



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

MASTER THESIS

Letters and Foreign Languages

English Language

Applied Linguistics

Submitted and Defended by:

Souissi Ouidad

Title

Exploring Learners' and Teachers' Attitudes Towards ChatGPT-3 as a Writing Assistant:

The Case of Master Two EFL Students at Mohamed Kheider University –Biskra

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

Board of Examiners:

Dr. Amrate Moustafa	(Examiner)	(university of Biskra)
Dr. Assassi Tarek	(Examiner)	(university of Biskra)
Dr. Nouari Wafa	(Examiner)	(university of Biskra)
Mrs. Bentahar Lamia	(Supervisor)	(university of Biskra)

Academic Year : 2023/2024

DECLARATION

I hereby solemnly declare that the work I am going to present in this thesis, entitled *Role of using Chat GPT as an Assistant in Academic Writing: the Case of Master two students at Mohamed Kheider University –Biskra,*

is my own and that has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at the University of at biskra University.

Date:

Signature

Ms. SOUISSI Ouidad

DEDICATION

I heartily dedicate this work to

my beloved parents;

*you are the reason for what I have become now. Thank you for
your continuous care and support.*

my lovely friends;

*I will never forget you: those who sincerely supported me with
their prayers, kindness, and efforts.*

To all of you, I gladly dedicate this work and these words...

Thank You

ACKNOWLEDGEMENTS

First and foremost, I would like to thank ALLAH, the Almighty, for giving me this wonderful opportunity and strength to complete this dissertation.

I would like to express my special thanks to my supervisor **Mrs.Bentahar Lamia** for her unaccountable guidance, support, help and patience to complete my work.

Thanks should also go to the members of the jury members for their evaluation and feedback.

I would like to extend my gratitude to my university family, the people whom I spent with the last five years of my life.

Finally, I also would like to thank master two students and EFL teachers at Biskra University for their help and seriousness in answering the questionnaire.

ABSTRACT

The present study aims to explore learners' And teachers' attitudes towards using Chat GPT as a writing assistant in EFL learners' academic writing for master's two (M2) students of English at Mohamed Khider University of Biskra. We, therefore, opted for an exploratory study which comprises only one data collection tool; an online questionnaire which targeted master two EFL learners who were non-probability voluntary sampling at the English department at Mohamed KhiderUniversity of Biskra , and another questionnaire submitted to five EFL teachers in the same department. The findings revealed that students support the integration of Chat GPT as a modern way of learning which facilitates the enhancement of academic writing and train them to be experienced in writing skills. Conversely, second type of findings dealing with teachers' indicated that EFL teachers do not totally support the students' use of Chat GPT or AI tools during academic writing though they admit the great role with a set of conditions, calling for a very tentative incorporation of these applications.

Keywords: Artificial intelligence, writing assistant, academic writing. Chat GPT application.

List of Abbreviations

EFL: English as a Foreign Language

AI: Artificial Intelligence

GPT: Generative Pre Trained

LLMs: Large Language Models

AIED: Artificial Intelligence in Education

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General Introduction

Introduction

Written expression is recognized as an important subject in the study of a second or foreign language which is the ability to convey thoughts , ideas, and information clearly and effectively in a written form. Mastering and engaging in academic writing helps EFL students to improve their language proficiency also organizing and presenting their ideas in a coherent, scholarly manner, which are essential for producing essays, research papers and dissertations. In order to make the the learning process easy and exciting and thought-provoking for students and teachers alike, English as a foreign language educators have focused on developing new techniques for teaching language and enhancing the learner's writing skills.

Academic writing can be a problematic and complex process for EFL students as it requires mastery of advanced language skills, critical thinking, structural and stylistic standards. However, AI-powered writing assistants provide monitoring the writing process and offering valuable productive feedback to students. The computer-based applications are increasingly becoming alternatives to facilitate writing using automated writing evaluation.

The primary goal of Artificial Intelligence for EFL students in academic writing includes Automated Writing evaluation, Automated Essay Scoring, and Automated written, Corrective Feedback functions in one integrated program. Additionally, AI applications can provide personalized learning experiences tailored to individual students' needs, targeting areas of improvement and offering targeted practice exercises. By leveraging AI, EFL students can overcome language barriers more effectively, gain confidence in their writing abilities, and produce higher-quality academic work.

2. Literature Review

The emergence of new technologies has given rise to advanced AI models like ChatGPT, which can handle various language tasks and generate responses similar to humans. This opens up promising opportunities for improving academic efficiency (Dergaa, Chamari,

Zmijewski, & Ben Saad, 2023). CHAT GPT can significantly improve learners' writing abilities. This tool helps language learners deal with writing problems such as: organization, grammar, cohesion and errors. It offers suggestions to fix sentences with mistakes and enhance the overall writing proficiency. The AI tool helps learners create connected text by offering feedback and suggesting grammatically accurate sentences as well.

Numerous studies investigated the impact of AI-assisted language learning tools on EFL (Alhalangy&AbdAlgane, 2023; Akpur, 2024; Fawaz, 2023). For exemple, the study of Utami, Andayani, Winarni, &Sumarwati (2023) investigated Indonesian student's perceptions of using Artificial intelligence (AI) technology in academic writing classes, focusing on its usefulness, ease of use, and attitude towards usage. It was conducted through a case study approach with 58 participants from three high schools in Semarang, Indonesia. The research utilized a mixed-methods approach involving questionnaires and in-depth interviews. The results indicated that students generally perceived AI-based learning tools as beneficial for enhancing writing performance, improving skills, and facilitating learning objectives. While students found the tools accessible and easy to use, limitations were noted in fully supporting all aspects of the writing process, particularly in revision and editing.

Moreover, Amina Abdelhadi (2023) from Ibn Khaldoun University conducted a study investigating the potential benefits of integrating Chat GPT in flipped classrooms to enhance lexical and grammatical features in Algerian university EFL learners' essay writing. The study used a quasi-experimental approach. The results demonstrated a significant improvement in the academic writing skills of the experimental group after receiving the treatment. This improvement is evident across three aspects: grammar, vocabulary, and collocation. The statistically significant difference between the mean scores of the post-tests for the experimental and control groups supports the effectiveness of integrating Chat GPT into the flipped classroom model for enhancing EFL students' lexicographical competence.

Similarly Bin-Nashwan et al. (2023) conducted a study about the use of chat GPT in academia utilizing a quantitative research design with a cross-sectional approach. The researcher distributed an online survey comprising 47 measurement items to the global academic community via Research Gate (RG) and Academia (Academia) sites. The findings revealed significant positive associations between factors such as time-saving features, self-esteem, self-efficacy, perceived stress, and ChatGPT usage in academia.

The study explores of EFL learners' interactions with AI in academic writing tasks. By doing this, the researcher hopes to provide light on the nuances and complexity that underpin students' attitudes and experiences, helping to paint a whole picture of how AI affects academic writing motivation and abilities. The knowledge gained from this research could greatly improve EFL instruction, where customized approaches are necessary to meet the particular difficulties that students encounter, like : proofreading ,feedback ,time restraints, and varying degrees of language proficiency.

3.Statement of the Problem

Mastering writing in English as a foreign language (EFL) is crucial for academic success, particularly in higher education, where students are required to engage in research and produce various forms of written work such as essays, articles, research papers, and dissertations. EFL learners commonly make various errors in their writing. Some of these errors include: sentence clarity and cohesion, punctuation and mechanics, conciseness and precision, grammar and syntax errors which affect the quality of their Academic writing.

To overcome their difficulties, students need assistance and feedback. However these processes need time and effort. Therefore, with the advent of new technologies like Artificial Intelligence (AI) tools such as ChatGPT “Generative Pre-trained Transformer” that can address the challenges associated with developing writing proficiency. This latter tool

provides automated feedback on various aspects of writing, including organization, coherence, prompts, and vocabulary. Thus, students and researchers can depend on such tools for various writing tasks and assignments in order to enhance academic writing performance. Hence, the current study Exploring Learners' And Teachers' Attitudes Towards Chat GPT as A Writing Assistant.

3. Research Questions

This study seeks to answer the following questions:

RQ1:How do Algerian EFL learners perceive Chat GPT as a writing assistant?

RQ2:How do Algerian EFL teachers perceive Chat GPT as a writing assistant?

RQ3: What are the differences between the views of Algerian EFL students and teachers towards the use of Chat GPT as a writing assistant?

4. Research Aims

Through this study, the researcher aims to:

1. Identify EFL learners' and teachers' attitudes towards the use of ChatGPT as an assistant in writing academic papers., exploring factors such as acceptance, perceived usefulness, and potential challenges.

5. Significance of the Study

This study examines the most debated topic among teachers and students at the University of Mohamed Khider which is about the use of AI driven tools like Chat GPT. Through this study the researcher indicates the positive side of AI in teaching and learning EFL and its contribution to the enhancement of academic writing. The study findings will enrich university education by offering innovative solutions to common challenges in academic writing instruction. Also, this study will fill a crucial gap concerning the impact of AI applications especially ChatGPT.

6. Research Methodology

6.1. The choice of the Method

To explore Learners' And Teachers' Attitudes Towards Chat GPT as A Writing Assistant, a mixed-methods approach that combines quantitative and qualitative research methods was adopted to collect and analyse data.

6.2 Population and Sample

Master two students of the English department at Mohamed Khider University of Biskra will be the population of this study (137) for a reason that they are preparing their master dissertation and they are expected to use different online and/or offline research and writing tools. A sample of (30) students who are non-probability voluntary sampling in addition to (5) EFL teachers at the University of Biskra in order to know their attitudes towards using Chat GPT as a writing assistant.

6.3 Data collection Tools

The data collection tool for this study will be based on a semi-structured questionnaire to identify students' writing difficulties, their reasons behind the use of ChatGPT and their attitudes towards its effectiveness. Additionally, a teachers questionnaire to explore in depth their attitudes towards the use of Chat GPT and artificial intelligence in academia.

8. Provisional Structure

This work will be divided into two main parts. A theoretical part which will comprise two chapters; the first chapter provides an overview about academic writing. The second chapter deals with artificial intelligence and Chat GPT in education, its definition, its advantages and disadvantages... etc. In the practical part of the dissertation, the researcher will describe all the data gathering tools, analyse and discuss the data gathered through these tools.

Chapter One: Academic Writing

Introduction

Academic writing is essential for higher education, professional communication, and research. It is a specialized writing style meant to explain complex ideas, theories, and research findings clearly and understandably. The primary readers for academic writing are frequently fellow academics, researchers, and experts in a particular area or field. Because of this, academic writing requires a certain set of skills, including critical thinking, analytical thinking, and effective concept communication.

For students at the tertiary level, writing is used as the foundation for their assessments. As they are expected to write a variety of assignments in an academic writing style, which is more formal, to show that they have the discipline-specific knowledge and critical thinking abilities. Moreover, academic writing is seen as both a tool for students to investigate and solidify their grasp of the material and a way for instructors to assess their students' comprehension and interest in the subject. But as Lillis (2001) points out, more and more student writing is being used for gate keeping. Most of the time, especially for postgraduate students, the only way that students are evaluated is through their writing; their responses to writing assignments determine whether they pass or fail the course. This has significant ramifications for L1 and L2 writers, but it particularly affects L2 foreign students who might not be acquainted with the standards of Western academic discourses.

1. Definition of Writing Skill

Academic writing is definitely the most important skill in learning circumstances since it is the main method of communication in academia. For most learners, it is also the most difficult skill to learn.

Stephen Bailey (2023) stated that academic writing is designed for anyone who intends to study in an English-medium college or university and needs to compose essays and other

tasks for coursework or tests.

According to Hogue & Oshima (2007) Academic writing is distinct from creative and personal writing. It is more formal and structured, typically used in educational settings such as high schools and colleges. Unlike the informal nature of creative and personal writing, academic writing avoids slang, contractions, and incomplete sentences. It necessitates the use of complete sentences and a specific organizational structure. Academic writing in English may differ significantly from academic writing in one's native language, encompassing varying vocabulary, grammar, and organization of ideas. While the English style of writing may initially appear difficult or repetitive, it is important to recognize its differences without considering it superior or inferior to other styles; it is simply a unique approach to conveying information.

Academic writing is not only used by experts for their publication in academic journals or books, it can be also used by students as a form of assessment at schools and universities. Both of them (students and experts) are expected to adhere to the same standards, which can be difficult for students to master.

Since academic writing communicates ideas, information and research to the wider academic community, having good writing skills offer you more opportunities to communicate straightforwardly to a far larger audience than through face-to-face or telephone ordinary conversations.

In Oxford dictionary writing is the activity of writing, in contrast to reading, speaking, etc. Writing is a form of human communication that uses a set of visual symbols that are typically connected to a specific language structure level 2 (Olson, 2024).

Another definition has been claimed by AkramJabar AL-Atabi (2020).it says that Writing is a human communication medium that involves the illustration of a language using symbols. It is the process for conveying thoughts and ideas in a way that is readable by the use of symbols, alphabetic letters, punctuation, and spaces. Although not all languages have writing systems, those that do can enhance and expand the capabilities of spoken language by allowing the development of permanent speech patterns that can be preserved throughout time.

2. Importance of Writing

Writing is an essential skill in the scientific field that is needed for many different jobs, such as publication, communication, and research as it helps writers arrange their ideas and conduct precise, systematic analyses of material which makes it a valuable tool for improving critical thinking abilities(Alek ,n.d) .

According to Dorothy E Zemach (2005),Writing is a vital daily communication tool, but it becomes much more crucial in college and high school. One of the hardest things to get good at in both a first and second language is writing. Writing is a type of language that involves written activity. When writing, kids need to be able to concentrate on choosing a topic, write with an extensive vocabulary, use language creatively, and comprehend proper punctuation and spelling.

Writing effectively is an ability based in the mental area. It entails acquiring, understanding, applying, and synthesizing new information. Writing successfully, in the opinion of a faculty member, involves more than just following writing rules. Writing also includes coming up with innovative ideas, solving problems, reflecting, and revising until a manuscript is finished. Instead, writing may seem to students like a tedious and even unpleasant exercise in trying to put ideas on paper while learning the details of writing conventions like syntax, citation style, and spelling (Defazio et al., 2010).nevertheless, writing is still considered as the most difficult skill compared to the other three skills(Richard and

Renandya ,2002)

Stephen Bailey (2018, p.6) argued that students should be clear why they are writing because recognizing the reason for writing is so important to develop any good piece of writing. The most common reasons include:

To report on a piece of research the writer has conducted

To answer a question the writer has been given or chosen

To discuss a subject of common interest and give the writers view

To synthesize research done by others on a topic

3. Academic Writing Genres

Essays, dissertations, and research papers are just a few examples of the many genres that fall under the umbrella of academic writing, and which are very crucial to higher education. Every genre has unique characteristics, goals, and frameworks of its own. Essays are brief and meant to present an argument or point of view on a subject, whereas research papers require in-depth examination and exploration of a specific research question. Dissertations are extensive research projects that offer a special perspective on a field of study. It is essential to comprehend the unique characteristics of each genre in order to effectively communicate ideas and meet the academic requirements of many different fields.

3.1. Essays

The most popular kind of writing that students in higher education institutions use is the academic essay. It attempts to involve students in the process of conducting research, discovering and reading materials, summarizing and taking notes, arguing and analyzing concepts, putting the concepts and analyses in formalized written forms, adjusting language forms and structure, organizing text mechanics, and editing a piece of writing that is accepted by academics.

An academic essay should address a task or question, and include an argument and a

thesis statement that addresses the question. Eunson (2012) describes an essay as a piece of writing on a particular topic that is logically arranged, makes use of appropriate language usage, and blends opinion with fact .In addition, academic essay is described as a written piece with a clear introduction, body, and conclusion(Andersson et al., 2007).Moreover,it is produced to respond to a question, to support an opinion or argument on a subject with relevant facts(Reshmi et al.2019).

3.2. Research Papers

A research paper is a type of academic writing in which data is compiled from many sources. It is founded on the author's original study on a given subject, a compilation of professional opinions, the author's own thoughts or conclusions backed by evidence, data analysis, and an interpretation of the research findings. Primary research and secondary research are the two categories of research papers. The study of a subject by first-hand investigation is known as primary research. Examples of this type of work include evaluating literary or historical texts, films, performances, surveys, interviews, and laboratory experiments (Shrestha et al.,n.d)

According to Prathap et al (n.d) research paper is a piece of academic writing that is based on the analysis and interpretation of research findings as well as the author's original study on a particular topic. To explain it simply, a research paper is a longer essay in which you provide your own analysis, interpretation, and arguments.

3.3. Theses and Dissertations

The required final work in some academic programs are referred to as theses or dissertations, respectively. Different places use the names in different ways. For example, in American universities and colleges, a thesis is the final assignment for a master's degree, and a dissertation is submitted for a doctorate; in contrast, in the United Kingdom, a dissertation is submitted for a master's project and a thesis for a doctorate. Even though the two follow

different structures, the overall structure is the same. In general, a doctoral thesis or dissertation is longer than a masters assignment. Theses and dissertations are summaries of scholarly research projects(Reshmi et al.2019)

The choice of topic is crucial for a quality dissertation and should be pertinent to assess the researcher's abilities. The process of choosing a pertinent issue that has been studied previously and has potential for more investigation takes weeks or months. It is based on an analysis of previous research or works. It requires a foundation or framework upon which to build and the addition of new ideas or experiences (Agrawal,2013).

“Dissertation is a contribution to some field or discovery of new knowledge through techniques and systematic research”(Kerchner, 1994, p. 1)

4. Academic Writing Stages

Clarity of phrasing and careful attention to detail are essential for academic writing, which is an organized and continuous process. When writing an essay, research paper, or thesis, writers go through a process that has several phases that all add to the final product's clarity and consistency. Comprehending these phases is essential for academicians who aim to provide superior scholarly material that captivates readers and has a significant impact on their disciplines.

4.1. Pre-Writing

Murray (1982) argued that the pre-writing stage is the first step of writing process. Kelly (2018) asserts that the prewriting phase is the most important one, in which the student creates ideas and arranges them using a variety of strategies, such as questioning, brainstorming, free writing, mind maps, sketching, and outlining. Teachers should think about this important and useful technique since it helps pupils write more easily when they are involved in this stage. Pre-writing, as defined by Sabrio and Burchfield (2009), is the stage that precedes essay drafting and includes tasks like preparation and concept generating. This procedure helps

students become more motivated to comprehend the subject they have chosen (Donohue, 2009). To help and mentor students in their writing pursuits, teachers might utilize a variety of prewriting techniques, such as brainstorming, free writing, critical thinking, concept mapping, listening to recordings, debates, reading, and asking questions akin to those of a journalist (Caswell and Mahler, 2004).

4.2. Drafting

The initial attempt to put ideas on paper is the first draft. When you develop, organize, and search for associations and supporting ideas, all of your thoughts and ideas are stored in the first draft which functions as an external representation of your working memory. The initial draft ought to be a disorganized, badly written mess. It's only at that point that things start to separate and some of the better ideas start to surface. Before you can start shaping anything, you must first toss that initial lump of clay onto the potter's wheel (Johnson, 2017).

Dymoke (2003) asserts that students use drafting as a completely technical procedure to produce a final copy that is complete. Regarding the role that teachers play in the drafting stage, Dymoke recommends that teachers help students write better by teaching them how to arrange and structure their ideas before having a discussion with classmates or teachers about how well those ideas are written. To put it briefly, this is the process in which students compose their initial draft without regard for accuracy or organization using their notes.

4.3. Revising and Editing

The word revision (re-vision) refers to seeing again—or, in this instance, seeing again and again and again. The core of the ultra-secret writing process is revision. The initial draft is similar to the potter tossing the first lump of clay onto the wheel (Johnson, 2017). In this stage, the student-writer edits his composition and makes any necessary adjustments (Harmer, 2001, p. 258).

Also, authors review their drafts to ensure they flow smoothly and logically, making

any necessary adjustments to clarify unclear or ambiguous passages. This stage is all about polishing the writing style and grammar. Specific attention is paid to things like punctuation, sentence structure, spelling, subject-verb agreement, and general phrase usage. Editing, according to Williams (2003), is basically adjusting the content at the sentence level to improve readability and coherence.

4.4. Submitting

Submitting is the the last step of academic writing stages.

A good piece of writing can not generally be achieved in one try or attempt. To have a well organized and coherent piece of writing, some key steps should be taken into consideration such as:

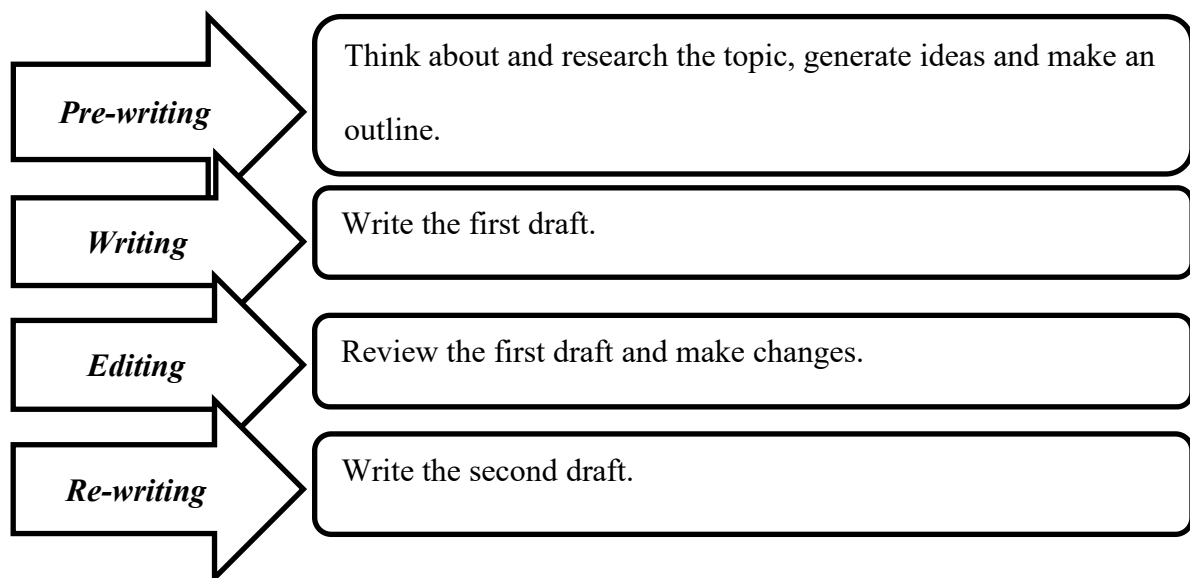


Figure 1.1: Stages of Writing (Monippally&Pawar, 2010)

In fact, knowing the previous steps lead to better writing. More drafts may be written through repeating the third and fourth steps (*editing and re-writing*) before reaching the final version.

5. Academic Writing Characteristics

5.1. Formality

Academic writing is often formal, requiring authors to avoid contractions, colloquial

language, repetition, confusing phrases, and overused comparisons. Similarly, formality entails using technical, intellectual, or abstract terminology, complex sentence structures, and avoiding personal pronouns like as "I" or "you." According to Hacker (1998), formal writing emphasizes the importance of the subject matter and the precision of the content. Its tone is dignified, with a sense of detachment between the writer and the audience.

5.2. Coherence and Cohesion

Coherence refers to how clear and logical ideas and thoughts are connected to each other. Murry and Hughes (2008, p.45) stated that: “ a good writer is the one who stick his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down”. they also said: “coherence is perhaps the single most important element in any kind of writing” so, coherence refers to the logical connection and smooth flow of ideas within a piece of writing. It ensures that the content is organized in a clear, understandable manner, allowing readers to follow the author's thoughts without confusion.

5.3. Objectivity

According to Monippally and Pawar (2010), it's important to avoid overemphasis and maintain a distance from the topic at hand. Writers should avoid using personal language and colorful terms to focus on the topic at hand.

Objectivity prioritizes research-based facts over personal opinions and biases. The writer asserts their authority by firmly outlining the argument's strengths. The language delivers reasoning, not value judgments. Although not intended to be hostile or contemptuous, the academic setting may require such behavior. The writer adopts a fair and objective narrative tone when presenting opposing opinions. The argument should be accurately described without bias. The writer's tone helps establish their position. It needs to be persuasive (Awago,2021)

5.4. Language and Style

Several researchers have attempted to operationalize academic style in order to analyze student writing more objectively. Crismore et al. (1993) developed a classification of interpersonal metadiscoursal markers. These are classified into the following categories:

1. Hedges (epistemic certainty markers)
2. Certainty markers (epistemic emphatics or boosters)
3. Attributors
4. Attitude markers
5. Commentaries

5.5. Clarity and Precision

Every written assignment should be easily understandable because writers are not creating solely for their own benefit; rather, they are addressing diverse audiences or readers. Writers endeavor to articulate their viewpoints clearly, avoiding any ambiguities by employing precise or descriptive language (Richard & Walker, 2010, pp. 10-11). Essentially, writers aim to ensure that readers comprehend the content as clearly as feasible.

5.6. Critical

Academic writing does more than just describing. An academic writer does not simply accept everything he reads as a fact but he analyses and evaluates the information; he is writing in order to make judgments before he decides whether he uses the information or not and how to integrate it into his own piece of writing. This is known as critical writing that requires a great deal of research for the writer to develop a deep enough understanding of the topic.

5.7. Balanced

Academic writing should be well balanced avoid bias and focus on all sides of the issue. An academic writer should show the strength of his research, evidence and arguments.

This can be done using hedges, for example phrases such as the evidence suggests... or this could be caused by...

5.8. Well Structured and Planned

In academic writing, it is necessary to produce logically structured ideas with well-thought-out, verified points and to consider different opinions” (Gillet, Hammond & Martala, 2009, p. 88). Hogue (2008, p. 2) emphasizes on sentence structure (the organization of words in a sentence), organization of ideas in a paragraph, grammar and punctuation. Academic writing should therefore have a clear structure that is often derived from the genre of writing. For example, a report is consisted of an introduction (including the aim), a method section and a results and discussion section; an essay is consisted of an introduction (including a thesis statement), clear body paragraphs (with topic and supporting sentences), and a conclusion.

The writing should be coherent with logical progression of ideas, and cohesive with the different obviously attached parts of the writing. In addition, careful planning before writing is also crucial to make sure that the final product will be well structured.

5.9. Ethical

Finally, the ethical dimension is one of the most important aspects of academic writing. It can be defined as “a set of moral rules that researchers must follow regarding the data collection, synthesis, evaluation, interpretation and publication of results in the process of seeking a solution for a problem.” (Aydm, 2015, p. 39). Thus, professional dignity, decency, responsibility and integrity should be maintained. “According to a report published in Turkish Academy of Sciences, the types of ethical violation encountered in academic research are classified as duplication, slicing, not specifying the supporting institution, removing the names of active contributors, changing the order of authors or adding authors, and secrecy” (Kozak, 2014, p. 192-198).

6. Benefits of Academic Writing for Student

Exploring and mastering academic writing, with all of its aspects and steps from theoretical perspectives to practice, can essentially help students in creating new meanings and forming their own logic to solve their daily problem situations. According to Zhihui Fang(2021, p.69) it :

6.1.Increases Career Opportunities: It is significant for students to learn how to write academically since they will certainly need it in their future professional life. Academic writing skills can offer future graduates better job opportunities as it helps them in expressing themselves as well as conveying their thoughts in a perfect way.

6.2.Develops Thought Processes: Thinking is considered, by many experts and philosophers, as an innate and natural process like breathing. Since different dimensions of thinking are required in academic writing, students have to develop their capability to recall and remember through using various strategies.

6.3.Gain Blogging Experience: The academic blogs have become an important tool to attract wider audiences or likeminded peers from other scholarly areas.

6.4.Broadens Knowledge: Writing in an academic way necessitates seeking research continuously which strengthens and widens one's knowledge as well as opens a rigorous challenge of offering or presenting one's original and value thoughts.

6.5.Widens Vocabulary: Looking for new and appropriate terminology plays a key role in writing academically. This allows students to enhance and even enrich their overall vocabulary knowledge.

6.6.Improves Focus Level: Students obviously need to better focus on many points (such as features and rules of academic writing) at the same time; this emphasis develops their concentration aptitude.

6.7.Increases Productivity: Academic writing requires a lot of training especially for

beginners or students. It also offers exceptional opportunities to learn from different culture perspectives and then increase their outputs as well as vary their interactive experiences.

Due to its flexibility, the benefits of academic writing cannot only be limited in the above clues; it depends on many factors such as: the topic challenge, the different areas of training...etc.

7. EFL Students' Writing Difficulties

Because of the difficulty of mastering academic writing, many students struggle to understand it, causing difficulties in learning the skill and ultimately resulting in failure to achieve a passing grade (Al Mubarak, 2017; Fadhel, 2019).

Writing in English as a Foreign Language (EFL) can present numerous challenges for students. These difficulties stem from the complexities of language structure, vocabulary, and cultural differences, among other factors. Here are some of the common writing difficulties EFL students may face :

7.1.Grammar and Syntax: English grammar can be complex, with various tenses, verb forms, and sentence structures. EFL students often struggle with subject-verb agreement, word order, and the correct use of articles and prepositions.

7.2.Vocabulary: Limited vocabulary can hinder EFL students' ability to express their ideas clearly and precisely. They may struggle to find the right words to convey their thoughts and may end up using repetitive or simplistic language.

7.3.Spelling and Punctuation: English spelling can be inconsistent, with many words not following typical phonetic rules. EFL students may make frequent spelling errors or struggle with proper punctuation, affecting the clarity of their writing.

7.4.Cohesion and Coherence: Writing a well-organized and coherent text requires understanding how to connect ideas and structure paragraphs effectively. EFL students may struggle with logical sequencing and the use of linking words and phrases.

7.5.Style and Tone: Adapting writing style and tone to suit different contexts and audiences can be challenging for EFL students. They may struggle to differentiate between formal and informal writing or adjust their tone appropriately.

7.6.Cultural Differences: Writing styles can vary greatly across cultures. EFL students may find it difficult to adjust their writing to match the expectations and conventions of English-speaking audiences, such as being more direct or using different idiomatic expressions.

7.7.Anxiety and Confidence: Writing in a foreign language can be intimidating, leading to anxiety and a lack of confidence. This may cause EFL students to avoid writing tasks or approach them with apprehension.

7.8.Feedback and Revision: Receiving feedback on writing can be a critical part of improving, but EFL students may struggle to understand and implement feedback due to language barriers or differing expectations regarding writing conventions (Akkaya&Aydine,2018).

To help EFL students overcome these challenges, teachers can provide targeted instruction, practice opportunities, and constructive feedback. Encouraging students to read more English texts and engage in writing activities can also help them improve their skills over time.

Conclusion

Students should not think that academic writing is an unachievable goal; they can get better with time, practice and awareness. Even if they don't have assignments, they have to create their own so that they come to the point where they enjoy writing and decide to master it. Moreover, in addition to playing an important role in student's future professional career, academic writing skills enable students to develop their brains being more creative.

Chapter Two: Artificial Intelligence And ChatGPT Application

Introduction

Artificial intelligence (AI) has become a transformative force in a wide range of fields, including education. AI, defined as a machine's ability to perform tasks typically associated with human intelligence, provides a variety of functionalities with the potential to transform the educational landscape. ChatGPT, a well-known AI application, exemplifies this potential by allowing users to communicate with computers using natural language.

This chapter delves into the definition, significance, types, history, implications, benefits, challenges, and ethical issues surrounding ChatGPT in education. Finally, this chapter emphasizes ChatGPTs' transformative impact on education, as well as the importance of addressing associated challenges and ethical concerns. Educators and policymakers can use ChatGPTs' capabilities and implications to improve learning outcomes while adhering to ethical principles and protecting students' rights.

1. Definition of Artificial Intelligence

According to Ziyad (2018/2019) Artificial intelligence, often known as machine intelligence, differs from natural intelligence, which is demonstrated by humans and animals. He, also, defined Artificial intelligence as a branch of computer science. It entails creating computer programs to perform things that would normally require human intelligence. AI algorithms can support learning, vision, problem-solving, language comprehension, and logical reasoning.

Tucci (2024) stated that some indicate artificial intelligence simply as a computerized system that demonstrates behavior often associated with intelligence. Others define AI as a machine capable of rationally addressing complex problems or taking suitable steps to attain its goals in whatever real-world situation it meets.

Artificial intelligence (AI) is the ability of a digital computer or computer-controlled

robot to perform tasks that are typically associated with intelligent beings. The phrase is widely used to refer to the endeavor of constructing systems that have human-like intellectual processes, such as the ability to reason, identify meaning, generalize, or learn from previous experience (Copeland, 2024)

2. Importance of Artificial Intelligence in Education

Begum(2024) stated that Artificial intelligence in higher education is crucial for both teachers and students because it allows for more flexible and limitless learning alternatives for students. Many students worldwide are able to enroll in institutions because of artificial intelligence's enhanced speed and flexibility. It is economically feasible when compared to other expenses related to manual labor, even though its application in education has been shown to be rather costly. However, compared to more conventional training methods and manual labor, university students' long-term usage of AI is far more cost-effective.

Artificial intelligence assists teachers in understanding their students during lectures and enables them to provide appropriate suggestions to students. It serves as a teacher to the students, allowing them to readily understand the principles. Artificial intelligence projects benefit students and teachers alike (begum,2024).

AIED has impacted students and teachers. AIED offers tailored teaching by giving students a better learning experience. For example, intelligent robots can always respond to students' questions. Pattern recognition technology can reduce online learning by detecting student motions. AI technology can replace teachers, reducing their workload, but it also raises teacher expectations. Take special education as an example: teaching exceptional children takes constant repetition, and intelligent robots can assist teachers in solving repetitious difficulties. Intelligent robots have some limits. Robots cannot provide the same level of advice to students as a 'coach.' As a result, future teacher expectations should be

enhanced(Sijing&Lan, as cited in Nalbant, 2021).

3.Types of Artificial Intelligence Based on Functionality

Professor Arend Hintze of Michigan State University introduced us to the concept of artificial intelligence in 2016. He claimed we could divide AI into four sorts. The four types of AI described in Khan (2021) article are listed below.

3.1. Reactive Machines Reactive machines, a type of Artificial Intelligence, have no memory and perform specified tasks. It does not take into account previous experience and operates only on established logic.

Reactive machines do not use previous memory to implement previous experiences. Furthermore, it is totally reactive and does not draw on past experience.

Examples of reactive machines include:

Deep Blue, the IBM chess software. In 1990, it defeated Garry Kasparov.

Playing video games on the PC.

3.2. Limited memory Type two artificial intelligence systems have limited memory. It has limited memory that can be used for future judgments. This machine learning approach focuses on factual and event-based learning. Limited memory recalls past experiences and applies them through observation of actions.

Example of Limited memory:

Self-driving cars.

3.3. Theory of Mind Theory of mind is a psychology term. This social intelligence helps interpret emotions. It anticipates how humans will react. Computers can mimic human emotions and read their thoughts. The Theory of Mind is not yet established, but is being developed.

Example of Theory of Mind :Autonomous cars

3.4. Self-aware AI Self-awareness AI is the application of common sense by a machine. The system stores all predefined data and performs actions automatically as necessary. This form of AI doesn't exist.

Example of Self-awareness AI:

-Self-awareness Robot

-Terminator flicks.

-Google Sky Net Deep Mind AI system

Chat GPT (Chat Generative Pre Trained Transfer)

1. Definition of Chat GPT

ChatGPT is a language model that enables people to interact with computers in a more natural, conversational manner. GPT stands for "Generative Pre-trained Transformer" and refers to a family of natural language models created by open Artificial Intelligence (AI). Because of its ability to produce unique results, this is also referred to as generative artificial intelligence (Sabzalieva&Valentini, 2023)

ChatGPT is an innovative system that employs powerful artificial intelligence techniques to generate natural language responses to a given prompt or input(Kuraku et al.,2023). It has been utilized in a variety of applications, including natural language processing, customer support, and content production.

2. History and Development of Chat GPT

ChatGPT is a large language model built by Open AI using the GPT-3.5 architecture. It can generate human-like text from input prompts, answer questions, and perform a range of natural language processing functions. It was trained on a vast dataset of internet content to understand language patterns and relationships (Sabzalieva&Valentini, 2023).

According to Al-Amin et al(2024)ChatGPT is a result of Open AI's research and development activities. ChatGPT went through multiple generations, each with improved

natural language processing and generating capabilities. GPT-1, GPT-2, and GPT-3 are key milestones in the creation of large-scale language models.

ChatGPT has evolved throughout time, with each version improving on the one before it. Forbes Magazine claimed that GPT-1, launched in June 2018 with 117 million parameters, established the groundwork for unsupervised learning in language understanding tasks. GPT2, published in February 2019 with 1.5 billion parameters, improved text production but was initially delayed owing to worries about misuse. In November 2019, the public gained access to it following a staggered roll out.

GPT-3, which debuted in June 2020, was a significant advance with 175 billion characteristics. Its powerful text-generation capabilities were widely used for jobs including email drafting, article authoring, poetry creation, and code production. GPT-3's introduction marked a watershed moment, enabling direct engagement with ChatGPT and demonstrating the technology's transformative significance. On November 30, 2022, Open AI publicly debuted the AI chat bot ChatGPT, which is now in a free research preview phase for users to test. ChatGPT uses Open AI's GPT3.5 language model technology, which has been trained on huge quantities of text data to produce human-like responses. This strong chat bot, created through large-scale language learning, is now available for public evaluation while still undergoing research. As technology progresses rapidly, Open AI announced the release of GPT-4 on March 14, 2023, which is currently available to ChatGPT Plus customers. GPT-4 is predicted to outperform its predecessors and transform natural language processing (Samala et al., 2024). Figure 1 shows the evolution of the GPT language model, which includes the most recent releases of GPT-3.5 and GPT-4.

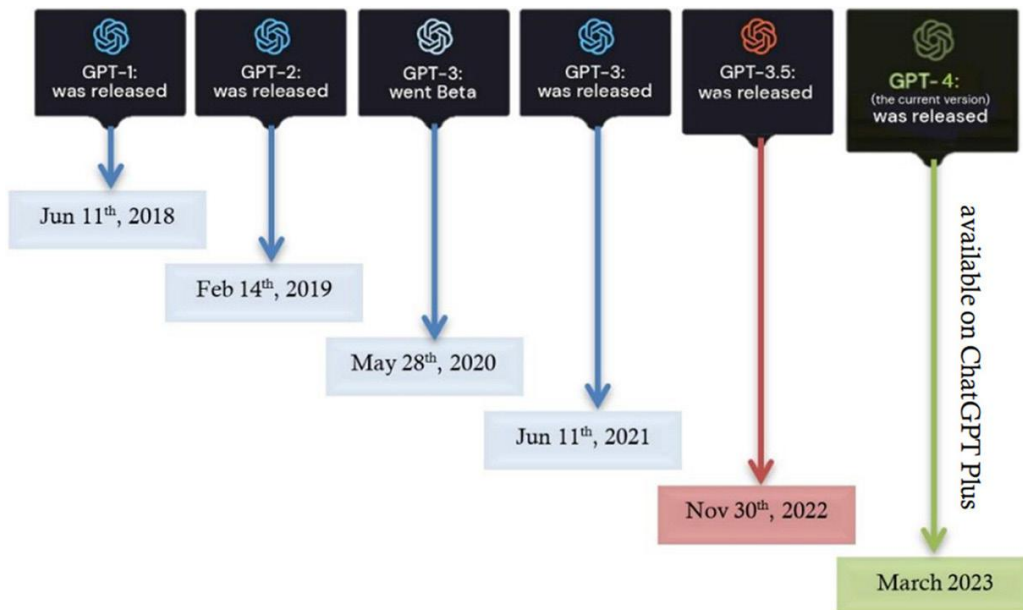


Figure01 :ChatGPTtimeline(samala et al.,2024)

3. The Implications of Chat GPT in Education

The consequences of implementing Chat GPT in education are numerous. On the one hand, technology has the potential to improve the learning experience by enabling rapid access to information, individualized assistance, and linguistic support. It can assist pupils overcome linguistic difficulties and improve their writing and communication abilities. Furthermore, it allows educators to design personalized learning materials and provide focused feedback to students(Alex,2023).On the other hand, the implications of Chat GPT present questions about the role of technology in education. There is a need to establish a balance between using AI technologies like Chat GPT and maintaining the value of human contact and critical thought. It is critical that kids do not become overly reliant on technology and instead continue to develop vital abilities such as problem solving, creativity, and independent thinking.

4. Benefits of ChatGPT in Education

4.1.Personalized learning Experiences: ChatGPT offers individualized learning

experiences by adapting information and explanations to each individual's needs and speed. It may adjust to the learner's level of knowledge by asking demanding questions or simplifying concepts as necessary(Oranga,2024).Chat GPT can provide tailored support to students by facilitating personalized discusses and interactions, allowing them to better learn subjects and reinforce their understanding(Alex,2023).

4.2.Facilitating Instant Feedback and Assessment:ChatGPT can offer immediate feedback on assignments, tests, and questions, allowing students to easily understand and fix their mistakes immediately(Oranga,2024).

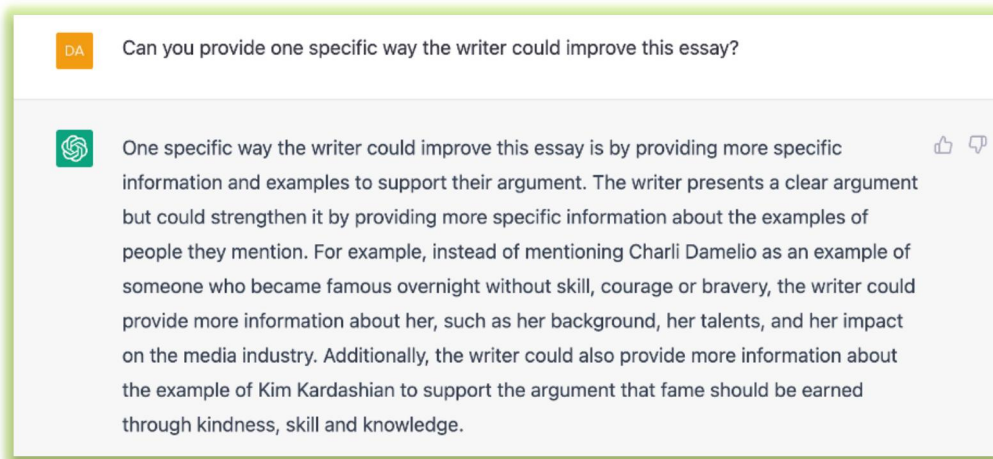


Figure2:(Christodoulou,2023)

4.3.Creating an outline: According to Kasneci et al. (2023), using a model to organize ideas for research and writing can benefit students. Students can easily suggest prompts for ChatGPT to rapidly generate an outline.

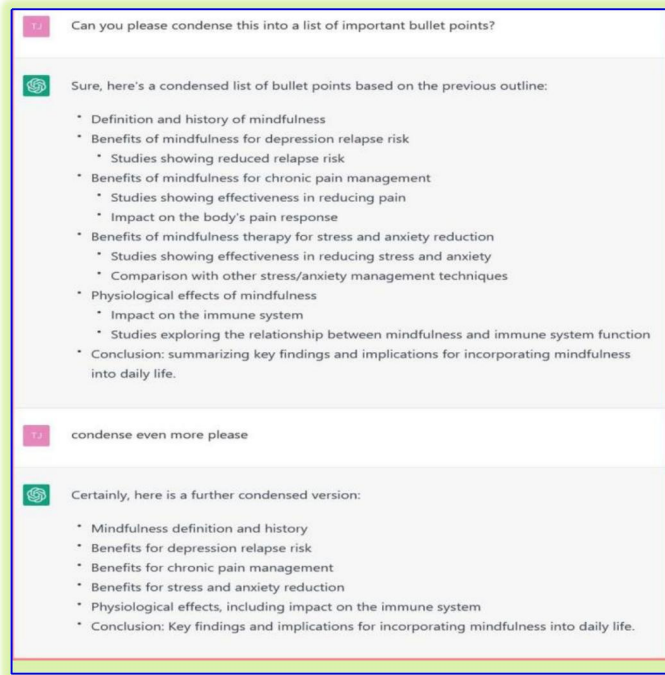


Figure3:(TJMcCue,2023)

4.4.Study Assistance: can assist students with research by summarizing articles, providing citations, and recommending additional readings and resources(Oranga,2024).

4.5.24/7 Availability:ChatGPT offers 24/7 availability, enabling learners to access information and assistance even outside of classroom hours(Oranga,2024).

5.Disadvantages of ChatGPT in Higher Education

Numerous concerns and problems have been raised by the usage and integration of chat bots in higher education institutions, such as ChatGPT.According to Chukwuere(2023) the disadvantages of ChatGPT in higher education may include:

5.1. Lack of human touch: Their interactions demonstrate emotional intelligence. If students only use a chatbot as their primary mode of contact, they may feel detached from the institution, which may reduce their overall satisfaction.

5.2.Limited flexibility:Chat bots have limited flexibility as they are designed to respond to specific questions and may not provide personalized responses that require contextual

understanding. Students who require intricate assistance may feel frustrated and dissatisfied.

5.3.Limited accuracy:The chat bots may provide incorrect or incomplete information, leading to irritation and confusion among students. Inaccurate information can negatively impact students' course selection, financial support, and academic guidance.

5.4.Security concerns:Hacking and cyber attacks offer a risk to the confidentiality of student data when using chat bots. Institutions are responsible for ensuring Chat GPT security and student data protection.

6. Ethical Considerations for the Use of ChatGPT in the Field of Education

ChatGPT has significant ethical implications for research and academia. It quickly became a "cultural sensation" . This chat bot has created ethical concerns within the research community. Noam Chomsky, a renowned US-based scholar, expressed his thoughts on ChatGPT to the media . He described ChatGPT as "hi-tech plagiarism" and "a way to avoid learning".

He further added that the use of this technology by students nowadays is a sign of the "failure of the education system". ChatGPT has helped researchers avoid plagiarism. However, researchers are unable to distinguish between original and AI-generated texts.(Guleria et al., 2023)

ChatGPT has potential implications within the realm of education and its ethical dilemmas and obstacles. To address the ethical implications and guarantee the responsible integration of ChatGPT in educational environments, the following are several pivotal resolutions according to (cariaga,2023):

6.1. Principles of Transparency and Guidelines: Create transparent protocols and guidelines to ensure ethical use of ChatGPT in educational settings. To ensure transparency, educators, students, and stakeholders should understand ChatGPTs' capabilities and limitations.

6.2. Fairness and the Mitigation of Bias: Address biases in ChatGPT to ensure impartiality and prevent discriminatory practices during interactions and educational assistance. also , Monitor and evaluate ChatGPT responses for ethical compliance and bias prevention.

6.3. Protection of Privacy and Confidentiality: Implement strict data privacy and confidentiality policies to protect students' personal information and interactions with ChatGPT. And Ensuring compliance with data protection rules and regulations while allowing users control over their personal information.

6.4.Plans for Responsible Implementation:Promoting the development of comprehensive implementation plans by academic institutions that prioritize ethical use and responsible AI integration. It is critical to provide educators with comprehensive training on the ethical use of ChatGPT, as well as the necessary tools to navigate moral quandaries effectively.

6.5. Interdisciplinary Collaboration and Approach:Encourage policymakers, researchers, technologists, ethicists, and educators to work together to develop interdisciplinary guidelines and strategies. When integrating ChatGPT into educational settings, consider a variety of perspectives to address ethical dilemmas and ensure a comprehensive strategy.

Conclusion

ChatGPT and other large language models (LLMs) in higher education offer both benefits and challenges. ChatGPT can help students generate ideas for assessments, feedback, analysis, and outline, potentially leading to better learning experiences. However,the misuse of AI applications in writing can hinder the development of critical thinking and creativity and lead to academic integrity issue.

Chapter Three: Research Methodology and Data Analysis

Introduction

So far, we have presented in the theoretical the two variables which are academic writing and Artificial Intelligence and Chat GPT. The next step in any research is designing the methodology and analysing data as our practical part. Accordingly, this chapter includes the research design and methodology used in the current study in addition to data analysis and discussion supplement with further recommendations. It is, hence, concerned with the methods and procedures used in data collection and analysis procedure. Firstly, it begins with an outlining of the research design that was followed in the study. Secondly, it describes the qualitative and quantitative research as a mixed research methods. It also describes the population and sample. After that, it sheds light on the data collection instrument, namely the learners' and teachers' questionnaire. Finally, the chapter wraps up with the demonstration, analysis, and interpretation of the results obtained from research tools, as well as referring to the implications, limitations of the study and recommendations for future research.

3.1. Research Design

Research Design refers to a set of techniques and methods that are used to conduct the research study. Churchill and Lacobucci (2005) give a simple definition to research design as:“ the blueprint that is followed to complete the study ”(p.74). To investigate the role of using Chat GPT as an assistant in academic writing, a mixed-methods approach that combines quantitative and qualitative research methods was adopted to collect and analyse data. Accordingly, combining quantitative and qualitative research methods provides a deep

understanding of the research topic and enhances the validity of the research findings. This method of mixing quantitative and qualitative data into individual research is known as the mixed method (O’Leary, 2017). Certain research cannot be approached only through one method because of the nature of its data, which varies at different stages of the study between quantitative and qualitative. For that reason, using a mixed-method approach can help to avoid the biases and limits of individual approaches, while also allowing for methodological diversity in data gathering tools.

3.1.1. Qualitative Research

Qualitative research allows for a deeper understanding of the importance of research topic. Qualitative data are analyzed depending on thematic interpretation. According to Nunan(1991, p55), “qualitative method is characterized via way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members’ beliefs, opinions, attitudes and motivation which can be explored, analyzed, and interpreted via way of means of a few statistical strategies”. That is to say, qualitative research is non-statistical, and it is based on interpretations generated from the open-ended questions in the teachers’ questionnaire. To conclude, the qualitative strategies is an interpretative method, which tries to benefit perception into particular behaviors associated with a positive social phenomenon through the evaluation of members’ subjective reports. In addition, through this method the researcher is able to construct hypotheses through addressing questions like how, why, in what why, (so it helps

the researcher to watch the pupils reports and realities from the topic perspective.)

3.1.2. Quantitative Research

Unlike qualitative research, Quantitative research is statistical in nature. According to Creswell (2009, p. 172), quantitative research is ‘a means for testing objective theories by examining the relationship among variables; these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures’ . That is to say, quantitative research is characterized with the aid of using numerical analysis through the sample selected by the researcher in order to explain the main issue by analysing the collected data in the form of numerical and mathematical procedures. Quantitative research analysed the closed ended questions designed in the students and teachers questionnaire.

3.1.3. Mixed Research Methods

Considering that our study belongs to the field of exploratory studies that aims “to accurately and systematically describe population, situation or phenomenon” (Mccombes, 2022, p.1), we adopted the mixed method approach. Venkatesh et al (2013) claim that mixed methods refers to a technique that blends quantitative and qualitative research methodologies in the same study or enquiry. This means that the research will be using both qualitative and quantitative research methods for the collection and analysis of data.

3.2. Population and Sample

Sampling is a very important step in any investigation. In different words,

“sampling is selecting few part from the whole population of the study in order to find answers of the research questions and suggest the solution for the statement problem”(Thompson, 2012, p.1). In the same line, Acharya et al (2013) stated that a sample is “a subset of the population selected so as to be representative of the larger population.” (p. 330).

Given the present study, the target population are master two students of the English department at Mohamed KhiderUniversity of Biskra. They consist of one hundred and thirty seven (137) students. Moreover, we have opted for non-probability voluntary sampling which is the most straightforward method of gathering data from the entire population chosen. The sample was required to respond 23 questions designed to fulfil the aim of our research. In addition, we dealt with a homogeneous sample composed of thirty (30) males and females students and five (05) EFL teachers at the University of Biskra.

non-probability voluntary selection enables us to identify master two students who are actively involved in writing their master dissertation and have used technology such as Chat GPT, ensuring that our sample is immediately relevant to our research issue. Therefore, this permit to target students with different degrees of master two language ability and writing skills, allowing us to investigate a variety of experiences and views on the use of Chat GPT on preparing their academic writing . This resulted from our random sample of master two students being questioned in-depth about their use of Chat GPT in writing dissertation. Moreover, it is useful to measure the skilled investigators, as it enables the researcher to check, test, and explain the validity of the data collected concerning the role of using Chat GPT as an assistant in academic writing .

3.3. Data Collection Tools

The data of the present research was collected through one main tool. The latter are defined by Griffé (2012) as “the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted”(p.128).Correspondingly, to investigate the topic, one data collection instrument was used. First an online questionnaire sent to master two students Messenger group using Google forms, and another questionnaire administered hand to hand to EFL teachers at Mohamed KhiderUniversity of Biskra. This instrument was employed for collecting quantitative or qualitative required data.

3.4. Analysis Procedures of the Instrument

The quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire (diagrams) of both learners and teachers. The results are interpreted in terms of numerical data manually coded in a form of percentages which were demonstrated in the form of diagrams. Indeed, the latter is used to check whether master two students use Chat GPT in their academic writing .In addition, the quantitative analysis uncovers the existing relationship between the variables, and points at any drawbacks of using Chat GPT for writing academically, simply to verify and measure the validity of the previously stated questions and hypothesis.The teachers’ questionnaire includes closed ended and open ended questions were analysed using quantitative and qualitative method with the aim to investigate the role of using Chat GPT as an assistant in academic writing.

Firstly , the quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire; the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form

of tables and figures . The percentages are calculated by means of the Rule of three: $\times = \frac{z \times 100}{y}$. X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

Thirdly ,qualitative method used in our investigation to analyse the three open ended questions in of the teachers' questionnaire. Hsieh and Shannon stated that Qualitative Content Analysis (QCA) is “ a research method for subjective interpretation of the content of text data through systematic classification process of coding and identifying themes or patterns”(p.1278). Put differently, qualitative analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. Therefore, QA was used in order to analyze the qualitative data obtained from the open-ended question of the teachers' questionnaire.

3.5. Students' Questionnaire

The questionnaire is a quantitative tool used to collect information and ask questions about a given topic of interest. There are many definitions of a questionnaire.Kabir (2016, p. 208) defines a questionnaire as ‘a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents’. It was defined by Cohen, Manion and Morrison (2018) as ‘a widely used and useful instrument for collecting survey information and for providing numerical data.’ (p. 471).

That is to say, a questionnaire is an uncomplicated and affordable way for collecting data. Accordingly, a questionnaire is a valuable research instrument for gathering both qualitative and quantitative data in a short period of time. A questionnaire is a valuable data

collection tool because of its ‘unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources’ (Dörnyei and Taguchi, 2010, p. 6).

This questionnaire is designed to the target population, who are master two students in the department of English at Mohamed Khider University of Biskra.

3.5.1. The Aims and Description of the Students’ Questionnaire

In order to collect the relevant data to answer the research questions of the study, a quantitative data collection instrument consisting of an online questionnaire was used. A questionnaire was designed to conduct this study with master two students at Mohamed Khider University of Biskra. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants’ viewpoints and perceptions of using Chat GPT in academic writing.

In the present study, an online questionnaire was used to collect data. This means that the participants answered the questionnaire questions online. The questionnaire was designed using Google forms and sent to master two students on the 22nd of April 2024. By the 30th of April 2024, we received 30 responses. Among the 30 students who answered the questionnaire, 26 students are females and 4 are males.

The questionnaire comprised twenty (20) questions. All questions were closed-ended in which the answers are suggested and the respondents are only asked to choose the ones that are related to them (Yes, NO, and Multiple choice).

The questionnaire contained four sections. The first section contained three questions that attempted to gather general information about the students. The respondents were asked to

identify their gender and age as well as their level in English .The second section included four questions that sought to determine EFL learners' attitudes towards technologies. The third section included three questions designed to gather information about writing skill in the classroom. The fourth and last section involved ten questions intended to collect data about perception toward Chat GPT in academic writing.

Before administering the questionnaire, there is an important and necessary stage which is the piloting stage. It was used to determine whether the questions were well-organized, appropriate, and clear and provided in a suitable manner. Abu Hassan, Schattner and Mazza(2006) claim that the purpose of piloting the questionnaire is to check the clarity of the questionnaire, eliminate ambiguity and difficult terms, collect comments on the questionnaire's overall format, determine the exact time to fill in the questionnaire and examine the Relevance of research objectives.

That is to say, piloting and validity is important for checking the growing and comprehensibility of the raised questions. Accordingly, the questionnaire was first piloted on the 2nd of April 2024 with (5) students before its administration to the students.The piloting stage allowed the researchers to detect and correct mistakes.After piloting the questionnaire, we did not make any changes; we ensure that the questions were clear and required no modifications since the five students answer them easily and they confirm that all the questions are clear and there is no ambiguity.

3.5.2. The Analysis of Students' Questionnaire Findings

The first questionnaire was designed for master two students at Mohamed Khider University of Biskra. The questionnaire helped us to get further data needed to reach the objectives of the study and answer the research questions stated in the general introduction of this dissertation. The procedure of analyzing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.
- The results of the questions are presented in the form of tables and Diagrams.
- Each question will be analysed and discussed separately.

The following are the detailed results of the questionnaire presented below:

Section One: General Information

The questionnaire starts with general questions which aim to know students personal information.

Q1. Participants Gender:

The question aims to know if our participants are males or females. The question offers 2 item about learners gender(male or female). the aim of this item is to determine the most interested category of students answering our research question. The answer to this question is displayed in table and figure 1.

Gender	Number	Percentage
Male	4	13%
Female	26	87%
Total	30	100 %

Table 3.1: Students' Gender

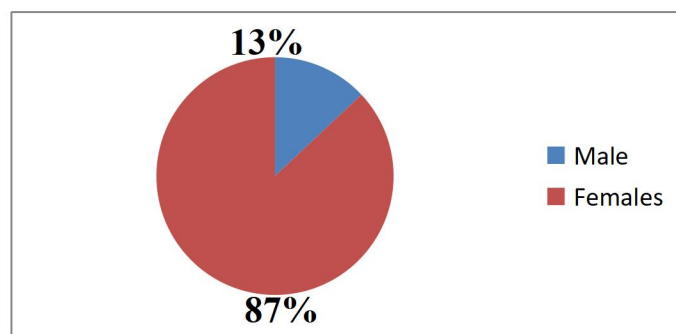


Figure 3.1: Students' Gender

The results displayed in the table above show that the majority of students are girls (87%) who study master two students at Mohamed KhiderUniversity of Biskra, and only

(13%) that represent boys from the rest. Also as shown in the table, females (26) are about 6 times the number of males (4).

Q2. Participants' Age: This question aims to identify students' age in order to know the reason behind their answers. In addition, the participants have three options. This question is dedicated to discover the diversity in age that affects in a way or another students' foreign language acquisition. In master two the students' age are varying from 20 to 30 and more years old.

Options	Number	Percentage
18 to 20 years old	00	%
20 to 30 yearsold	27	90%
More than 30 yearsold	03	10%
Total	30	100 %

Table 3.2: Students' Age

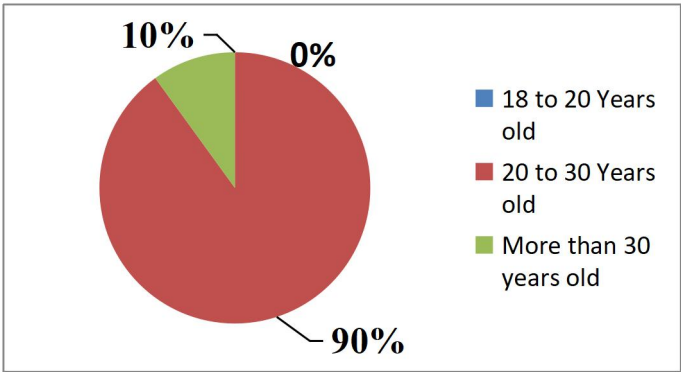


Figure 3.2: Students' Age

According to the statistics, the majority 27 making up (90%) are between 20 to 30 years old. The second part 3 making up (10%) represent the aged student who may have repeated more than twice, changed his/her field of study or they get his/her Baccalaureate later on or they study English as additional diploma (More than 30 years old). None of students select 18 to 20 years old.

Q3. How do you consider your level in English?

This question enquires about the respondents’ opinions about their level in English. Three options were offered to select from the highest degree to the lowest to select from: good, average , and weak. The results of this question are displayed in table and figure 3.

Options	Number	Percentage
Good	18	60%
Average	12	40%
Weak	00	00%
Total	30	100%

Table 3.3: The Students ’ Consideration of their Level in English

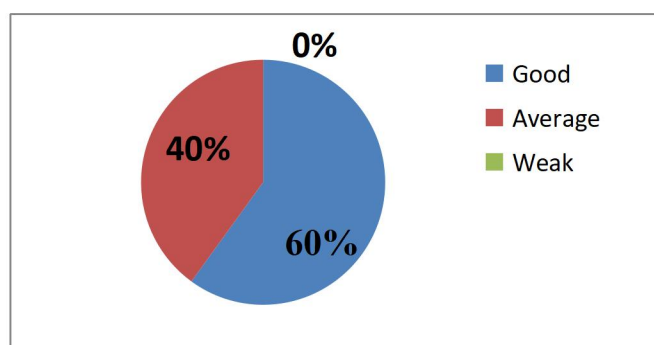


Figure 3.3: Students’ The students’ Consideration of their Level in English

It is noticeable from the results contained in the table and Figure that a considerable number of subjects (60%) claim that their level in English is “Good”. Others (40%) show that they are average in English. However no one of students choose weak in English.

Section Two: Student’s Attitude towards Technologies

Q4. Do you use technologies in studying the English Language?

This question aims to seek information about whether Master two students use technologies in learning English as a foreign language . In this question learners have to choose one of two main options “Yes or NO”. The results are presented in **Figure 4**.

Options	Number	Percentage
Yes	30	100%
No	00	00%
Total	30	100 %

Table 3.4: Students' Use of technologies in Learning English

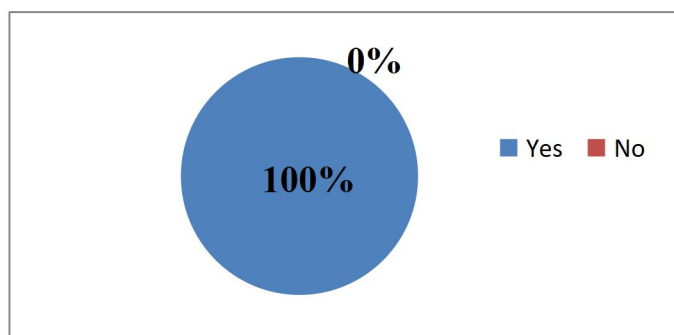


Figure 3.4: Students' Use of Technologies in Learning English

Figure 4 reveals that all students (100%) said that they use technology in learning English as a foreign language. the results indicated that technology has a significant role in the field of education in general and learning process in particular.

Q5. Do your teachers employ technologies in teaching?

This question aims to know whether the EFL teachers use *technologies in their teaching process* or not. This question is closed ended offering two options 'Yes' and 'No'. The results obtained from the above question are displayed in Figure 5.

Options	Number	Percentage
Yes	25	83%
No	5	17%
Total	30	100 %

Table 3.5: Students' Opinion about the Teachers Use of Technologies in Teaching

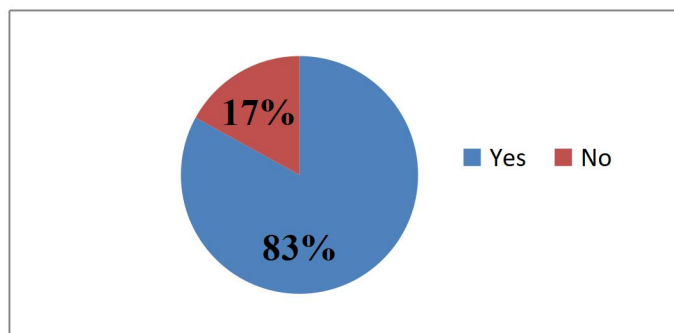


Figure 3.5: Students' Opinion about the Teachers Use of Technologies in Teaching

Figure 5 demonstrates that the majority of the students (83%) claimed that their teachers employ technologies in teaching. On the contrary, (17%) of the respondents answered the question negatively.

Q6. Do you find it useful?

This question aims to describe students perception via how they find using technologies in learning. The data are provided via ticking one of the obtained options 'Yes' or 'No'. Students' answers are summarized in figure 6 using percentages.

Options	Number	Percentage
Yes	30	100%
No	00	00%
Total	30	100 %

Table 3.6: Students' Perception via How they Find Using Technologies

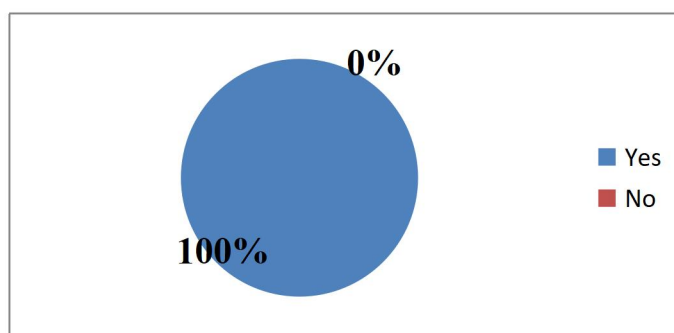


Figure 3.6: Students' Perception via How they Find Using Technologies

The data obtained from this question reveal that all students gave an affirmative answer. More specifically, (100%) of the students claimed that using technology is useful in the educational setting. However, no one answered the question negatively “No” , meaning that they enjoy using technology .

Students’ Justifications:

EFL students justified their answers through saying that it is useful for effectively teaching and learning which facilitate the learning process. In addition, Technologies allow them with various learning styles and strategies to learn equally and to get motivated and help learning the English language in short period. Moreover, technology facilitates the learning process and gives us different information from different sources and saves time and effort. Further, technology gives new information and knowledge every time through multiple devices and tools which simplifies and makes the learning easier.

Q7. How do you evaluate the use of technologies in teaching the learning process?

This question aims to seek information about students’ evaluation about the use of technologies in teaching learning process. The question consists of two main choice answers.

Options	Number	Percentage
Positive	27	90%
Negative	3	10%
Total	30	100 %

Table 3.7: Students’ Evaluation about the Use of Technologies in Teaching Learning Process

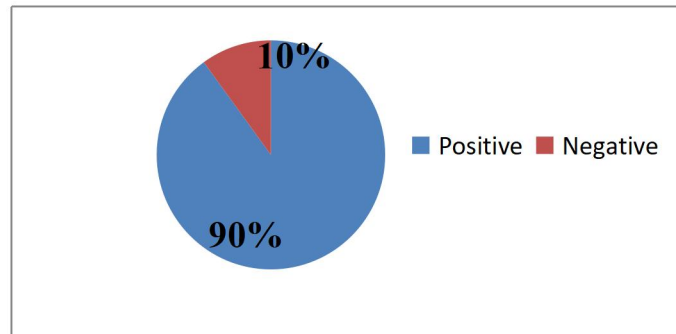


Figure 3.7: Students' Evaluation about the Use of Technologies in Teaching Learning

Process

According to the statistics presented in Figure 7, one can see that the majority of the students (90%) claimed that the use of technologies in teaching learning process have a positive effect. However, (10%) reported negatively.

Students' Explanations as follow:

Students who answer positively they reported that using technologies in teaching learning process becomes important since its feedback is holistic. It captures all the aspects of the written product. Besides, using traditional methods will take more time.

Moreover, using technologies can provide instant, personalized insights, catch subtle errors, suggest alternative phrasing, and offer diverse perspectives. It generates the ideas and gives more insights about any topic you want, For Example : Chat GPT provides rapid and personalized feedback on academic writing, aiding students in refining their skills efficiently. Its consistency ensures uniform guidance, although it's crucial to combine this with human expertise for nuanced aspects such as critical thinking and argumentation, ensuring a comprehensive improvement in writing proficiency.

However, students who answer negatively claim that using technologies can cause errors, because in class teachers may provide more beneficial, understandable feedback. In addition, Chat GPT is just an artificial intelligence tool and it does not exactly what you need and does not cover your needs in writing, unlike teachers or supervisors who are able to

understand and communicate effectively what needs to be learned. Further, Chat GPT is a “logical tool” that is designed for writing purposes. Yes it helps in improving academic writing; however, it is a creativity killer if the student kept using it blindly. They add that it sometimes produces something that is out of subject, so we cannot say that its feedback is “always” more beneficial than traditional ways. But we still believe in the idea that programs are designed to work well than human minds, so, artificial intelligence of course because it does not have the credibility of the sources. It is not a researcher, scholar, or teacher to give an authentic feedback. Also, as human beings always need that human connection and feedback.

Section Three: Overall View about the Writing Skill

Q8. Do you like to have guided or free topics in writing?

This question investigates the student’s opinion towards whether they like guided or free topics in writing process. Participants’ are then expected to express their view by ticking one of the two options.

Options	Number	Percentage
Free	12	40%
Guided	18	66%
Total	30	100 %

Table 3.8: Students’ Attitudes towards Whether they Like Guided or Free topics in Writing

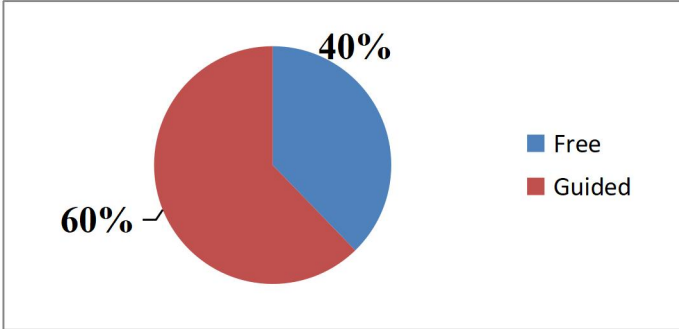


Figure 3.8: Students’ Attitudes towards whether they like Guided or Free topics in Writing

According to the statistics offered in figure 8, the majority of the students (60%) prefer guided topics in writing. However, the rest (40%) said free topics.

Q9. How often do you prepare a piece of writing and read it in class?

Question aims to know the frequency of students' preparation of piece of writing and read it in the class. The respondents are asked to give their answers by ticking one from the four frequency adverbs .The results are displayed in figure 9.

Options	Number	Percentage
Often	5	19%
Sometimes	16	52%
Rarely	9	29%
Never	00	00%
Total	30	100 %

Table 3.9: Students Frequency of Preparing a Piece of Writing

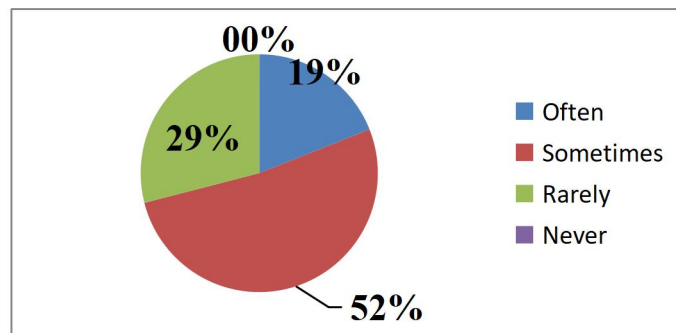


Figure 2.9: Students Frequency of Preparing a Piece of Writing

The results shown in Figure 9 reveal that the majority of the respondents (52%) claim that they sometimes prepare a piece of writing and read it in class. In addition, (29%) of the students choose rarely. Whereas, (19%) of the students select often. However, none the students opted 'never'.

10. Do you face challenges related to academic writing during conducting your research?

if yes , mention them:

Question ten seeks to know the challenges students face in writing their academic research. The participants are expected to tick one of the four options. Students' answers are displayed in figure10.

Options	Number	Percentage
Lack of vocabulary	10	33%
Lack of motivation	6	21%
Lack of priorknowledge	10	33%
All of them	4	13%
Total	30	100 %

Table 3.10: Students' challenges in Writing Academic Research

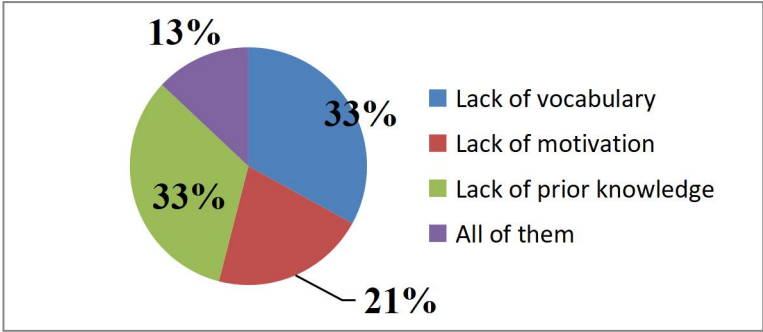


Figure 3.10: Students' Challenges in Writing Academic Research

Figure 10 reveals that (33%) of the students said that they challenge lack of vocabulary in academic writing, whereas, (33%) of them choose lack of prior knowledge. However, (21%) of students reported lack of motivation, and a small percentage (13%) of the students ticked the option 'All of them'.

Section Four: Students' Attitude towards the use Chat GPT in Academic Writing

Q11. Have you ever heard of the term Chat GPT?

This question aims to know students prior knowledge about the term Chat GPT. The data are provided via ticking one of the obtained options 'Yes' or 'No'. Students' answers are summarized in figure 11 using percentages.

Options	Number	Percentage
Yes	30	100%
No	00	00%
Total	30	100 %

Table 3.11: Students' Prior Knowledge about the Term Chat GPT

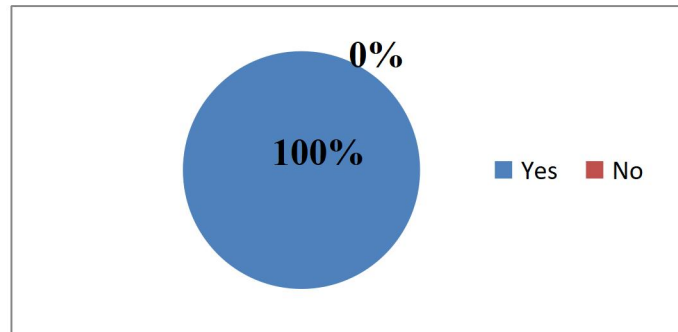


Figure 3.11: Students' Prior Knowledge about the Term Chat GPT

The data obtained from this question reveal that there is unanimity among students .. More specifically, all (100%) students answered the question positively, that is to say that EFL students claimed that they heard of the term Chat GPT and they are familiar with the term.

Q12. If yes, which AI-driven tools or applications have you used?

The students who answered question 11 positively is asked to specify the AI-driven tools or applications have you used. Participants are then expected to express their view by ticking one of the five options.

Options	Number	Percentage
Chat GPT	27	90%
Languagelarning Apps	2	6%
AI tutoring programs	00	00%

Automated writing feedback tools	1	4%
Others	00	00%
Total	30	100 %

Table 3.12: Students' Type of AI-driven Tools or Applications they Used

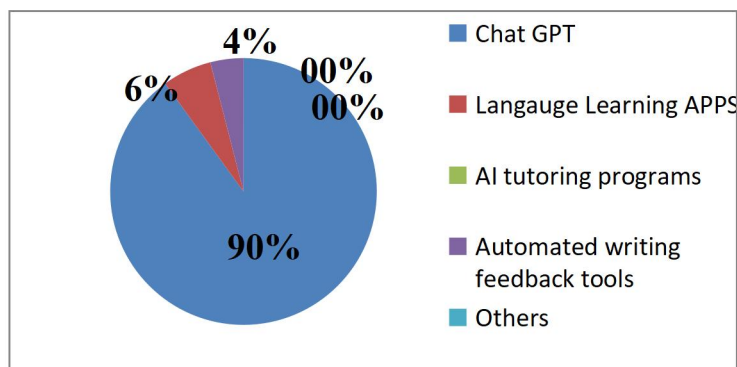


Figure 3.12: Students' Type of AI-driven Tools or Applications they Used

According to the statistics offered in figure 12, the majority of the students (90%) claimed that they use Chat GPT. Some of them (6%) said language learning applications and just (4%) said automated writing feedback tools. None of the students opted for AI tutoring programs and others.

Q13. Have you ever used Chat GPT for learning writing?

This question seeks to discover whether students use Chat GPT for learning writing or not. The question consists of two main choice answers “Yes or NO”. The results to this question are displayed in figure 13.

Options	Number	Percentage
Yes	25	84%
No	5	16%
Total	30	100 %

Table 3.13 : Students' Use of Chat GPT in Learning Writing

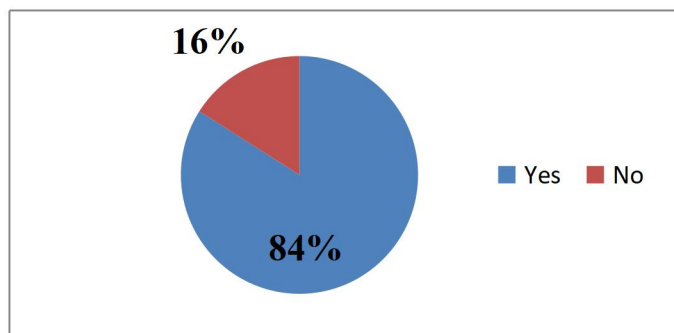


Figure 3.13 : Students' Use of Chat GPT in Learning Writing

The data presented in figure 13 reveal that the majority of the students, which is a percentage (84%), answered positively, they said that they used Chat GPT for learning writing. However, (16%) of the students answered the question negatively. From the findings, it can be deduced that the respondents consider Chat GPT's as an improving tool used to enhance their writing.

Q14. How satisfied are you with Chat GPT used for academic writing?

This question is asked in order to know whether the students are satisfied with Chat GPT use for academic writing or not. The participants answered this question by ticking one of the three options offered.

Options	Number	Percentage
Satisfied	17	58%
Neutral	12	39%
Dissatisfied	1	03%
Total	30	100 %

Table 3.14 : Students' Satisfied with the Use of Chat GPT for Academic Writing

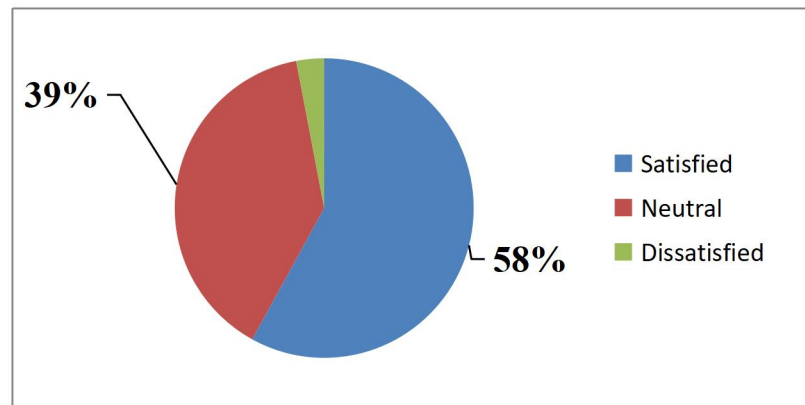


Figure 3.14 : Students’ Satisfied with the Use of Chat GPT for Academic Writing

According to the statistics offered in Diagram 14, the majority of the students (58 %) are satisfied with Chat GPT use for academic writing; however, (39%) of them are neutral. In addition , the least percentage (3%) opted dissatisfied.

15. To what extent do you believe Chat GPT feedback helps in improving your academic writing?

Question fifteen seeks to know students’ views about the extent to which Chat GPT feedback helps in improving their academic writing. The participants are expected to express the extent by ticking one of the four options from the lowest to the highest. Students’ answers are displayed in Figure 15.

Options	Number	Percentage
Not at all	2	6%
Slightly	10	32%
Moderately	16	56%
Extremely	2	6%
Total	30	100 %

Table 3.15: Students’ Evaluation of Chat GPT Feedback Helps in improving Academic Writing

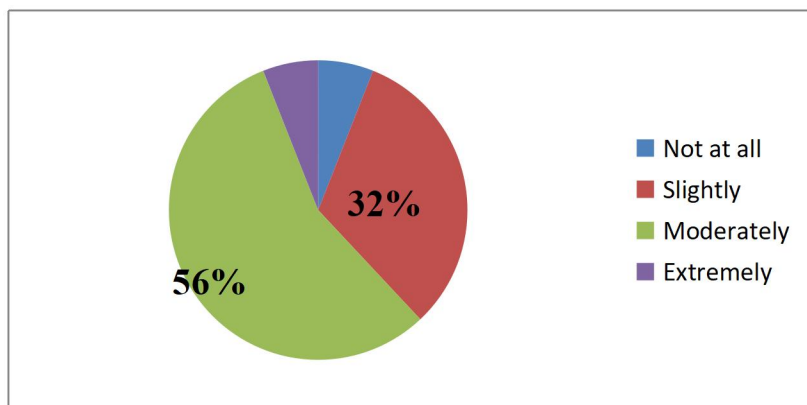


Figure 3.15: Students’ Extent that Chat GPT Feedback Helps in improving Academic Writing

The results reveal that more than half of the students (56%) moderately believe Chat GPT feedback helps in improving academic writing, and (32%) said slightly, only (6%) for each “not at all” and “extremely” were selected by students.

Q16. Do you think Chat GPT feedback is more beneficial than traditional methods for academic writing?

This question aims to determine students’ views regarding the beneficial of Chat GPT feedback rather than traditional methods for academic writing. More specifically, it aims to establish whether chat GPT is facilitating device or not. The question consists of two main choice answers.

Options	Number	Percentage
Yes	18	61%
No	12	39%
Total	30	100 %

Table 3.16: Students’ Views about the Benefits of Chat GPT in Academic Writing

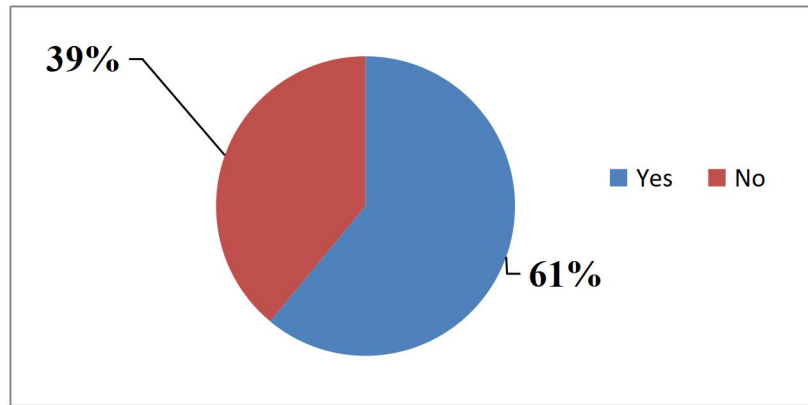


Figure 3.16 : Students' Views about the Benefits of Chat GPT in Academic Writing

The data presented reveal that the majority of the students; that is a percentage of (61%), gave an affirmative answer. However, (39%) of the students answered the question negatively. From the findings, it can be deduced that the respondents are aware that Chat GPT feedback is more beneficial than traditional methods for academic writing. No one added explanation.

Q17. What do you usually focus on while using Chat GPT application?

This question aims to have extra information about students' attitudes towards the topic of investigation, which is about what they focus on while using Chat GPT application. Here, the participants have four options to select.

Options	Number	Percentage
Grammar checking	16	54%
Generateideas	2	6%
Proofreading and editing	6	20%
Outline	6	20%
Others	00	00%

Total	30	100 %
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Table 3.17: Students' Focus while Using Chat GPT Application

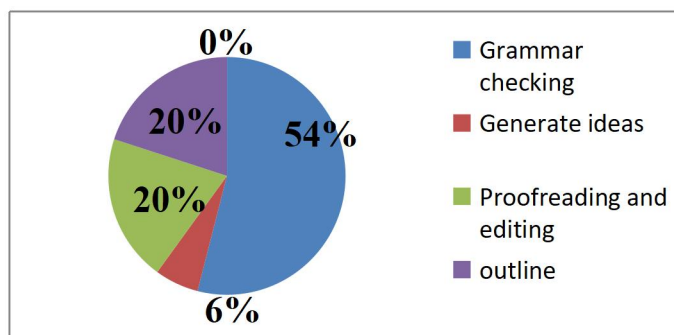


Figure 3.17: Students' Focus while Using Chat GPT Application

It can be seen from the statistics provided that students focus on grammar checking while using Chat GPT application , which was mentioned by (54%) of them. Proofreading and editing, was selected by (20%) of the students. The third option is outline, with a percentage of (20%). However, the least percentage (6%) represented students who selected the option 'generating ideas '. Also, just three students mentioned others such as feedback suggestions, brainstorming ideas and sources name.

Q18. In your opinion, should educational institutions integrate Artificial Intelligence more extensively into English language classrooms?

This question seeks to discover students' opinion towards whether educational institutions should integrate Artificial Intelligence more extensively into English language classrooms. The participants answered this question by ticking one of the five options offered about degree of their agreement or disagreement.

Options	Number	Percentage
Totally agree	5	16%

Agree	23	75%
Totallydisagree	00	00%
Disagree	2	09%
Total	30	100 %

Table 3.18: Students’ Perception towards the Integration of Artificial Intelligence in English Language Classrooms

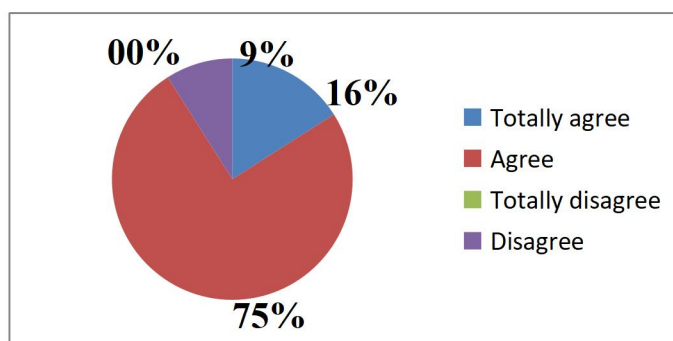


Figure 3.18: Students’ Perception towards the Integration of Artificial Intelligence in English Language Classrooms

From figure 18, it can be observed that (75%) of the students indicated that they are agree with the fact that educational institutions should integrate Artificial Intelligence more extensively into English language classrooms. It can also be seen that (16%) are totally agree, also, others (9%) said disagree. None of students select “ Totally disagree”.

Q19. To what extent do you believe AI has ameliorated your academic writing capacities?

This question aims to know students perception concerning whether AI has ameliorated their academic writing capacities. The data are provided via ticking one of the four obtained options . Students’ answers are summarized in Diagram 19 usingpercentages.

Options	Number	Percentage
Not at all	3	6%
Slightly	13	45%

Moderately	13	45%
Extremely	1	04%
Total	30	100 %

Table 3.19: Students' View Concerning AI has Ameliorated Academic Writing Capacities

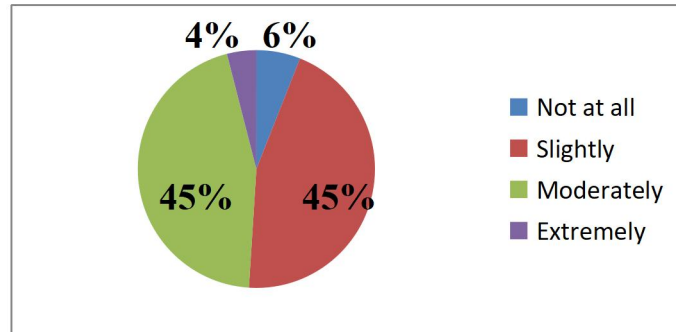


Figure 3.19: Students' View Concerning AI has Ameliorated Academic Writing Capacities

It can be seen from the statistics provided in figure 19 that students are moderately and slightly with the idea that AI has ameliorated their academic writing capacities, which was mentioned by (45% for each option) of them. (Not at all) option, selected by (6%) of the students. The third option is extremely, with a percentage of (4%).

Q20 .Have you encountered any challenges or concerns regarding the ethical use of Chat GPT in academic writing?

This questions aims to determine whether the students encountered any challenges or concerns regarding the ethical use of Chat GPT in academic writing or not. This question is closed ended offering two options 'Yes' and 'No' . The results are provided in figure 20.

Options	Number	Percentage
Yes	10	35%

No	20	65%
Total	30	100 %

Table 3.20: Students' challenges in using Chat GPT in academic writing

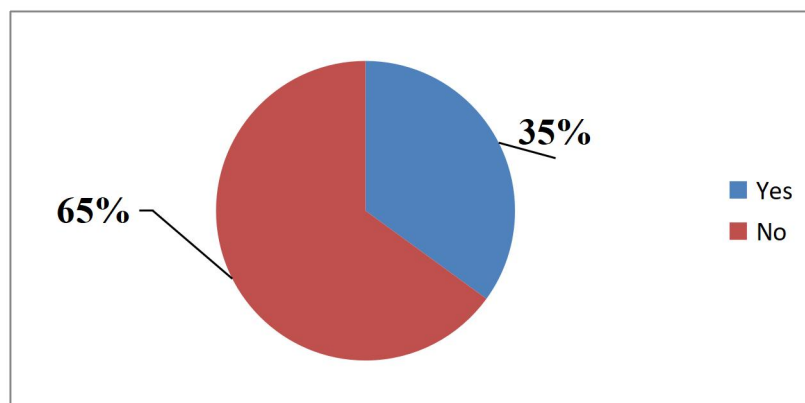


Figure 3.20: Students' challenges in using Chat GPT in academic writing

The data shows that the majority of the participants (65%) answer with no option; this means that EFL students does not encounter any challenges or concerns regarding the ethical use of Chat GPT in academic writing, but, (35%) of the students, on the other hand, reported with yes option.

If yes, please briefly describe the challenges or concerns

This part of the question aims to have extra information about students' challenges in using Chat GPT in academic writing. In fact, the majority of EFL Master 2 students did not answer this question, while others claimed that there is nothing to add. Only few students added the following:

- Lack of motivation, lack of vocabulary
- It may give you wrong answer. So, we should check the information
- Inaccurate information and without valid sources
- It does not mention the credible source so the taken information will be considered as plagiarism

-Plagiarism

-Students should always add their personal touch on their writing and show a specific style of writing, they can also paraphrase or summarize information they get from the app.

-In citing the information taking from them

-It may lead to a weakening of the general level of people because they will become completely dependent on artificial intelligence.

3.6. Teachers' Questionnaire

3.6.1. The Aims and Description of the Questionnaire

The present study involved a questionnaire with teachers which are based on what was dealt within the theoretical part of this research. The questionnaire is designed with EFL teachers at Mohamed Khider University of Biskra. The teachers were chosen randomly. We had to select all EFL teachers since our topic investigates the use Chat GPT as an assistant in academic writing. Thus, we gave sufficient time for the respondents to express their opinions, share their views and makes comments to the topics under investigation. The questionnaire was administrated with five teachers on the 7th of May 2024. By the 9th of April 2024, we collected five (5) responses, they were in different places such as teachers' room, EFL classrooms, in the faculty, all the teachers were very cooperative in that some of them handed back the answered copies in three days and others they full the questionnaire directly. In addition, they collaborated through their answering the questions, selecting, and giving suggestions.

A questionnaire consists of eight (20) questions which either directly or indirectly related to the research. The questions were divided into two types either closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers to gather information on our subject.

The teachers' questionnaire contained three sections. The first section contained three questions that attempted to gather general information about the teachers. The respondents were asked to identify their gender and degree holds as well as their experience in teaching English. The second section included eight questions that sought to determine EFL learners' attitudes towards Chat GPT in the discipline of academic writing. The third section included nine questions designed to gather information about teachers' perceptions on learners' writing challenges in academic writing.

It should be noted that the questionnaire was piloted before to its administration on *the 6th of May 2024 with (2) teachers*, the teachers did not do any modifications; they answered the questionnaire without any ambiguities or misunderstanding.

3.6.2. The Analysis of the Teachers' Questionnaire Findings

Section One: Background Information

Q1. Gender:

The question aims to know whether EFL teachers are males or females. The question offers 2 item about teachers gender male or female. Also, the aim of this item is to determine the most cooperative category of teachers answering our research question.

Gender	Number	Percentage
Male	4	80%
Female	1	20%
Total	5	100 %

Table 3.1: Teachers' Gender

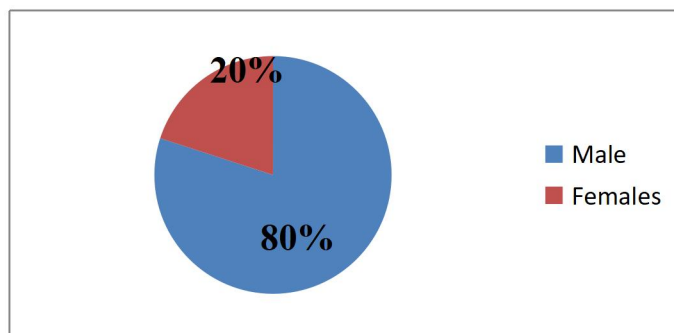


Figure 3.1: Teachers' Gender

The results displayed in the table above show that the majority of teachers are males (80%) who teach at Mohamed KhiderUniversity of Biskra, and only (20%) that represent females from the rest. So male's teachers were more cooperative to answer the questionnaire.

Q2. Degree (s) held:

This question enquires about the respondents' opinions about their teaching experience in English. Two options were offered to select. The results of this question are displayed in table and figure 2.

Options	Number	Percentage
MA (Master/ Magister)	0	00%
PH.D. (Doctorate)	5	100%
Total	5	100%

Table 3.2: The Teachers Academic Degree

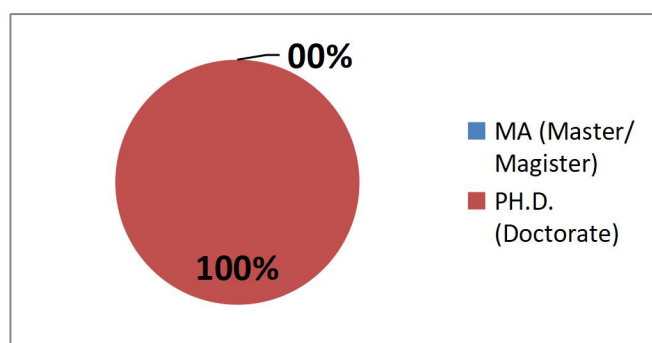


Figure 3.2: The Teachers Academic Degree

It is noticeable from the results contained in the table and figure that all subjects (85%) claim that they have doctorate degree. However , none of teachers select Magister degree.

Q3- How many years have you been teaching English atMohamed Kheider University – Biskra?

This question aims to addresses teachers teaching experience in English . In this question teachers have to choose one of four main options were offered. The results of this question are displayed in table and Figure 3.

Options	Number	Percentage
1-3 years	00	00%
3-5 years	1	20%
5-7 years	00	00%
More than 7 years	4	80%
Total	5	100%

Table 3.3: The teachers Teaching Experience

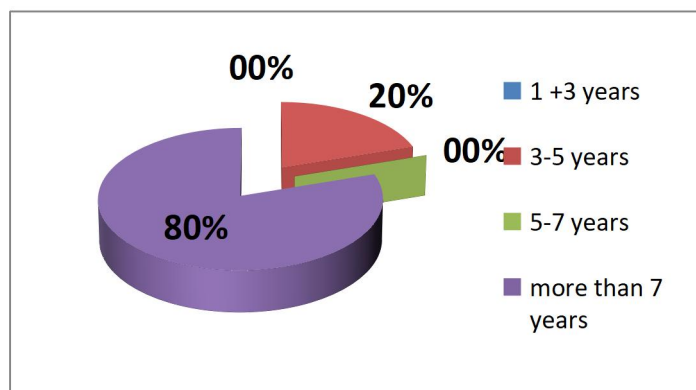


Figure 3.3: The teachers Teaching Experience

As noticed in figure 3, (80%) of the EFL teachers are teaching English for more than seven (7) years , so, they are experienced teachers. A minority of teachers (20%) selected 3-5 years.

Section two : Teachers' perception towards Chat GPT in the Discipline of Academic writing

Q4. Does your students use Chat GPT or similar artificial intelligence tools in academic writing before?

This question aims to seek information about teachers' views regarding whether their students use Chat GPT or similar artificial intelligence in academic writing before. In this question EFL teachers have to choose one of two main options "Yes or NO". The results are presented in figure 4.

Options	Number	Percentage
Yes	3	60%
No	2	40%
Total	5	100 %

Table 3.4: Teachers Views about Students' Use of Chat GPT or Artificial Intelligence in Academic Writing

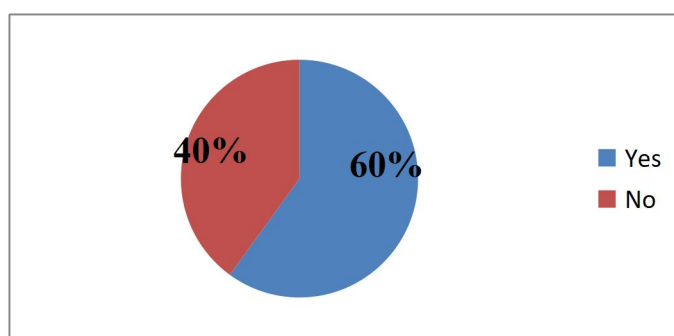


Figure 3.4: Teachers Views about Students' Use of Chat GPT or Artificial Intelligence in Academic Writing

Figure four reveals that more than half of the teachers (60%) said that their students use Chat GPT or similar artificial intelligence tools in Academic writing. On the contrary, (40%) of the respondents answered the question negatively

Q5. In your opinion, are you for or against incorporating Chat GPT as a means to support writing academic research in education?

This question aims to seek information about the whether EFL teachers are for or against incorporating Chat GPT as a means to support writing academic research in education. The question consists of two main choice answers.

Options	Number	Percentage
For	4	80%
Against	1	20%
Total	5	100 %

Table 3.5: Teachers' view incorporating Chat GPT to Support Writing Academic Research

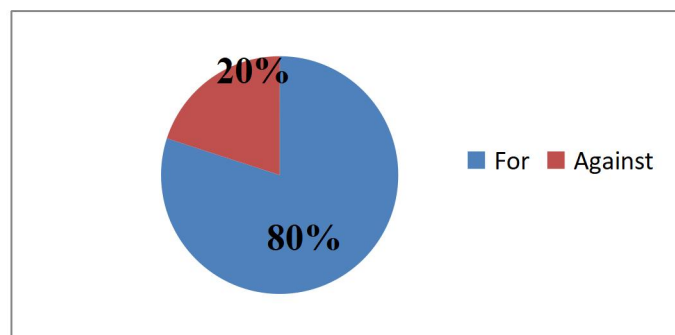


Figure 3.5: Teachers' view incorporating Chat GPT to Support Writing Academic Research

According to the statistics presented in figure 5, one can see that the majority of the teachers (80%) claimed that they are for incorporating Chat GPT as a means to support writing academic research in education. However, (20%) reported against. This reflects the teachers' awareness of the major role that Chat GPT and AI tools play in writing process.

Why: Teachers reasons of their choice saying that, First, the teacher who said against , justified that Chat GPT helping on it may make students unable to develop their writing skill. On the contrary, who answer positively said that it can help students in correcting their mistakes. Also, it provides well structured grammar for a clear, coherent composition. However, two teachers did not explain why.

Q6. How does Chat GPT affect your learners' competence (feeling of confidence and capability) in writing their dissertation?

This question aims to know whether the use of Chat GPT affects learners’ competence (feeling of confidence and capability) in writing their dissertation or not, this question offering two options ‘positive’ and ‘negative’. The results obtained from the above question are displayed in figure 6.

Options	Number	Percentage
Positive	3	60%
Negative	2	40%
Total	5	100 %

Table 3.6: Teachers’ Perception about the influence of Chat GPT on learners’ competence in writing dissertation

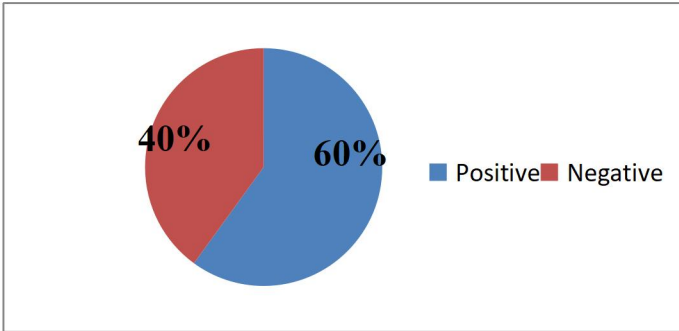


Figure 3.6: Teachers’ Perception about the influence of Chat GPT on learners’ competence in writing dissertation

Figure 6 demonstrates that the majority of the teachers (80%) consider using Chat GPT as positive tool in writing competence. On the contrary, (20%) of the respondents answered the question with negative.

Q7. Do you agree that, the students’ use of Chat GPT help them to feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in their academic writing?

Question seven seeks to know teachers’ views about using Chat GPT can help learners to feel

a sense of autonomy in their academic writing. The participants are expected to express the degree of their agreement or disagreement with this statement by ticking one of the four options. Teachers' answers are displayed in table and figure 7.

Options	Number	Percentage
Strongly agree	00	%
Agree	4	80%
Strongly disagree	00	%
Disagree	1	20 %
Total	5	100 %

Table 3.7: Teachers' Perception on the Use of Chat GPT as Helping Tool to Feel a Sense of in their Academic Writing

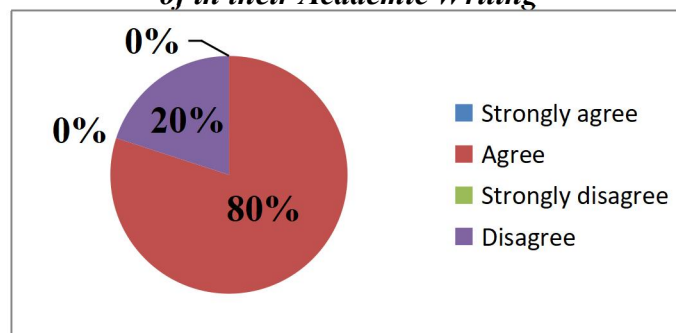


Figure 3.7: Teachers' Perception on the Use of Chat GPT as Helping Tool to Feel a Sense of in their Academic Writing

Concerning this question, the data collected are as follows: 4 teachers(80%) are agree that using Chat GPT can help learners to feel a sense of autonomy in their academic writing. Conversely, 1 of the subjects (20%) disagree .

Q8. Do you agree that Chat GPT helps in organizing, inspiring mental abilities when writing, as a motivator and guide for the dissertation?

This question seeks to discover whether the teachers are agree with the fact that Chat GPT helps in organizing, inspiring mental abilities when writing, as a motivator and guide for the dissertation. The participants answered this question by ticking one of the four options offered about degree of their agreement or disagreement.

Options	Number	Percentage
Strongly agree	00	00%
Agree	4	80%
Stronglydisagree	00	00%
Disagree	1	20%
Total	5	100 %

Table 3.8: Teachers’ Perception towards Chat GPT helps students in organizing, inspiring mental abilities when writing dissertation

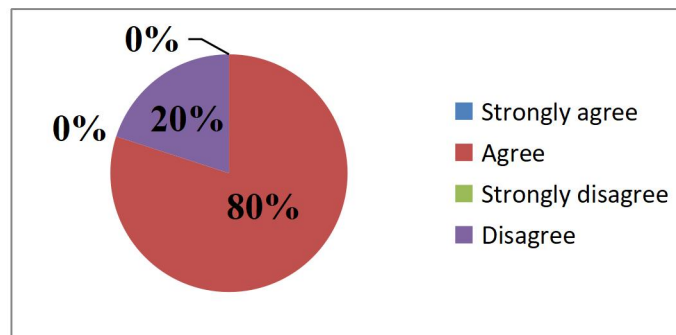


Figure 3.8: Teachers’ Perception towards Chat GPT helps students in organizing, inspiring mental abilities when writing dissertation

From figure 8, it can be observed that (80%) of the teachers indicated that they are agree with the fact that Chat GPT helps students in organizing, inspiring mental abilities when writing dissertation. The remaining percentage (20%) refers to the teachers who select “disagree”.

Q9. Have you faced any negative outcomes or challenges when your students use Chat GPT in their writing?

This question aims to know teachers opinion whether they faced any negative outcomes or challenges when their students use Chat GPT in their writing. The data are provided via ticking one of the obtained options ‘Yes’ or ‘No’. Students’ answers are summarized in figure and table 9 using percentages.

Options	Number	Percentage
Yes	5	100%
No	00	00%
Total	5	100 %

Table 3.9: Teachers’ face any Negative Outcomes when Students Use Chat GPT in their

Writing

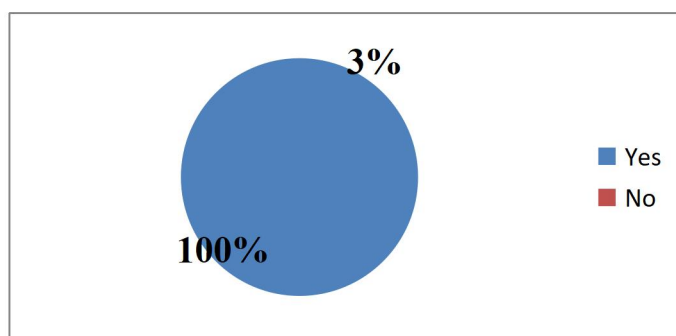


Figure 3.9: Teachers’ face any Negative Outcomes when Students Use Chat GPT in their

Writing

As far as the Chat GPT has negative side, it is clear that there is unanimity about negative outcomes or challenges when EFL students use Chat GPT in their writing among teachers. Indeed, all of them (100%) answered with yes.

Q10. Do you agree that Chat GPT support plagiarism (copying someone work as yours) in writing dissertation?

This questions aims to determine whether Chat GPT support plagiarism (copying someone work as yours) in writing dissertation or not. This question is offering four options strongly disagree, disagree, strongly agree and agree. The results are provided in Figure and table 10.

Options	Number	Percentage
Strongly agree	1	20%

Agree	4	80%
StronglyDisagree	00	00%
Disagree	00	00%
Total	5	100 %

Table 3.10: Teachers’ View about Chat GPT Support Plagiarism in Writing Dissertation

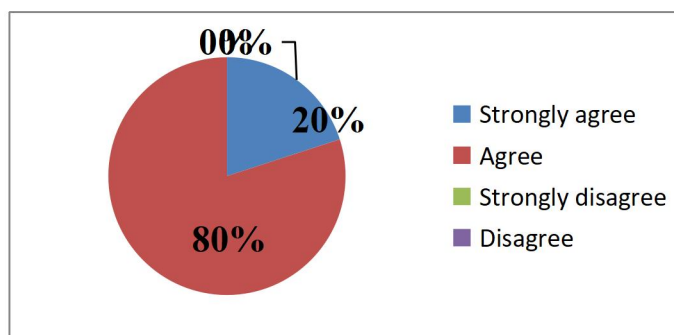


Figure 3.10: Teachers’ View about Chat GPT Support Plagiarism in Writing Dissertation

The table above indicates that the highest percentage 4 (80%) reflects the negative attitude of teachers towards Chat GPT support plagiarism in writing dissertation. In fact, the relevant detailed results showed that teachers opted for agree, plus 1 (20%) ticking strongly agree; .As such, none of informants (0%) selected the option, ‘strongly disagree’, and ‘disagree’.

Q11. How do you advise students to use Chat GPT to have a positive impact on their academic writing?

The question above reveals the teachers’ advice to students who use Chat GPT in order to have positive impact on academic writing. The informants assume that:

- Not to over relying on it to assist them only
- I advice them to use it to generate ideas prompts and help structure their writing
- Not to depend entirely on the machine just use it as a helping aid.Cognitive abilities need to be active and performing.
- Chat GPT can be used as a paraphrasing tool
- I do not think they should use them blindly as sources of information. They can be helpful

and save time and energy, but I would not say they are reliable or trust-worthy references compared to the original reliable sources.

- Chat GPT should be used as a supplement or as an assistant; it should not become the sole source or method for teaching/learning. One has to always use a variety of methods, techniques, and strategies to optimize the teaching/learning experience

Section Three: Teachers’ Perceptions on Learners’ Writing Challenges in Academic writing

Q12. As a teacher, do you believe that EFL master students face challenges in writing their dissertations in English?

This question investigates teachers’ perception about whether EFL master students face challenges in writing their dissertations in English. So it aims to reflect students’ difficulties in academic writing. This question is closed ended offering two options ‘Yes’ and ‘No’.

Options	Number	Percentage
Yes	5	100%
No	00	100%
Total	5	100%

Table 3.11: Teachers’ Perception about EFL Master Students Challenges in Writing Dissertations

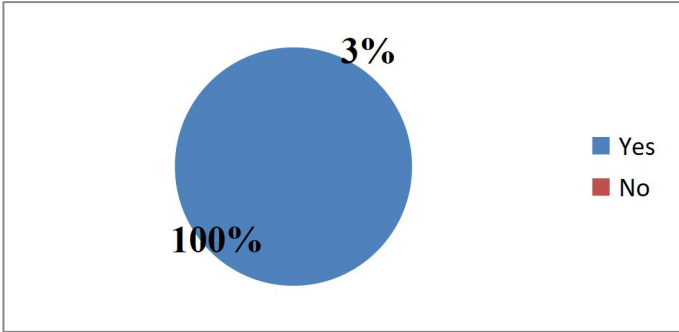


Figure 3.11: Teachers’ Perception about EFL Master Students Challenges in Writing Dissertations

From figure 11, it can be seen that all teachers (100%) answer positively that EFL master students face challenges in writing their dissertations in English.

Q13. In your experience, what are the common challenges faced by EFL master students in writing their dissertations in English?

This question aims to determine teachers’ opinion about the common challenges faced by EFL master students in writing their dissertations in English, the question offers three options. Teachers’ answers are summarized in figure and table 12 using percentages.

Options	Number	Percentage
Organizing ideas effectively	2	40%
Using appropriate academic language	1	20%
Understanding the requirements of academic writing in English	2	40%
Total	5	100%

Table 3.12: The Teachers’ View the Common Challenges Faced by EFL Master Students in Writing their Dissertation

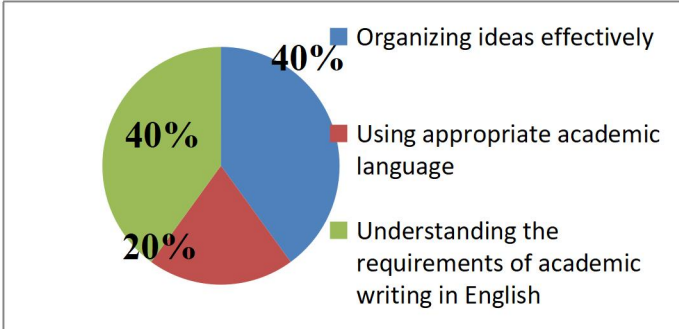


Figure 3.12: The Teachers’ View the Common Challenges Faced by EFL Master Students in Writing their Dissertation

figure 12 reveals that (40%) of teachers said that EFL master students face organizing ideas effectively in writing their dissertation, and (40 %) also said understanding the requirements of academic writing in English. Also, (20 %) selected using appropriate

academic language.

Other (please specify): No one mention others

Q14. Do you currently provide any instruction or support in academic writing for EFL master students writing their dissertations?

This question seeks to discover whetherteachersprovide any instruction or support in academic writing for EFL master students writing their dissertations. The question consists of two main choice answers “Yes , NO”.

Options	Number	Percentage
Yes	5	100%
No	00	00%
Total	5	100 %

Table 3.13: Teachers’ Instruction and Support in Academic Writing EFL Students in Writing their Dissertations

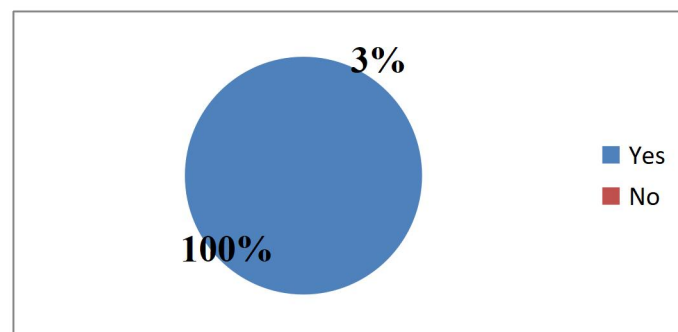


Figure 3.13: Teachers’ Instruction and Support in Academic Writing EFL Students in Writing their Dissertations

The data presented reveal that all teachers gave an affirmative answer (100%) that they provide instruction and support in academic writing master EFL students in writing their dissertations.

Q15. If yes, please specify the type of instruction or support you provide (e.g. workshops,

tutorials, feedback, etc.) Question 15 seeks to know the type of instruction or support you provide. Teachers' responses are cited below:

- Tutorials and Feedback
- Workshop are effective as long as they offer opportunities to practice and collaborate in group activities
- One to one meeting
- To ensure the writing conventions when writing
- Written corrective feedback

Q16. What do you believe are the specific writing needs of EFL master students in relation to their dissertations?

Question 16 aims to gather data about teacher's views towards the specific writing needs of EFL master students in relation to their dissertations, participants are required to tick one of the three options given in the question.

Options	Number	Percentage
Structure and organization	3	60%
Language use and clarity	00	00%
Referencing and citation	2	40%
Total	5	100 %

Table 3.14 : Teachers' Views about the Specific Writing Needs of EFL Master Students in Writing Dissertation

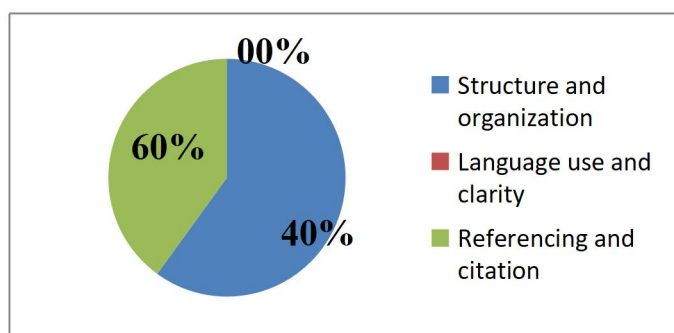


Figure 3.14: Teachers' Views about the Specific Writing Needs of EFL Master Students in Writing Dissertations

Figure 14 demonstrates that (60%) of the participant reported that EFGL students should be familiar with structure and organization in writing their dissertation. others, (40%) selected referencing and citation. None of teachers selected “Language use and clarity” option. Other (please specify) no one mentioned others.

Q17. Do you agree that that EFL master students struggle with using appropriate academic language in their dissertation writing?

This question investigates the teachers' point of view regarding EFL master students struggle with using appropriate academic language in their dissertation writing. Participants are required to tick one of the four options that describe the degree of agreement or disagreement.

Options	Number	Percentage
Strongly agree	2	40%
Agree	3	60%
StronglyDisagree	00	00%
Disagree	00	00%
Total	5	100 %

Table 3.15: Teachers View about Students Struggle with Using Appropriate Academic Language in Dissertation

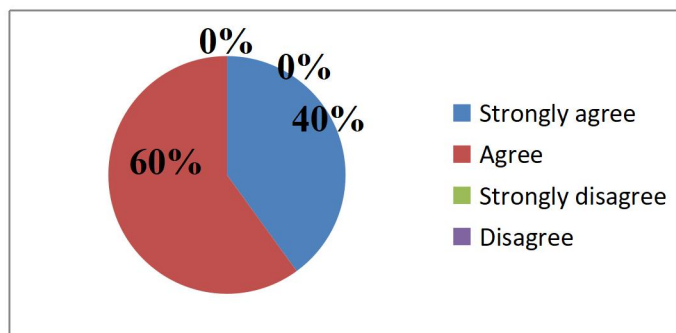


Figure 3.15: Teachers View about Students Struggle with Using Appropriate Academic Language in Dissertation

The data shows that the majority of the participants (60%) agree that EFL master students struggle with using appropriate academic language in their dissertation writing, others (40%) reported that they are strongly agree. On the other hand, none of teachers selected strongly disagree or disagree options.

Q18. Do you agree that EFL master students would benefit from receiving feedback on their dissertation writing?

This question investigates teachers’ perception about EFL master students would benefit from receiving feedback on their dissertation writing. Participants are then expected to express their degree of agreement or disagreement on this statement by ticking one of the four options.

Options	Number	Percentage
Strongly agree	5	100%
Agree	00	00%
StronglyDisagree	00	00%
Disagree	00	00%
Total	5	100 %

Table 3.16: Teachers’ Opinion about EFL Master Students would Benefit from Receiving Feedback on their Dissertation

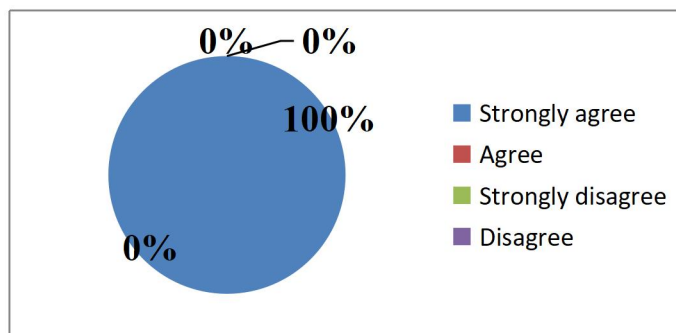


Figure 3.16: Teachers' Opinion about EFL Master Students would Benefit from Receiving Feedback on their Dissertation

Again, the figures displayed above do reflect unanimity among EFL teachers, who did highlight the positive options only, all teachers 5(100%) selected strongly agree about the useful of feedback for students to write their dissertation, no one (0%) mentioned the negative options.

Q19. Do you agree that explicit instruction on academic writing conventions would enhance EFL master students' dissertation writing skills?

This question aims to collect data about whether the explicit instruction on academic writing conventions would enhance EFL master students' dissertation writing skills or not . This question offers multiple choices to be selected about degree of agreement or disagreement.

Options	Number	Percentage
Strongly agree	3	60%
Agree	2	40%
StronglyDisagree	00	00%
Disagree	00	%
Total	5	100 %

Table 3.17: Teachers' Perception about the Explicit Instruction on Academic Writing Conventions to Enhance Dissertation Writing Skills

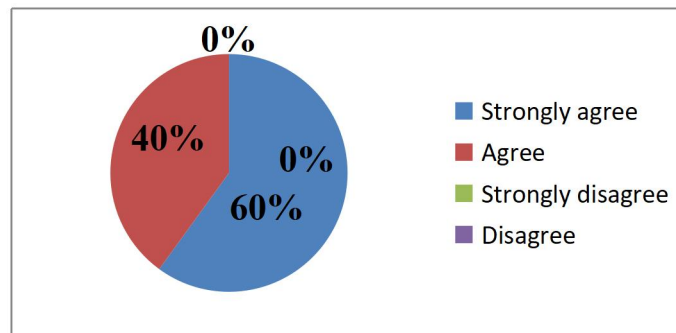


Figure 3.17: Teachers' Perception about the Explicit Instruction on Academic Writing Conventions to Enhance Dissertation Writing Skills

The findings related to question 19 about the explicit instruction on academic writing conventions to enhance dissertation writing show that the big number, which is 3 of teachers (60%), claim that they are strongly agree with the statement, which is the same path for the remaining subjects 2 of teachers (40%) reported agree . However , none of teachers chose disagree or strongly disagree options.

Q20. Is there anything you would like to add concerning “Investigating the Role of Chat GPT as an Assistant in Academic writing : the Case of Master two students at Mohamed Kheider University –Biskra”.

This question aims to have extra information about teachers' attitudes towards the topic of investigation, which is about investigating the role of Chat GPT as an assistant in academic writing. Here, the participants are free to answer the open question. In fact, tow teachers did not answer this question; one of them claimed that there is nothing to add. Only three teachers added views. Teachers 'responses are cited below:

-Independent and creative work on the part of the student fosters his/her abilities, yet Chat GPT can equally contribute in learners models it can provide.

-Students need to rely on themselves to write an organized dissertation with the necessary help of AI tools. An AI general work suffers from academic honesty.

-The topic is interesting.

3.7. Discussion of Findings

3.7.1. Discussion of Students' Questionnaire Findings

Based on the analysis of the student's questionnaire, we obtained data about their attitudes towards the relationship between Chat GPT and students' academic writing, throughout these results of data collection tools, we find answers of our research questions.

This study indicates that the relationship between the two variables is strong; Chat GPT can be used as a helping tool for learners' academic writing. The results show that students support the use of Chat GPT as an essential technological device that provides feedback which helps them in improving academic, this, its significance should be highlighted in the case of academic writing, especially for master two students at Biskra university. These students are in a dire need to enhance their academic writing, and construct a strong base in writing appropriately and proficiency.

This aligns with the findings of Abdelhadi (2023) from Ibn Khaldoun University, who reported a significant improvement in Algerian university EFL learners' essay writing skills when using ChatGPT in flipped classrooms. The improvement was particularly noted in grammar, vocabulary, and collocation. Both studies suggest that AI tools like ChatGPT can significantly enhance learners' writing capabilities by providing immediate, relevant feedback and suggestions.

Additionally, Chat GPT application is more beneficial for academic writing which provided students to use grammar checking, proofreading, editing and outlining. As a result, the educational institutions should integrate Artificial Intelligence more extensively into EFL classrooms. Since Chat GPT has ameliorated EFL learners academic writing capacities. At the end of the research, students show a high awareness about the value of using AI and Chat GPT tools on enhancing their academic writing in educational setting. This outcome is in line with Utami, Andayani, Winarni, & Sumarwati (2023), who found that Indonesian students

also perceived AI-based learning tools as beneficial for writing performance, despite some limitations. , through the interpretation of the result, we conclude that the learners use of Chat GPT facilitate the enhancement of writing production and train learners to be experienced in writing proficiency. As a result , we expect to have a clear and comprehensive view about the importance of using Chat GPT as an assistant in improving learners academic writing.

3.7.2. Discussion of the Teachers' Questionnaire Results

From the analysis of the teachers' questionnaire, we gather useful information about the attitudes of teachers and students regarding the use of Chat GPT as an assistant in academic writing the case of master two students at Mohamed Khider University of Biskra and it is important to reach the aims of this study and find answers of our research questions.

Throughout the results of the questionnaire shows that the majority of the participants did not support students use of Chat GPT or similar artificial intelligence in Academic writing. However , Chat GPT could be used as a means for correcting mistakes, providing well structured grammar for a clear coherent composition. This viewpoint reflects the mixed perceptions found in Bin-Nashwan et al. (2023), who reported both positive and negative views on the use of ChatGPT in academia.

Moreover, Chat GPT helps students in organizing, inspiring mental abilities when writing dissertation. Indeed , students should not over relying on Chat GPT but should be used just as an assistant to generate ideas prompts and for structure their writing, so , students have not to depend entirely on the machine since cognitive abilities need to be active and performing. Abdelhadi (2023) also noted that while ChatGPT improved writing skills, it should not replace traditional cognitive efforts and student autonomy.

Furthermore, Chat GPT can be used as a paraphrasing tool and students should use it cautiously to avoid over-reliance and potential plagiarism. On the other side, ChatGPT can inadvertently support plagiarism in writing dissertations. However, in academic writing,

teachers' instruction and support are effective for EFL students in writing their dissertations. To sum up, teachers do not fully support the use of ChatGPT or AI tools in students' academic writing, but they recognize it can guide learners while the teacher's role remains crucial. This finding parallels the results of Bin-Nashwan et al. (2023), who highlighted concerns about AI tools diminishing student autonomy and creativity. Also, Chat GPT can provide a convenient learning experience in special circumstances like pandemics, but they will not replace real-time teacher-student interactions; teachers' factor and the teacher touch. Therefore, authentic learning experience is needed.

3.8.Recommendation, Limitations, and Implication for *EFL teachers and Learners at Mohamed Khider Biskra University*

This section provides to the readers the implications, limitations of the research under investigation, besides recommendations.

Recommendations

- Broader Sample Size: Future studies should consider expanding the sample size to include a larger number of students and teachers from various universities to enhance the generalizability of the findings.
- Longitudinal Studies: Conduct longitudinal research to examine the long-term effects of using ChatGPT as a writing assistant on students' academic writing skills.
- Comparative Studies: Compare the effectiveness of ChatGPT with other AI writing tools and traditional writing aids to provide a comprehensive understanding of its impact.
- Diverse - Educational Contexts: Investigate the use of ChatGPT in different educational contexts, such as high schools, undergraduate programs, and different fields of study beyond EFL.
- Mixed-Methods Approach: Employ a mixed-methods approach, combining quantitative and qualitative data, to gain deeper insights into the attitudes and experiences of both students and teachers.

Limitations

Limitations are uncontrollable weaknesses in the study. Furthermore, we encounter limitations in almost everything we do. As a result, our current inquiry has encountered some limitations that should be highlighted.

Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to our research (lack of sources) from the faculty library since Chat GPT or AI in relation to learn English is not widely studied in Algeria which leads the researcher to use the electronic ones.

The second limitation is that the study was limited to master two students at Mohamed Khider University of Biskra. Consequently, the findings of the study cannot be generalized to other levels.

The third limitation is the questionnaire returned at 25%. Thus, it expected that some students might be hesitant to cooperate fully as well as some teachers did not answer all questions in the questionnaire. The fourth limitation is that the time factor in our research is one of the most challenging issues that stood against more elaborated research work. More data collections tools are required to overcome these limitations.

Implications

To end this present study that turns around exploring learners' and teachers' attitudes towards ChatGPT-3 as a writing assistant there are some recommendations that the researcher want to addressed to students. These recommendation aim to decrease difficulties students face in writing skill in general and academic writing of their dissertation in particular, and also the difficulties teachers face in teaching supervision master students .We state some suggestions and recommendation that will be helpful and practical for both EFL students and

teachers in writing process:

1. Implications for EFL teachers at Mohamed KhiderBiskra University

- Teachers should focus more on encouraging learners to use modern application as Chat GPT that reduce many difficulties which could hinder their progression in writing skill.
- They should play the role of guide and controller who encourage them to take part in their supervision.
- Teachers feedback and motivation are important for master learners' academic writing in their dissertation successfully.
- Teachers have to prepare different activities that will motivate students to improve writing.
- Teachers must give the chance to their students to correct their errors in writing and avoid using them.

2. Implications for EFL students at Mohamed KhiderBiskra University

- Students should practice more writing process so this will help them to increase their ability to write appropriately while preparing their master dissertation.
- Students should understand the importance of using Chat GPT that will help them to improve their writing process such as generating ideas and
- Students should use AI tools blindly as sources of information.
- The students' role is to focus more on teachers' instruction and feedback in writing dissertation and take it as a facilitating step to achieve their academic writing proficiency.

Conclusion

This chapter included the general design and methodology of this study as well as the findings obtained from the analysis of the teachers' and students' questionnaire, in which all the important steps related to data collection and analysis are presented. It first includes the research method used to address the study questions and test the validity of the research hypotheses stated in the general introduction of this dissertation, which is mixed research

method. Then, it has described the data collection instruments (teachers and students' questionnaire of the study). Also, it has provided a descriptive account of the data analysis procedures. Indeed, it highlights for the analysis of research tool. Thereon, it provides a discussion of the main results obtained from the questionnaire addressed to EFL teachers and learners at Mohamed Khider University of Biskra

GENERAL CONCLUSION

The present study has attempted to explore learners' And teachers' attitudes towards using Chat GPT as a writing assistant the case of EFL master two students at Mohamed KhiderUniversity of Biskra. More specifically, the ongoing study sought to reach the main aims which previously mentioned in the general introduction. The study aimed at to explore how Chat GPT used among EFL master students, as well as, its influences on the learners academic writing. In addition, it aimsto offer a comprehensive understanding about whether EFL teachers and learners support integrating Chat GPT in the educational setting or not.

In order to attain the research objectives, provide answers to the research questions stated in the general introduction, and confirm or reject the proposed hypothesis; we have meticulously examined the use of Chat GPT in writing master dissertation. A mixed research method approach were adopted, to be more precise, data were collected using an online questionnaire for master two students at Mohamed KhiderUniversity, twenty (20) questions were addressed to the participants. The obtained data were analysed using quantitative method. In addition, another questionnaire was administered to EFL teachers, the questionnaire is analysed using both quantitative and qualitative method since in includes closed-ended and open-ended questions.

Based on the results displayed in chapter three and the discussion provided, we answered that research questions. First, from the results of the students' questionnaire we deduced that the students use Chat GPT to enhance their academic writing. In this content, the participants mentioned that they use Chat GPT as a helping tool to paraphrase, grammar checking and citing references to improve their writing and prepare well their master dissertation.

The findings indicated that the questioned learners support the integration of Chat GPT as a modern way of learning which facilitates the enhancement of academic writing and train them to be experienced in writing skills. Conversely, for the analysis of the teachers'

questionnaire the finding indicated that EFL teachers do not totally support the students' use of Chat GPT or AI tools during academic writing since they just copied and pasted the response. Additionally, the results showed that EFL teachers claim that students rely on Chat GPT to generate any assigned academic writing. Therefore, they get a ready-made work which is not appropriate for their structure and mechanics of master dissertation. Also, these kinds of electronic application do not depend on using their own style to craft their writing process as well as it supports plagiarism.

Indeed, the first step in the analysis involved the extent of chat GPT as helpful tool to students, according to teachers' and students' perceptions. At this point, Chat GPT is prominent within EFL learners writing skill, by using it as a fast way in academic writing. As the findings revealed that, since students did not use to write everything for themselves, Chat GPT supports plagiarism. However, they hurry to finish their dissertation without furnishing any efforts of their own.

Indeed, the two steps in the analysis involved to answer the research question about the main advantages of chat GPT, according to teachers' and students' perceptions. As the findings revealed that, there are various advantages that students can benefit from it such as AI tools used to generate ideas prompts and help structure their writing, as a helping aid cognitive abilities need to be active and performing, as a paraphrasing tool, can be helpful and save time and energy, can be used as a supplement or as an assistant, helps students in organizing, inspiring mental abilities when writing dissertation, using Chat GPT can help learners to feel a sense of autonomy in their academic writing.

Additionally, the two steps in the analysis involved to identify the attitudes of master two EFL learners and teachers towards using Chat GPT as a tool for writing academic research. First, EFL students are supporting the use of Chat GPT on writing English dissertation. On the contrary, EFL teachers are against the idea they prefer using Chat GPT and AI tools as a

helping application for preparing dissertation since it may make students unable to develop their writing skill.

Furthermore , the results of teachers' questionnaire showed that EFL teachers did not support totally that Chat GPT may hinder learners ' creativity in academic writing, as a result , it did not improve students' writing skills.Hence, it affects their writing performance negatively.This partially tests the research hypothesis that states that the use of Chat GPT application as a writing assistant will enhance EFL learners' academic writing. However, it can be used by master students but as a helping tool. So hypothesis has been confirmed.

On the other hand, according to the learners' questionnaire results, EFL learners confirm that they use Chat GPT as a modern tool for enhancing their academic writing in English, and it has a positive impact on decreasing the difficulties which affect their writing skill. It is ,therefore, important to take into consideration the this useful tool as a complementing tool to improve the quality of language learning in general and academic writing experience for master two students ,the result also confirms the hypothesis.

Relying on the results of the selected data collection tool that the present study provides, the findings confirmed the hypothesis which was previously put in the general introduction is accurate and valid.

In light of this conclusion, some suggestions for further research are required. Our study hopefully contributes to the field of Chat GPT as an electronic application in improving the learners' academic writing. In fact, we have dealt only with both gender students, but in future studies one may deal with the different gender (males or females) in using Chat GPT in writing process. Moreover, for the future studies may use other instruments to collect data. The current study is just a starting point. To determine the role of using Chat GPT as an assistant in academic writing, classroom observation or interview are a powerful tools that helps researchers to obtain more detailed and precise evidence , also using experimental and

research is beneficial . Finally , Future studies can explore the use of Chat GPT with other language factors and methodologies such as self confidence , autonomy and language skills (reading , writing , listening , speaking to ensure the reliability and generalizability of the research findings. the study should be repeated with a larger sample and include learners from the different Algerian provinces.

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Appendix one : Students' Questionnaire

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheider- Biskra
Faculty of Letters and Foreign Languages
Department of English



Dear Students,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at Investigating the Role of ChatGpt as an Assistant in Writing Academic Research Papers.

Your answers are highly important for the validity of the research being undertaken. You are kindly requested to answer the following questionnaire carefully.

Please tick the appropriate box and add suitable comments in full sentences whenever necessary.

Section One: General Information

Gender: 1- Male
2- Female

Age: a- 18 to 20
b- 20 to 30
d- More than 30

How do you consider your level in English?

Good Average Weak

Section Two: Students' Attitude Towards Technologies

1. Do you use technologies in studying the English Language?

Yes No

2. Do your teachers employ technologies in teaching?

Yes No

3. Do you find it useful?

Yes No

Justify:.....
.....
.....

4. How do you evaluate the use of technologies in teaching learning process?

Positive Negative

Explain:.....
.....
.....

Section Three: Overall View about the Writing Skill.

1. Do you like to have guided or free topics in writing?

Free Guided

2. How often do you prepare a piece of writing and read it in class?

- Often
- Sometimes
- Rarely
- Never

3. do you face challenges related to academic writing during conducting your research?if yes , mention them:

- Lack of vocabulary
- Lack of motivation
- Lack of priorknowledge
- All of them

Section Four: Students' Attitude towards ChatGpt in Academic Writing

1. Have you ever heard of the term ChatGpt?

Yes No

2. If yes, which AI-driven tools or applications have you used? (Select all that apply)

- a. ChatGpt
- b. Language Learning Apps
- c. AI Tutoring Programs
- d. Automated Writing Feedback Tools
- e. Other

(please specify).....
.....
.....

3. Have you ever used ChatGptas an assistant while writing an academic papers?

Yes No

4. How satisfied are you with ChatGpt used for academic writing?

Satisfied Neutral Dissatisfied

5. To what extent do you believe ChatGpt feedback helps in improving your academic writing?

Not at all Slightly Moderately Extremely

6. Do you think ChatGpt feedback is more beneficial than traditional methods for academic writing?

Yes No

Explain:.....
.....
.....
.....

7.what do you usually focus on while using chat GPT application?

- _ grammar checking
- _ generate ideas (prompts)
- _ proofreading and editing
- _ outline

Other.....

8. In your opinion, should educational institutions integrate Artificial Intelligence more extensively into English language classrooms?

- Totallyagree
- Agree
- Disagree
- Totallydisagree

8. To what extent do you believe AI has ameliorated your academic writing capacities?

Not at all Slightly Moderately Extremely

9. Have you encountered any challenges or concerns regarding the ethical use of ChatGptin academic writing?

Yes No

If yes, please briefly describe the challenges or concerns:.....
.....
.....
.....

Thank you for your help and support

Appendix two : Teachers' Questionnaire



Mohamed Kheider University – Biskra

Faculty of Letters and Languages

Department of English

A Questionnaire for Teachers

Dear teachers,

This questionnaire aims to collect data for the accomplishment of a master dissertation about *“Investigating the Role of Chat GPT as an Assistant in Writing Academic Research Papers: the Case of Master two students at Mohamed Kheider University –Biskra”*. We would be grateful if you provided precise, clear, and complete responses. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Section One: Background Information

Q1. Gender:

a. Male:

b. Female:

Q2. Degree (s) held:

a. MA (Master/ Magister) b. PH.D. (Doctorate)

Q3- How many years have you been teaching English at Mohamed Kheider University – Biskra?

a. 1-3

b. 3-5

c. 5-7

d. more than 7 years

Section two : Teachers' perception towards Chat GPT in the Discipline of Writing Academic Research Papers

Q4. Does your students use ChatGPT or similar artificial intelligence in writing Academic Research Papers before?

a- Yes b-No

Q5. In your opinion, are you for or against incorporating ChatGPT as a means to support writing academic research in education?

a. For b. Against

Why.....

Q6. How does ChatGPT affects your learners' competence (feeling of confidence and capability) in writing their dissertation?

- A. Positively* *b. Negatively*

Q7. Do you agree that, the students' use of Chat GPT help them to feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in their academic writing?

- a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q8. Do you agree that ChatGPT helps in organizing,inspiring mental abilities when writing, as a motivator and guide for the academic research paper?

- a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q9. Have you faced any negative outcomes or challenges when your students use Chat GPT in their writing?

- a- Yes b-No

Q10. Do you agree that ChatGPT support plagiarism (copying someone work as yours) in writing dissertation?

- a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q11. How do you advise students to use ChatGPT to have a positive impact on Writing their Academic Research Papers?

.....
Section Three: Teachers' Perceptions on Learners' Writing Challenges in Academic research paper

Q12. As a teacher, do you believe that EFL master students face challenges in writing their dissertations in English?

- a- Yes b-No

Q13. In your experience, what are the common challenges faced by EFL master students in writing their dissertations in English?

- a) Organizing ideas effectively b) Using appropriate academic language

- c) Understanding the requirements of academic writing in English

Other (please specify).....

Q14. Do you currently provide any instruction or support in academic writing for EFL master students writing their dissertations?

a. Yes b. No

Q15. If yes, please specify the type of instruction or support you provide (e.g. workshops, tutorials, feedback, etc.)

Type of instruction:.....

Q16. What do you believe are the specific writing needs of EFL master students in relation to their dissertations?

a) Structure and organization b) Language use and clarity

c) Referencing and citation

Other (please specify)

Q17. Do you agree that that EFL master students struggle with using appropriate academic language in their dissertation writing?

a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q18. Do you agree that EFL master students would benefit from receiving feedback on their dissertation writing?

a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q19. Do you agree that explicit instruction on academic writing conventions would enhance EFL master students' dissertation writing skills?

a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q20. Is there anything you would like to add concerning “Investigating the Role of Chat GPT as an Assistant in Writing Academic Research Papers: the Case of Master two students at Mohamed Kheider University –Biskra”.

.....
.....

Thank you for your time, effort and collaboration

RÉSUMÉ

La présente étude vise à explorer les attitudes des apprenants et des enseignants envers l'utilisation de Chat GPT en tant qu'assistant à l'écriture dans la rédaction académique des apprenants d'anglais langue étrangère (EFL) pour les étudiants de master 2 (M2) en anglais à l'Université Mohamed Khider de Biskra. Nous avons donc opté pour une étude exploratoire qui comprend un seul outil de collecte de données : un questionnaire en ligne qui a ciblé les apprenants de master 2 EFL par un échantillonnage volontaire non probabiliste au département d'anglais de l'Université Mohamed Khider de Biskra, et un autre questionnaire soumis à cinq enseignants EFL du même département. Les résultats ont révélé que les étudiants soutiennent l'intégration de Chat GPT comme un moyen moderne d'apprentissage qui facilite l'amélioration de la rédaction académique et les forme à être expérimentés dans les compétences rédactionnelles. À l'inverse, les résultats concernant les enseignants ont indiqué que les enseignants d'EFL ne soutiennent pas totalement l'utilisation de Chat GPT ou des outils d'IA par les étudiants lors de la rédaction académique, bien qu'ils admettent le grand rôle avec un ensemble de conditions, appelant à une incorporation très prudente de ces applications.

Mots-clés : Intelligence artificielle, assistant à l'écriture, écriture académique. Application Chat GPT.