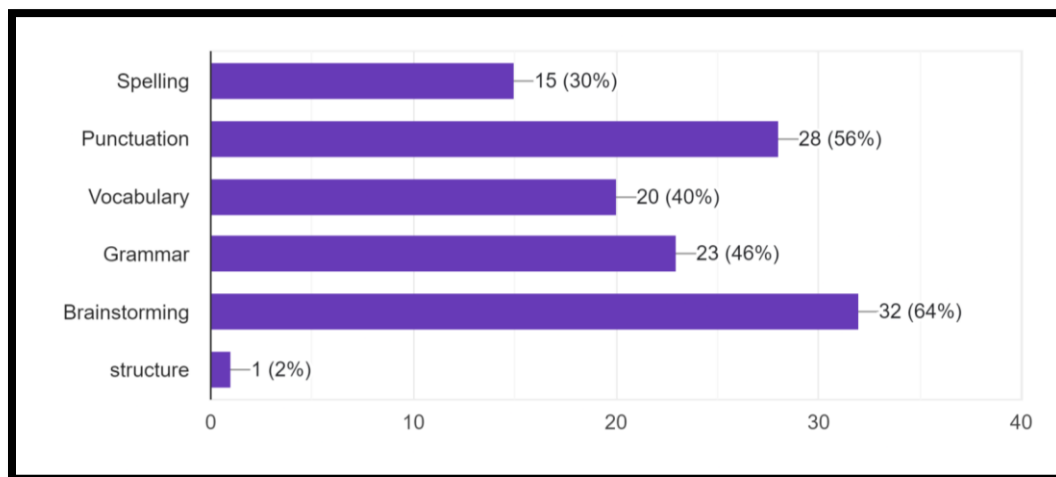


**Figure 10:** Participants' confidence in English writing skills

We can see that in figure 10 a majority (60%) felt comfortable enough with their English writing to tackle basic tasks. A healthy portion (32%) expressed strong confidence in their writing.

The last group was very small (8%) lacked confidence, highlighting a potential space for tool like ChatGPT to help the last two portions with some writing practices to help them catch up.

Item 03: Which aspect (s) you find difficulty in writing?

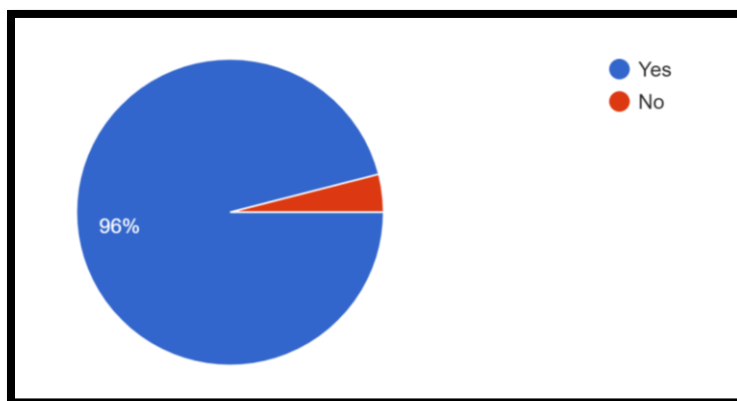


**Figure 11:** Which aspect (s) participants found difficulty in writing

In the figure 11 we asked the participants about the difficulties, it revealed brainstorming as the top challenge (32 mentions), followed by punctuation (28 mentions) and grammar (23 mentions). Vocabulary (20 mentions) and spelling (15 mentions) were less frequently reported issues, suggesting a stronger foundation in those areas. This highlights a need for support in generating ideas and mastering mechanics like punctuation and grammar. One of the participant add another aspect which is structure.

**Section Three:** Students' perceptions toward ChatGPT.

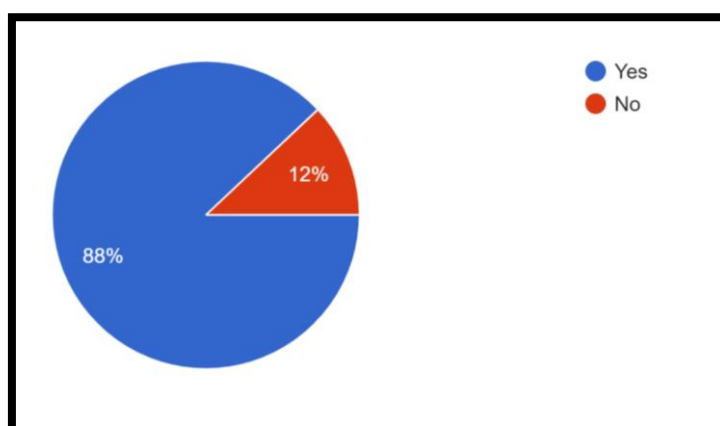
Item 01: Are you familiar with ChatGPT?



*Figure 12: participants' familiarity with ChatGPT*

About the figure 12 we can see that nearly all of the participants (96%) which is 48 student are familiar with ChatGPT as it was intended to be and only 2 of them which is 4% have no idea about such tool.

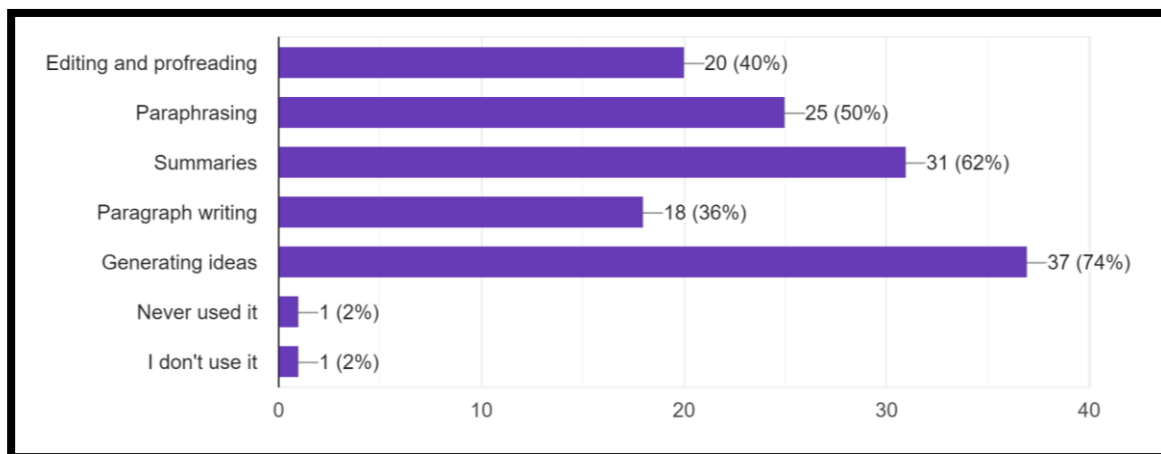
Item 02: If yes, have you ever used it for writing your assignments?



*Figure 13: Participants' use of ChatGPT in writing assignments*

Even though in the last question we found out that the vast majority were familiar with ChatGPT but only 44 of them used it in writing assignments (88%) and 4 of them uses their own efforts in writing assignments.

Item 03: For what type of writing assignments have you used ChatGPT?

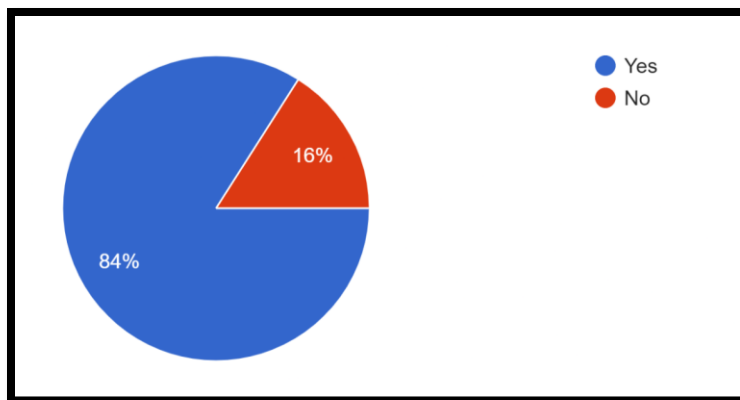


**Figure 14:** *Types of writing assignments that participants' use ChatGPT for*

The figure 14 reveals that students rely on it heavily for generating ideas (37) which is the powerful feature of that tool and at the same time the more forgiven to use. Summaries and paraphrasing were mentioned (31) and (25) respectively. While some utilize it for editing (20), paragraph writing received fewer mentions (18). Two students mentioned that they don't use it.

Item 04: Have you noticed any improvements in your writing skills after using ChatGPT?





**Figure 15:** *ChatGPT's improvements on participants' writing skills*

In terms of noticing any improvements of using it on the writing skills from figure 15, we can see that 84% of them have noticed improvements and they found a great use of ChatGPT but the other 16% didn't find any use of it or they didn't use it at all.

**If yes,**

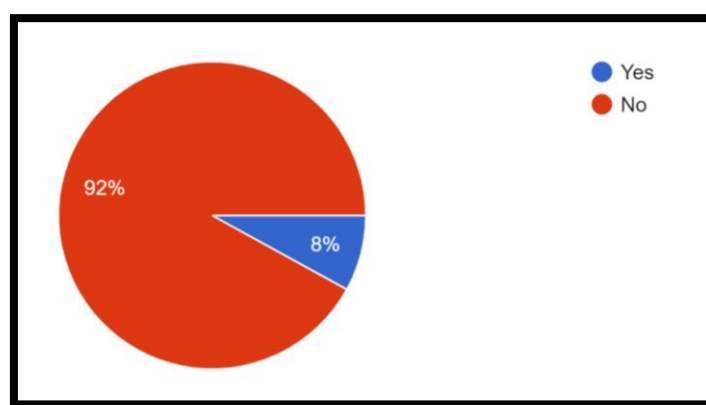
According to their answers, students perceive the most improvement in vocabulary (21 mentions). Brainstorming (17 mentions) also benefited from it, possibly due to ChatGPT's ability to spark ideas. Interestingly, mechanics like spelling and punctuation (14 mentions) and grammar (12 mentions) trailed behind, indicating students might focus on vocabulary and idea generation. 2 of the participants mentioned that it helps them with organizing their ideas and they mentioned generating ideas, paraphrasing one time. One of them said that it helped him becoming aware of his mistakes and other one said that it gives him sources of what he is searching for without keep reading articles and books that might be irrelevant to what is he searching for.

**If no,**

For those who reported "no" improvement in writing, point out reasons like it's not being designed for learning since it generates text rather than teaches proper writing techniques, using it

primarily as a time-saving tool which doesn't translate to actual skill development, struggling with the lack of audio explanations due to a preference for auditory learning styles, or simply viewing it as a new teaching method they hadn't yet mastered. This suggests that while ChatGPT might be a helpful tool in some contexts, it falls short when it comes to independently building strong writing skills.

Item 05: Is it difficult to use ChatGPT?



**Figure 16:** *The difficulty of ChatGPT*

The question of difficulty of ChatGPT revealed a very positive impression, 92% of them said that it is easy to use, this suggests that ChatGPT might be well-designed for user-friendliness, with only a small portion (8%) encountering difficulties. These users might be new to such tools or they don't use it at all.

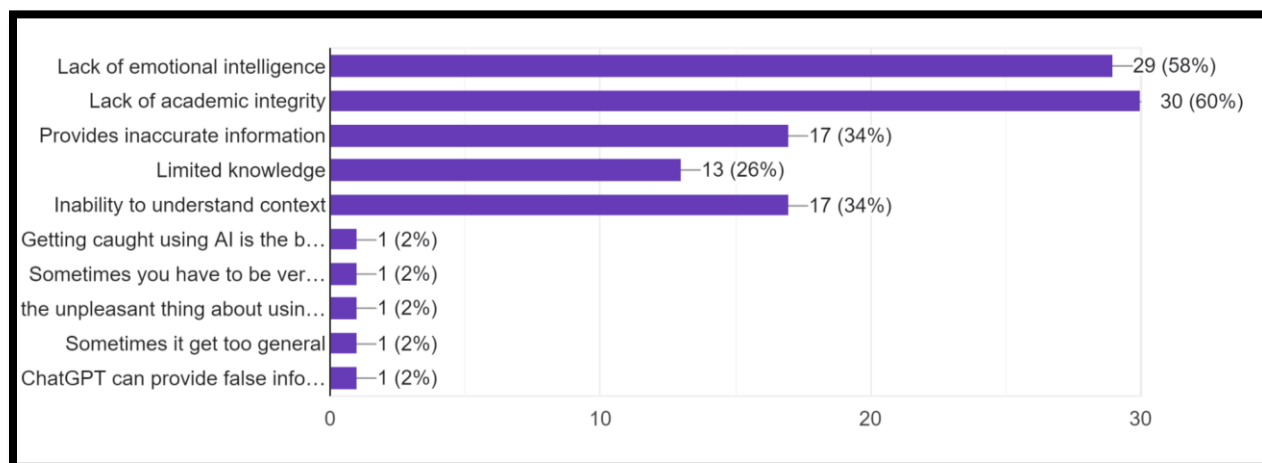
**If no,**

A few of the them answered "no" as expected, but what was not expected is that the majority of them encountered difficulty that ChatGPT is not able to properly understand their questions which will lead to inaccurate answers from it.

Item 06: In your opinion, how can ChatGPT be helpful for EFL students like yourself in writing assignments?

In this Item participants claimed that it is beneficial for EFL students, it acts as a multi-tool. they use it for sparking ideas, suggesting new vocabulary and correcting grammar, offering guidance on writing styles, and aiding research by finding information and summarizing complex topics. However, responsible use is key, alongside independent learning and fact-checking to ensure students develop their own writing skills and avoid plagiarism.

Item 07: Are there any potential drawbacks or concerns about using ChatGPT for academic writing?

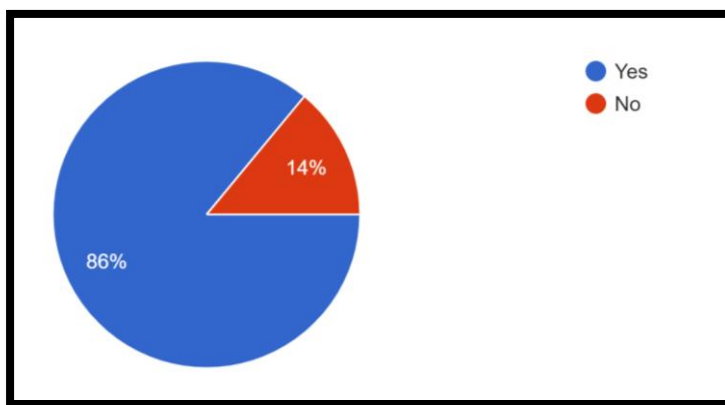


**Figure 17:** participants' view of the potential drawbacks and concerns about using ChatGPT

The previous figure shows "Lack of academic integrity" received the most mentions (30), highlighting student awareness of plagiarism risks. "Lack of emotional intelligence" (29 mentions) suggests concerns about its inability to capture the appropriate tone and nuance for academic writing. Additionally, "Provides inaccurate information and Inability to understand context" were mentioned 17 times each, underlining worries about factual accuracy and misinterpretations.

"Limited knowledge" (13 mentions) further emphasizes potential shortcomings in its ability to handle complex academic topics. Notably, participants also mentioned concerns about ChatGPT providing general information (2 mentions) and its dependence on the quality of its data source (1 mention). Overall, the survey points to a critical student perspective on using it for academic writing.

Item 08: Do you believe using ChatGPT could lead to plagiarism in writing assignments?



*Figure 18: The possibility of plagiarism in writing assignments*

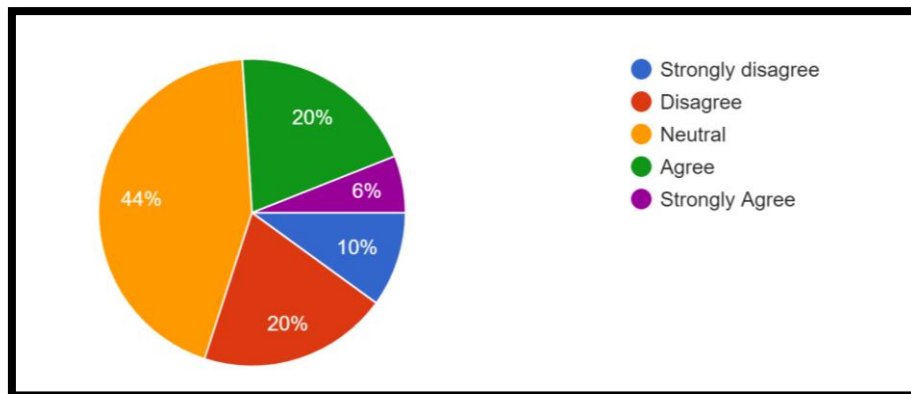
Figure 18 showed that 86% of the participants believe that using it could lead to plagiarism in writing assignments. This suggests these participants are very aware of the potential misuse of this tool. The remaining 14% who answered "no" might be students who feel confident citing ChatGPT's content properly or haven't fully understood the concept of plagiarism.

### **Explanation,**

The majority of the explanations of the participants on the previous question concentrated about these point that students might directly copy uncited content, or unintentionally plagiarize by using ChatGPT's unattributed ideas or rephrased knowledge. However, responsible citation,

information verification, and student originality through revising outputs can all help reduce these risks.

Item 09: Students should be allowed to use ChatGPT freely in writing assignments.



**Figure 19:** *The use of ChatGPT freely in writing assignments*

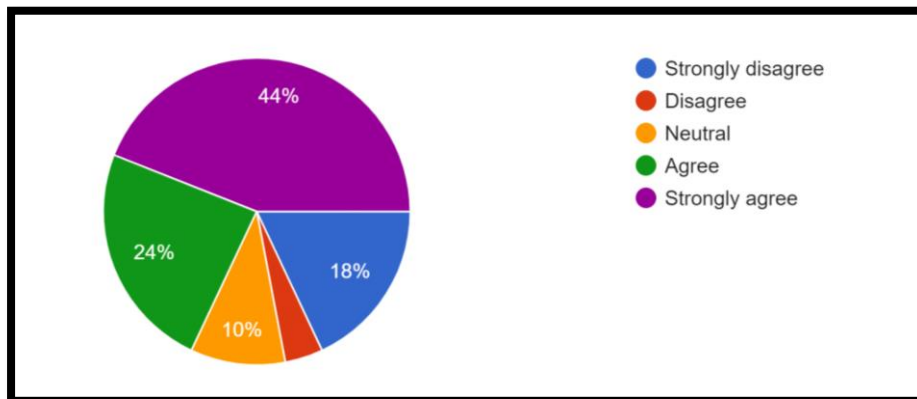
The data that was extracted from figure 19 showed that nearly half (44%) of the participants remained neutral, possibly unsure of the implications. While a significant portion (30%, combining those who disagreed 20% and strongly disagreed 10%) expressed concerns about potential misuse, a similar portion (26%, combining those who agreed 20% and strongly agreed 6%) saw value in responsible use for writing tasks. This highlights the need for a balanced approach: establishing clear guidelines to address potential drawbacks while exploring ways to leverage ChatGPT as a tool to enhance the writing experience.

### **Explanation,**

There were too many explanations and we can talk about the most important ones. Participants were concerns about plagiarism, hindered learning, over-reliance, and laziness dominated the discussion. While some saw potential for brainstorming, grammar/spelling checks, research assistance, and efficiency gains, a cautious approach prevailed. The explanations suggest

a need for a balanced approach: establishing clear guidelines to address plagiarism and skill development concerns, while exploring ways to leverage ChatGPT as a responsible tool to enhance the writing experience.

Item 10: I would be interested in learning how to use ChatGPT effectively for writing practice.



**Figure 20:** *The interest of learning how to use ChatGPT*

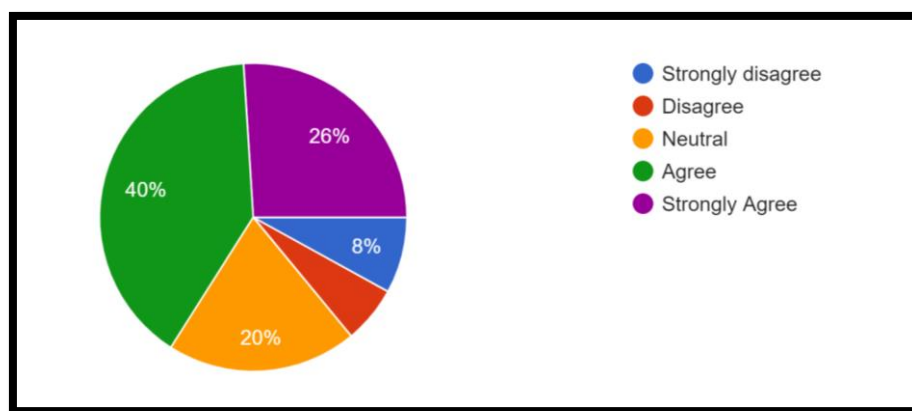
The results of figure 20 revealed a strong desire for knowledge. Nearly two-thirds (68%, combining strongly agree 44% and agree 24% responses) expressed interest, suggesting they see ChatGPT as a valuable tool for improving their writing skills. A significant minority (22%, combining neutral 10%, strongly disagree 18% and 4% responses) remained unsure or opposed, potentially due to concerns about its limitations or misuse. This highlights a clear opportunity for educational resources and workshops to help students leverage ChatGPT effectively for writing practice.

### **Explanation,**

Students see ChatGPT as a tool to enhance their writing skills (grammar, ideas), improve learning outcomes, and become more active participants in the writing process. However, some acknowledge potential risks like plagiarism and over-reliance, emphasizing the importance of

responsible use. Interestingly, a positive view of AI integration emerged, with some seeing ChatGPT as a valuable tool for the modern world, complementing human skills and promoting adaptation to AI. Overall, the question shows that students are eager to learn and improve their writing and educational resources that teach how to use ChatGPT responsibly and how to bridge the gap between student interest and effective implementation.

Item 11: I worry that relying on ChatGPT will hinder my own development of writing skills.



**Figure 21:** Participants concerns that ChatGPT will hinder the development of writing skills

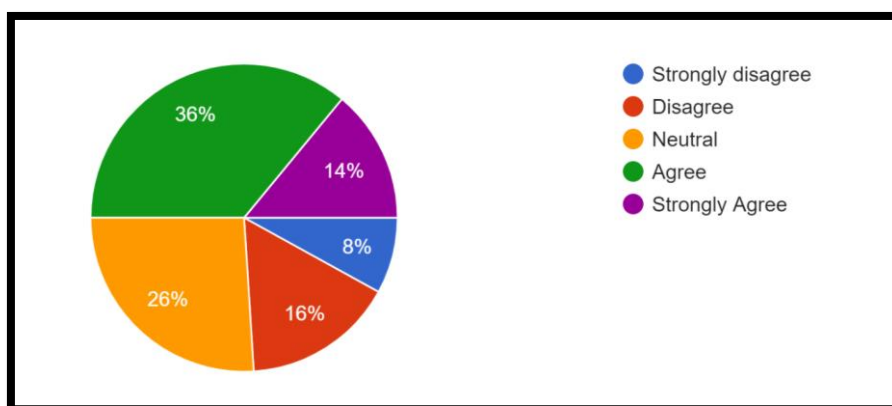
As shown in figure 21 a significant portion of a combination of 66% (strongly agree 26% and agree 40%) sees ChatGPT as a potential crutch that could weaken the development of the writing skills. A sizeable neutral group of 20% might be unsure of the impact, while a minority of 14% (strongly disagreeing 8% and disagreeing 6%) believe ChatGPT can coexist with skill development. This highlights the need for educational strategies that address these concerns, focusing on how to influence ChatGPT responsibly while enhancing strong writing skills.

### **Explanation,**

We have noticed that the majority of the participants agreed on that relying on ChatGPT could hinder their skill development. Many responses highlighted potential drawbacks like

laziness, decreased creativity, and over-reliance, leading to a decline in independent writing ability. However, some offered nuanced views. A few saw ChatGPT as a tool that if used responsibly it can actually enhance writing skills through functions like grammar correction and idea generation. Others emphasized the importance of balance, suggesting ChatGPT can be a useful springboard for ideas, but true development comes from self-effort and revision.

Item 12: While ChatGPT could be a tool to improve writing skill, students shouldn't be using it instead of their own personal efforts.



**Figure 22:** Participants opinion about the over-use of ChatGPT

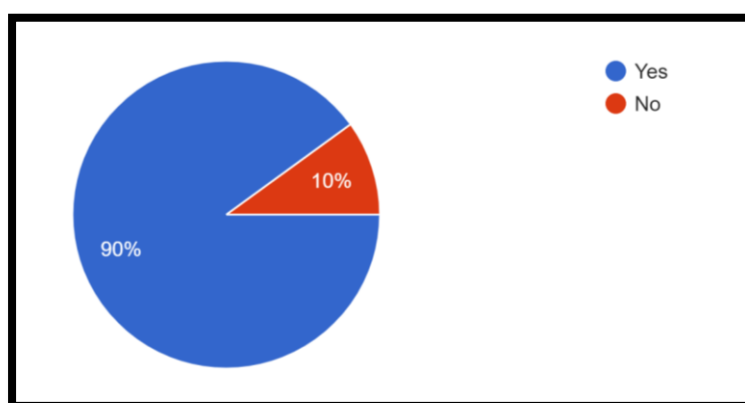
Figure 22 which aims to find out the opinion about the over use of ChatGPT showed a nuanced perspective, while the majority as usual (50%, combining strongly agree 14% and agree 36% responses) believe students shouldn't rely only on ChatGPT. The other half was divided into two halves, 26% remain unsure whether it will benefit or downgrade the writing skills but the half (24%, combining strongly disagree 8% and disagree 16%) were sure that it will never effect the development of the writing skills.

### **Explanation,**



Many of the participants see it as a helpful tool for improving grammar, vocabulary, and brainstorming ideas. It can also be a time-saver for research. However, some worry that students might become overly reliant on ChatGPT, hindering their independent thinking and writing skills and it will cause plagiarism in a way or another if not used properly. The analysis suggests that ChatGPT can be beneficial for EFL students when used strategically. It can be a springboard for students to develop their own ideas and writing, rather than a crutch that replaces their personal effort. This focus on personal effort alongside the tool's capabilities could optimize the learning experience for EFL students.

Item 13: Would you recommend ChatGPT tool to other EFL students?



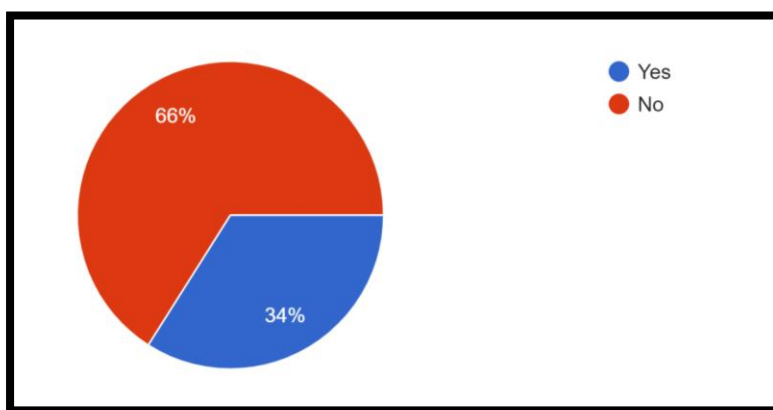
*Figure 23: Recommending ChatGPT to other EFL learners*

Based on the results of figure 23, recommending ChatGPT to other EFL students revealed overwhelming support (90% answered yes). This suggests a strong belief among EFL learners that it can be a valuable tool for their language learning journey. However, a small minority (10% answered no) remains cautious, highlighting the need for further exploration of both the benefits and potential drawbacks of using ChatGPT in the EFL learning context.

**Explanation,**

The explanation unveiled that participants have a positive outlook with some caution, they see it as a valuable tool for improving grammar, spelling, and sentence structure. It can also help with idea generation, vocabulary building, and information access, leading to a faster learning process. However, concerns exist about overreliance on ChatGPT. Overall, the analysis suggests ChatGPT can be beneficial for EFL writing when used responsibly, but students should prioritize developing their own writing abilities alongside its use.

Item 14: Do you think ChatGPT tool will replace the human touch in writing?



**Figure 24:** Participants opinion on whether ChatGPT will replace human touch or not

According to figure the strong majority (66%) believe ChatGPT won't replace human writing, suggesting a continued value for creativity, critical thinking, and individual voice in written expression. However, a significant minority (34%) see potential for ChatGPT to play a more prominent role, makes us wonder what writing will be like in the future with AI helping people write.

**If no,**

Participants highlighted the unique emotional depth, creativity, and personal style that AI currently lacks. The human ability to express feelings and unique ideas is seen as irreplaceable by

AI's objective and formulaic responses. While advancements in AI are likely, the question suggests it will remain a tool, not a replacement for the limitless potential and emotional intelligence of the human mind. The human touch in writing appears likely to be unique until they well implement the emotional aspect in AI.

### **The Questionnaire:**

The results from questionnaire shows that the majority of the participants have an intermediate English proficiency since they are master one students, speaking about the writing skills, they are somewhat confident in it, and the difficulties in writing varies from student to another but they share the same two problems which are brainstorming ideas and proper punctuation. The vast majority were familiar with it and most integrated it into their writing process to overcome some of the difficulties that they faced while writing. The user-friendliness of the tool was a positive aspect. The questionnaire revealed that the students are a bit concerned about plagiarism with negligence of the risks that they will fall into the trap of plagiarism. Interestingly, despite its benefits like idea generation, paraphrasing, and summarizing most students felt it couldn't replace the human touch in writing, suggesting a continued emphasis on developing their own voice and style. Overall, the survey suggests that it can be a valuable assistant for EFL students. Its ability to spark ideas, proof reading and paragraph writing can empower students to overcome common writing hurdles like brainstorming and punctuation. However, responsible use and a focus on independent learning remain crucial. Students should leverage ChatGPT as a tool to enhance their writing process, not to replace it. By critically evaluating its suggestions, fact-checking information, and prioritizing their own critical thinking and revision skills, EFL students can benefit from the power of it while developing their own written assignments.

### **Synthesis and Discussion of the Findings:**

This analysis compares our findings with research by Zhao et al. (2024) and Fantone (2023) to highlight commonalities and divergences. Both our study and Zhao et al. (2024) identify potential benefits like brainstorming support and improved phrasing, while also revealing concerns about plagiarism and overreliance. This shared landscape underscores the need for responsible use and fostering critical thinking alongside ChatGPT.

Our research adds a unique perspective by suggesting an underestimation of the impact on learning when using ChatGPT for time reduction. Here, the perceived benefit of efficiency might overshadow the long-term value of grappling with writing tasks, a struggle that enhances critical thinking and independent learning. Further exploration of this trade-off is needed. Overtime studies could track student progress over time, comparing those who utilize ChatGPT strategically with those who rely on it heavily. Additionally, research could investigate alternative strategies for time management and stress reduction in the writing process, ensuring students develop the necessary skills for independent learning.

While both our research focused on EFL learners but Fantone (2023) focused on the use in general, they offer complementary perspectives on the limitations of AI writing tools. Despite the benefits, students felt ChatGPT couldn't replace developing their own voice and style, which resonates with Fantone's observation that AI tools lack the human touch and nuanced expression that defines individual voices. Both studies highlight the enduring importance of human agency and fostering an individual writing style. Future research could delve deeper into this aspect, exploring how teachers can effectively integrate ChatGPT while encouraging students to develop their own unique voice. This might involve incorporating activities that emphasize personal

expression and critical reflection, ensuring students don't become reliant solely on AI-generated content.

The convergence between our research and others suggests both the potential and limitations of ChatGPT for EFL learners. Teachers need strategies for responsible integration, such as workshops on ethical use and critical evaluation, guiding students to influence ChatGPT for brainstorming while emphasizing independent research and revision, and encouraging them to maintain their own voice alongside utilizing ChatGPT for grammar and vocabulary assistance. Additionally, teachers can explore integrating peer review exercises where students can provide constructive feedback on each other's writing, enhance a collaborative learning environment and further developing critical thinking skills.

Beyond pedagogical strategies, the rise of AI writing tools like ChatGPT necessitates careful consideration of ethical implications. Concerns include potential academic dishonesty, the creation of biased content, and the amplification of misinformation. Teachers need to equip students with the knowledge to identify AI-generated content and navigate the ethical use of such tools. Furthermore, fostering a culture of academic integrity remains paramount.

The landscape of AI writing tools is constantly evolving. As these tools become more sophisticated, their capabilities and limitations will continue to shift. Future research needs to stay on a level of these advancements, exploring how the evolving nature of AI writing tools impacts EFL learners and educational practices. This might involve investigating the effectiveness of new features or functionalities offered by these tools and their potential impact on student learning outcomes.

In conclusion, our research, along with existing studies, sheds light on the multifaceted relationship between ChatGPT and student writing. By acknowledging both the benefits and the risks, teachers can empower EFL learners to utilize ChatGPT strategically and develop their writing skills effectively. The journey ahead lies in enhancing a balanced approach that embraces technology while nurturing the irreplaceable qualities of human expression. Through continued research and pedagogical innovation, we can ensure that ChatGPT serves as a valuable fuel for learning on the EFL learner's writing journey, not a replacement for the essential skills sharpened through independent thought, critical analysis, and the development of a unique voice.

## **Conclusion**

This chapter explores the insights harvested from a questionnaire distributed to master one students at the University Mohamed Khider of Biskra's English department. The questionnaire aimed to shed light on the specific writing difficulties students encounter when tackling various written assignments. These difficulties could include brainstorming ideas, punctuations, clear vocabulary, or using a proper grammar. Additionally, the questionnaire explored the students' perceptions of ChatGPT as a potential writing aid. It investigated whether students believed it could help them overcome these writing challenges or not. This chapter aims to provide a deeper understanding of the challenges faced by EFL learners in the context of written assignments, and to evaluate the potential role of ChatGPT in supporting their writing development.

## **Limitations of the Study**

The questionnaire's focus on Master's students in Biskra University's English department limits the generalizability of the findings to the entire Algerian university system. However, the results offer a valuable glimpse into the specific challenges and potential solutions faced by Master's-level EFL learners. While these insights can be applied to similar contexts, it's important

to remember that the findings may not be universally applicable across all educational levels and writing situations.

Time was a crutch because if we had more time we could've used other methods like group experiment of some students where a group can use Chatgpt while doing some assignments and the other group should rely on themselves. We could've included the teachers by either interviewing them or giving them a questionnaire to answer so we see their opinion to this implementation.

## **Pedagogical Implications and Recommendations**

This study investigated the impact of ChatGPT, an AI tool, on EFL learners' writing abilities. The findings offer valuable insights for improving writing instruction, including:

- **Shifting Focus to Practical AI Applications:** Introducing ChatGPT and its potential benefits for EFL learners can be a valuable addition to the curriculum.
- **Strategic Integration of ICT Tools:** The study informs strategies for integrating ICT like ChatGPT into classrooms. Research on how these tools can support the learning curriculum and enhance EFL learners' overall language development is crucial.
- **Promoting Responsible Use of AI:** Your research can contribute to promoting responsible use of AI tools like ChatGPT. This includes boosting transparency about the tool's role in writing (e.g., brainstorming, revising) and ensuring proper attribution when using its suggestions. However, the focus should remain on developing independent writing skills and critical thinking, not over-reliance on AI assistance.



## General conclusion

The main objective of this research was to investigate the potential of ChatGPT as a tool for improving written assignment skills among EFL learners. In today's digital age, technology offers plenty of resources that can support and enhance the learning process. It is a large language model capable of generating text, translating languages, and writing different kinds of creative content, has sparked interest in its potential application for EFL learners. This research aimed to shed light on whether it can be a valuable asset in helping students develop their writing abilities.

The study used a quantitative method approach to gather data on student experiences and perceptions of ChatGPT. A semi-structured questionnaire was distributed to Master's students enrolled in the English department at Biskra University. Quantitative data provided insights into some close-ended questions like “how many of the students uses such tool” or “how many of the students see that ChatGPT is easy to use”. We also added some open-ended questions to get further clarifications like “how can ChatGPT be helpful for EFL students like yourself in writing assignments”. Both types of questions offered deeper understanding of the specific ways students perceived it as beneficial or detrimental to their writing process.

The research yielded a nuanced conclusion regarding the potential of ChatGPT for EFL learners. The overall findings suggest that it can be a helpful tool for students to improve their written assignments. Students reported benefits such as assistance with brainstorming ideas, overcoming writer's block, and improving grammar and vocabulary usage. However, the research also highlighted limitations associated with it. Overreliance on the tool can hinder the development of independent learning skills and critical thinking abilities. Students who takes every bit of the information that was provided by ChatGPT will be in the risk of the unintentional plagiarism. These findings suggest that a balanced approach is necessary. it can be a valuable addition to the

learning environment, but it should be used strategically alongside traditional writing instruction and critical thinking exercises.

In conclusion, this research provided valuable insights into the potential benefits and limitations of ChatGPT for EFL learners. While the study focused on Master's students in a specific university setting, it lays the groundwork for further exploration in diverse educational contexts and with students at various levels. By understanding the strengths and weaknesses of ChatGPT integration, teacher can develop strategies to use this technology as a tool to empower EFL learners and enhance their written assignment skills.

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**Appendix A:**

## **Students' Questionnaire (the piloting version)**

Dear participants,

We invite you to participate in a brief questionnaire (less than 10 minutes) for my Master's dissertation entitled: *“The Use of ChatGPT in Writing Assignments of EFL Students”* Case study of Master one students at the department of English at Mohamed Kheider University of Biskra. Your responses are anonymous, and any information you share will only be used for academic purposes.

In case of inquiries, or if in need of further clarification, do not hesitate to contact us at: [imadabdenouri25@gmail.com](mailto:imadabdenouri25@gmail.com).

Your contribution is greatly appreciated.

### **Section 1: General Information.**

**Q1:** Age:

.....

**Q2:** Gender:

Male

Female

### **Section 2: Academic Writing.**

**Q1:** How would you rate your current level of proficiency in English?

Beginner

Intermediate

Advanced

**Q2:** How confident are you in your current English writing skills?

Not Confident

Somewhat Confident

Very Confident

**Q3:** Where do you find difficulty in writing?

Spelling

Punctuation

Vocabulary

Brainstorming

Other:

.....

.....

.....

**Section 3: ChatGPT.**

**Q1:** Have you ever heard of ChatGPT?

Yes  No

**Q2:** Have you ever used ChatGPT for writing assignments?

Yes  No

If yes, for what type of writing assignments have you used ChatGPT? (Please select all that apply)



Essays

Research Papers

Summaries

Other:

.....  
.....  
.....

**Q3:** Have you noticed any improvements in your writing skills after using ChatGPT?

Yes  No

If yes, in what aspect (s) of writing exactly have you improved and how?

.....  
.....  
.....

**Q4:** Did you face any difficulties using it?

Yes  No

**Q5:** In your opinion, how can ChatGPT be helpful for EFL students like yourself in writing assignments? (Please explain)

.....  
.....  
.....

**Q6:** Are there any potential drawbacks or concerns about using ChatGPT for academic writing? (Please explain)

.....  
.....  
.....

**Q7:** Do you believe using ChatGPT could lead to plagiarism in academic writing?

Yes  No

Explain Briefly, why or why not:

.....  
.....  
.....

**Q8:** Allowing students to use ChatGPT freely in writing assignments.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**Q9:** I would be interested in learning how to use ChatGPT effectively for writing practice.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**Q10:** I worry that relying on ChatGPT will hinder my own development of writing skills.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**Q11:** While ChatGPT could be a tool to improve writing fluency, it shouldn't replace the student's own understanding and analysis.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

**Q12:** What do you usually focus on while using ChatGPT?

Grammar Checking

Paraphraser

Summarizer

Paragraph writing   St  
Questionnaire (1).doc

Other:

.....

.....

.....

**Q13:** Would you recommend ChatGPT to other EFL students?

Yes  No

If yes, why?

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**Q14:** Do you think ChatGPT tool will replace human touch?

Yes  No

If no, why?

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**Thank you for your participation**

### **Opinionnaire**

- Quality

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- Quantity

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- Relevance

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- **Difficulty**

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- **Clarity**

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- **Layout and attractiveness**

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- Repeated questions and items

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- Other

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**Appendix B:**

# Students' Questionnaire (final version)

Dear participants,

We invite you to participate in a brief questionnaire (less than 10 minutes) as a partial fulfillment of my Master's dissertation entitled: *“The Use of ChatGPT by the EFL Students in Written Assignments: the case study of Master students of English at Mohamed Kheider University of Biskra.* Your responses will be kept anonymous, and any information you share will only be used for research purposes. In case of inquiries, or if in need of further clarification, do not hesitate to contact us at: [imadabdennouri25@gmail.com](mailto:imadabdennouri25@gmail.com).

Your contribution is greatly appreciated.

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\* Indicates required question

## General Information

1. Age \*

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2. Gender \*

*Mark only one oval.*

Male

Female

## Academic Writing

3. How would you rate your current level of proficiency in English? \*

*Mark only one oval.*

- Beginner
- Intermediate
- Advanced

4. How confident are you in your current English writing skills? \*

*Mark only one oval.*

- Not confident
- Somewhat confident
- Very confident

5. Which aspect (s) you find difficulty in writing? (Please select all that apply) \*

*Check all that apply.*

- Spelling
  - Punctuation
  - Vocabulary
  - Grammar
  - Brainstorming Other:
- 

## ChatGPT

6. Are you familiar with ChatGPT? \*

*Mark only one oval.*

- Yes
- No



7. If yes, have you ever used it for writing your assignments? \*

*Mark only one oval.*

Yes

No

8. For what type of writing assignments have you used ChatGPT? (Please select all \* that apply)

*Check all that apply.*

Editing and proofreading

Paraphrasing

Summaries

Paragraph writing

Generating ideas

Other:

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9. Have you noticed any improvements in your writing skills after using ChatGPT? \*

*Mark only one oval.*

Yes

No

10. If yes, Please precise the improved aspect (s) of writing?  
(Spelling/Punctuation/Vocabulary/Grammar/Brainstorming/other)

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11. If no, would you list some of the reasons?

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12. Is it difficult to use ChatGPT? \*

*Mark only one oval.*

Yes

No

13. If yes, what difficulties you have encountered while using it (state the major ones)? \*

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14. In your opinion, how can ChatGPT be helpful for EFL students like yourself in writing assignments? (Please elaborate) \*

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15. Are there any potential drawbacks or concerns about using ChatGPT for academic writing? (Please select all that apply) \*

*Check all that apply.*

- Lack of emotional intelligence
- Lack of academic integrity
- Provides inaccurate information
- Limited knowledge
- Inability to understand context
- Other:

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16. Do you believe using ChatGPT could lead to plagiarism in academic writing? \*

*Mark only one oval.*

Yes

No

17. Explain briefly, why or why not. \*

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18. Students should be allowed to use ChatGPT freely in writing assignments. \*

*Mark only one oval.*

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

19. Why \*

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20. I would be interested in learning how to use ChatGPT effectively for writing practice. \*

*Mark only one oval.*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. Why \*

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22. I worry that relying on ChatGPT will hinder my own development of writing skills. \*

*Mark only one oval.*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

23. Why \*

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24. While ChatGPT could be a tool to improve writing skill, students shouldn't be using \* it instead of their own personal efforts *Mark only one oval.*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

25. Why \*

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26. Would you recommend ChatGPT tool to other EFL students? \*

*Mark only one oval.*

Yes

No

27. In both cases, would you please justify your answer? \*

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28. Do you think ChatGPT tool will replace the human touch in writing? \*

*Mark only one oval.*

Yes

No

29. If no, why? \*

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## الخلاصة

هذا البحث يستكشف إمكانية دمج أدوات الذكاء الاصطناعي، وتحديدًا برنامج الدردشة الآلية شات جي بي تي، لدعم متعلمي اللغة الإنجليزية كلغة ثانية. يحقق البحث في الحاجة المتزايدة لمثل هذه الأدوات لاستكمال أساليب التدريس التقليدية، مما يسمح للمعلمين بالتركيز على مجالات تتجاوز الحفظ البيغائي والقواعد النحوية. تم إجراء الاستبيان على 50 طالباً من طلاب ماجستير واحد بجامعة محمد خيضر ببسكرة بالجزائر، وذلك لاستقاء آراء حول الفوائد والقيود المتصورة لبرنامج الدردشة الآلية شات جي بي تي بالنسبة لمتعلمي اللغة الإنجليزية كلغة ثانية. ستساهم نتائج هذه الدراسة في النقاش المستمر حول دور الذكاء الاصطناعي في تعليم اللغة، حيث تقدم معلومات قيمة للمعلمين والمطورين الذين يسعون إلى تحسين أدوات تعليم اللغة التي تعمل بالذكاء الاصطناعي.

**الكلمات المفتاحية:** برنامج الدردشة الآلية شات جي بي تي، متعلمو اللغة الإنجليزية كلغة ثانية، الذكاء الاصطناعي،

تعليم اللغة، ماستر واحد، جامعة محمد خيضر – بسكرة.