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Introducing the Premium ChatGPT to Enhance Students' Academic Writing
The Case of Master Two Students of English at Mohamed Khider University of Biskra

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DECLARATION

I hereby solemnly declare that the work I am going to present in this thesis

Inrtroducing the Premium ChatGPT to Enhance Students' Academic Writing
The Case of Master Two Students at Mohamed Khider University of Biskra

is my own to the limits of our knowledge, 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 Biskra.

Date: June 2025
Signature

SAKER Sabrina

DEDICATION

In the name of Allah, the most Merciful, the most Compassionate.

Every challenging work needs self-efforts as well as guidance especially from those who are close to our hearts.

I dedicate this humble work to the most precious people to my heart, the ones who can never be thanked enough, for the overwhelming love and care they gave me. To the candles who always enlighten my path, The ones who were the source of motivation during moments of despair and discouragement, my dearest mother and my beloved father

I want to express my heartfelt gratitude for my brothers and sisters, whom have been my unwavering support and constant companion. Every step I have taken in my life has been with them by my side, guiding, encouraging, and uplifting me, their strength, love. I am deeply thankful for their presence in my life.

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ABSTRACT

This study is about investigating enhancing students' academic writing through Premium ChatGPT, The Case of Master Two Students at MKUB. Hence, this study aims to assess the impact of Premium ChatGPT on writing improvement, particularly in terms of organization, clarity, and adherence to academic conventions. Moreover, it seeks to understand the challenges and limitations associated with using AI tools in writing instruction and whether they can truly support students in developing their own critical thinking and writing abilities. To meet the objectives of the study, mixed-method was applied. Quantitative and qualitative data are collected from a questionnaire administered to master two students at Mohamed Khider University of Biskra and an interview conducted with EFL teachers. The results from the two research instruments indicate that while ChatGPT can enhance students' writing through idea generation, grammar correction, and structural improvement, its value depends largely on how students use it. Teachers acknowledged that when used appropriately, ChatGPT can improve confidence and writing fluency. However, concerns were raised about students becoming overly dependent on AI, leading to reduced critical thinking, creativity, and academic integrity. Ethical considerations such as plagiarism and misrepresentation of work were also frequently mentioned.

Keywords: Artificial Intelligent tools, Chat GPT, Premium ChatGPT, EFL learners, Academic writing.

LIST OF ABBREVIATIONS

AI: Artificial Intelligence

AIEd: Artificail Intelligence in Education

AW: Academic Writing

EFL: English as a Foreign Language

M2: Master Two

MKUB: Mohamed Khider Univesity of Biskra

QCA:Qualitative **C**ontent **A**nalysis

Q: Question

%: Percentage

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Academic writing is a key component of higher education, demanding that students communicate their ideas with clarity, logical coherence, and adherence to scholarly standards. However, many learners face prevalent challenges in this area, particularly with sentence construction, structural organization, and the effective use of formal language. These difficulties often hinder their ability to fully articulate critical analysis and engage in academic discourse.

Traditionally, writing proficiency is nurtured through a combination of teacher feedback, peer review, and independent study. While effective, these methods can be time-intensive and may not cater equally to diverse learning styles or individual paces. In recent years, the advent of artificial intelligence has introduced new avenues for academic support. Among these innovations, ChatGPT a language model developed by OpenAI has emerged as a potentially transformative tool in the writing process.

This dissertation investigates how Premium ChatGPT can assist students in enhancing the clarity, coherence, and overall structure of their academic writing. It aims to assess the model's effectiveness in providing real-time, personalized feedback, while also considering the pedagogical implications of integrating AI into the learning process. Additionally, it addresses the potential risks and limitations of relying on AI technologies for the development of critical thinking and written expression.

By exploring both the opportunities and challenges presented by AI-assisted writing, this study seeks to contribute to the ongoing conversation about the role of intelligent technologies in shaping the future of academic learning and literacy.

1. Statement of the Problem

Academic writing is an essential skill for students, especially in higher education, where expressing ideas clearly and logically is key to success. Yet, many students find it challenging to organize their thoughts, maintain a formal tone, and follow academic rules. Traditional writing instruction often doesn't meet the varied needs of all students, resulting in uneven writing quality and low confidence. With advances in artificial intelligence, tools like ChatGPT have appeared as helpful resources for improving writing. ChatGPT can assist by generating ideas, suggesting better sentence structures, and offering instant feedback on grammar and style. However, how effective these AI tools really are in improving academic writing skills is still not well understood. This study seeks to explore how students use ChatGPT and whether it can effectively support their writing development, while also considering concerns about academic honesty and the growth of critical thinking.

2.**Significance of the Study**

The present study highlights the importance of integrating innovative tools into academic writing practices for Master 2 students. More specifically, it focuses on exploring the impact of these tools on enhancing the quality and coherence of students' written work.

-This study explores how ChatGPT can assist students in improving their academic writing.

-Students can work independently using ChatGPT, gaining insights and improving their writing outside of classroom settings.

-It focuses on helping English as EFL students overcome common challenges in academic writing.

-ChatGPT adapts to individual writing needs, offering students relevant guidance to enhance their academic work.

3. **Research Questions**

Q1. How does the use of ChatGPT influence the academic writing quality of master's students?

Q2. What are the perceptions of master's students regarding the effectiveness of ChatGPT as a tool for improving their academic writing skills?

4. Research Hypothesis

If Master's students use ChatGPT, they will positively perceive it as an effective tool for enhancing their academic writing skills, regardless of their prior writing experience.

5. Research Methodology

5.1 Method

This study examines the effectiveness of Premium ChatGPT as a tool for enhancing students' academic writing skills. A mixed-method design is adopted to collect data for this research. For data collection, a questionnaire is designed and distributed to Master 2 students at Mohamed Khider University of Biskra to explore their attitudes toward academic writing as a subject and gather their perspectives on the use of ChatGPT. Additionally, interviews are conducted with academic supervisors after they assess the differences between students' written work with and without ChatGPT. These interviews aim to provide expert insights into the tool's impact on students' writing development.

5.2 Population and Sampling

The population of this study consists of Master 2 students from the English division at Mohamed Khider University of Biskra. The selection of this level was not random but rather based on several considerations. First, Master 2 students have advanced academic writing skills, making them more suitable for exploring the impact of ChatGPT on their writing.

Additionally, they have more experience in research writing compared to License students and have already engaged in various academic writing tasks. Moreover, they are more familiar with AI-powered writing tools, such as ChatGPT, since they frequently work on research papers and dissertations.

To conduct this study, a sample of 40 students will be selected from the total population of 145 Master 2 students. These students will respond to a questionnaire designed to gather insights into their use of ChatGPT in academic writing. Additionally, six teachers from the English division department will be chosen randomly to participate in an interview. Their insights will help in understanding the pedagogical implications of integrating AI tools into academic writing instruction

6. Structure of the Dissertation

This dissertation revolves around two key variables: artificial intelligence (independent variable) and academic writing (dependent variable). The overall structure is divided into two major sections: theoretical and practical. The theoretical section presents a literature review of both variables, while the practical section is dedicated to the field study.

This chapter introduces the concept of Artificial Intelligence (AI) and explores its role in modern education. It defines AI and outlines its main types based on capabilities and functions. The chapter then examines how AI is being integrated into higher education, particularly through tools that support personalized learning, automate administrative tasks, and offer intelligent tutoring. It also addresses ethical considerations such as transparency, privacy, and safety in the use of AI in academic settings.Lastly, it offers an overview of ChatGPT, covering its definition,functionalities, and possible limitations.

The second chapter is devoted to an in-depth theoretical exploration of academic writing, focusing on its definitions, significance, and relevance to Master's students. It further

examines essential writing skills, student competencies, and the common difficulties encountered in academic writing. Additionally, this chapter outlines the fundamental steps of conducting research and the challenges typically faced throughout the writing process.

The third chapter concentrates on the empirical aspect of the study. It details the research methodology, including the sampling process, data collection techniques, data processing methods, and interpretation of findings. The results are analyzed to determine the impact of ChatGPT on students' academic writing proficiency. Finally, the dissertation concludes with a general summary of findings, followed by bibliographic references, appendices, and an abstract in Arabic.

CHAPTER ONE:

Artificial Intelligence and The Premium ChatGPT in Higher Education

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Introduction

Artificial intelligence (AI) has become a transformative force in a wide range of fields, including education. AI is an electronic tool which has the ability to perform tasks typically associated with human intelligence, provides a variety of functionalities with the potential to transform the educational landscape. Moreover, 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, limitation, and ethical issues in AI and The Premium ChatGPT in education.

1.1 Definition of AI

In the recent decade, artificial intelligence is being a crucial topic among scholars and academics as its utilization has proliferated globally. And because of its important value in the several aspects of the scientific scope, numerous scholars give it a large space in their research interests.

The term Artificial intelligence was coined by Jhon Mc Carthy, a professor of Massachusetts Institute of technology, who wrote a proposal on August 31, 1955 , along with Marvin Minsky, Nathaniel Rochester, and Claude Shannon, to the Rackefeller Foundation named 'A proposal for the Dartmouth Summer research project on Artificial Intelligence'(Rajaraman,2014, p.36). Where he introduced the AI as machines that "use language , form abstractions and concepts, solve kinds of problems now reserved for humans, and improve themselves" (Mc Carthy *et al*.,2006,p.12) .AI can support learning, vision, problem-solving, language comprehension, and logical reasoning.

Similar, 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. (p.47)

Further, 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)

Moreover, many other experts gave miscellaneous definitions to the Artificial intelligence term. As an elaboration, Shubhendu &Vijay (2013) noted that "AI is a branch of computer science concerned with the study and creation of computer systems" (p.28). Besides, Kaur and Gill (2019) stated that artificial intelligence (AI) is a digital attempt to achieve human level intelligence by using different computation of machines. Furthermore, AI is defined as a technology that explores how the robot can complete the intelligent work that only human beings can complete initially as one of the world's most advanced information systems (Han, 2019, p.60). Additionally, as aptly declared by Whitby (2009) , AI studies intelligent behaviours in human, animals, machines, and attempt to find ways. Couched differently, artificial intelligence is considered as the study of how to make computer do things which, at the moment; people do better (Rich & Knight, 2004).

1.2 Types of AI

The scope of artificial intelligence is broad; it exists in multiple area of human life. It is divided into several types, and these are the most important ones:

1.2.1 Based on Capabilities

Artificial intelligence can be categorized based on its capabilities, which refer to the system level of intelligence and the types of tasks it can perform. One primary type is Narrow Artificial Intelligence, also known as Weak AI. This is the only form of AI that has been successfully developed to date. Narrow AI is designed to perform specific, predefined tasks and cannot operate beyond its programmed functions. Common examples include voice

assistants and facial recognition systems(Aljaber &Almushaili, 2022, p.77).

In contrast, Strong Artificial Intelligence, or Artificial General Intelligence (AGI), refers to AI with human-level cognitive abilities capable of reasoning, learning, and problem-solving in a flexible and autonomous manner. It surpasses current technological achievements and remains largely theoretical (Khan, 2021, p.80). Taking it a step further, Artificial Super Intelligence (ASI) represents a concept where machines not only match but exceed human intelligence, potentially gaining self-awareness and posing existential challenges. Though often portrayed in science fiction, early forms of ASI can be seen in advanced algorithms like Google's Rank Brain or e-commerce recommendation systems (Khan, 2021, p.80) Additionally, AI can also be categorized by functionality, as introduced by Professor Arend Hintze in 2016, who proposed a four-type model for understanding AI development.

1.2.2 Based on Functionalities

AI, based on how it functions, is grouped by the way it acts and responds like how it learns, reacts to situations, or understands human feelings. This helps us see how close it comes to thinking and interacting like a person.

a. 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. (Khan, 2021, p.81)

b. Limited memory AI: 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. (Khan, 2021, p81)

c. 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. Examples: autonomous cars. (Khan, 2021, p.82)

d. 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 does not exist. Example: self-awareness robot. (Khan, 2021, p.82)

1.3 The Integration of Artificial Intelligence in Education

In education and learning, there are many ways and tools that students and teachers can adapt to improve and facilitate the processes of delivering and acquiring information. One of these ways is using the tools which go under the use of AI tools. More specifically, the integration of artificial intelligence tools in education has become a focal point in revamping and building upon old pedagogies.

Artificial intelligence has been used various fields especially in education. AI-powered software is not a new concept. Not with standing, the recent improvements in artificial intelligence enable for more significant uses (Remian, 2019, p.55). Before the appearance of computers and related technologies, teaching and learning processes were based only on human efforts (Chen *, et al.,* 2020, p.43). However, with the introduction of micro-computers in the 1970s, there was a shift to computers; this marked a significant transition in the field of education with the increased use of them in various ways.

Recently, in current education, as stated by Huang *et al* (2021), various studies are centered around utilizing artificial intelligence to aid in teaching, create a smart corpus and accomplish intelligent learning, instruction and management (p.19). Artificial intelligence according to Chassignol *et al* (2018) has been largely applied in administration, teaching and

learning, in addition to creating course materials, personalizing content, evaluating students, building an interaction between students and teachers. By the same token, using artificial intelligence in education is becoming significantly crucial as the learning demands are evolving. Intelligent education systems provide guidance and feedback to both educators and students by using computing technologies that enhance learning value and effectiveness. Those computing technologies are intertwined with statistics and cognitive learning theories. AI systems utilize numerous techniques such as learning analysis, recommendation systems, knowledge comprehension and attainment (Chen et al., 2020).

In the same lie of thoughts, this technology has also been introduced to teaching and learning languages namely English. Thus, AI-driven tools can provide help in tasks that are typically carried out by educators. These tools have the capacity to offer comprehensive feedback on students' written works taking into consideration the explanation of grammar errors by providing examples; in this way, students are able to acquire grammar rules. Moreover, AI-driven applications can be utilized in various domains with English as a foreign language class including speaking, writing, and vocabulary acquisition (Samakulet al., 2022, p.77).

According to Stockwell (2016, p.36) claims that, those applications are accessible on mobile devices which facilitate the learning process. Therefore, AI can be viewed as a pivotal asset not solely for learners but also for educators as delivering personalized feedback to each student is a hard work that needs efforts and time (Samakulet al., 2022). With these AI technologies, the whole learning and teaching processes have been transformed in a profound way as the human tools have been substituted with artificial intelligence tools.

2. Artificial Intelligence in High Education

Artificial intelligence (AI) has become a transformative force in a wide range of fields, including high education. AI, is an electronic tool which has the ability to perform tasks typically associated with human intelligence, provides a variety of functionalities with the

potential to transform the educational landscape. Moreover, AI application, exemplifies this potential allows users to communicate with computers using natural language.

Several researches were conducted on the integration of Al in the high educational field. At the major focus, the researchers were centered on the use of Al technology to support teaching, develop smart campus environments, and achieve intelligent approaches to learning, teaching, and administration (Huang *et al.,* 2021, p.22). In this regard, Smith (2022) sheds the light on multiple applications of Al in the educational sector: hence he claims that the utilization of artificial intelligence (Al) in the field of education has the potential to significantly transform the learning and teaching processes.

In addition, Al can be employed to generate customized learning pathways for individual students, taking into account their distinct strengths, weaknesses, learning styles, and interests. Intelligent tutoring systems powered by Al can offer real-time feedback to students, adjust to their individual learning requirements, and monitor their progress. Al algorithms can analyze data on student performance, attendance, and other factors to predict which students may be at risk of falling behind and enable early intervention. Furthermore, automated grading systems can grade multiple- choice and short-answer questions, freeing upteacher time for other tasks. Learning analytics can assist educators in analyzing student data to identify trends and patterns, evaluate the effectiveness of teaching methods, and make data-driven decisions. Al-powered chatbots and virtual assistants can provide students with immediate answers to common questions, allowing teachers and administrators to concentrate on more complex tasks. Al-powered surveillance systems can detect unusual behavior and potential threats on campus, alerting campus security personnel in real-time. (Huang *et al.,* 2021, p.50)

Moreover, Al can be utilized to analyze applicant data and identify candidates who are most likely to succeed in a given program during the recruitment and admissions process. Al

can aid institutions in automating financial aid applications, identifying students who may be eligible for scholarships or other forms of aid, and providing personalized support to students. Finally, Al can be used to analyze trends in the job market and identify the skills and knowledge that students will need in the future, informing the development of new curricula and programs (Smith ,2022).

AIEd has impacted students and teachers in high educational level. AIEd offers organized 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, p,118).

2.1 AI Applications in Education

GPT (Generative Pre-trained Transformer) is a new language paradigm with transformative possibilities in education. GPT, using deep learning algorithms, can generate human-like responses to text-based cues, allowing the construction of Chatbots and virtual tutors to assist students in improving language skills. These AI-powered chatbots mimic natural interactions, delivering rapid feedback on grammar, pronunciation, and vocabulary usage. Besides, GPT's analytical powers extend to helping students improve their writing skills by providing style analysis and feedback on grammar, punctuation, and spelling issues. The model's automated essay grading feature not only simplifies professors' work, but it also provides students with timely feedback on their projects.

a- Personalized learning platforms:

Moreover, GPT can personalize learning experiences by adapting resources to individual learning styles and interests, while GPT has the potential to transform education by customizing learning experiences, improving language skills, and automating chores. Therefore, it is critical to acknowledge its position as a support tool rather than a replacement for human educators. (Boži &Poola ,2023).

pek *et al.* (2023, p.102) remarked that AI including ChatGPT's educational applications include writing articles, answering complex questions, translating languages, solving mathematical formulas, producing programming code, summarizing books, and even assisting with exams in fields, such as law, pharmacy, medicine, and language education. These skills have prompted both appreciation and concern among educators, as ChatGPT's ability to assist students with schoolwork, especially application essays, raises concerns about academic plagiarism. Furthermore, the development of tools such as "GPTZero" to detect AI-generated text, as well as actions taken by institutions such as the New York City Department of Education to limit access to AI, demonstrate efforts to address these concerns and maintain academic integrity.

Besides Shihab *et al* (2023, p.23) highlighted that AI applications in education include personalized learning experiences designed to individual students' needs and learning styles, offering immediate and individualized feedback to students to promote active learning and continuous progress, serving as a repository of supplemental learning resources to reinforce understanding of complex topics, and assisting.

In light of this, AI a strong language model, is having an impact in education by providing an effective learning experiences and promoting lifelong learning. It engages students with

adaptive learning elements and personalized instructions, which improves student participation and engagement. Additionally, educators can use AI tools like ChatGPT to generate educational content and supplement traditional teaching techniques. However, questions concerning ethical use and integrity, such as cheating, underscore the importance of explicit criteria for its permissible use in educational contexts.

b. Automation of mundane teachers' tasks:

This can be elucidated as AI tools have great potential to revolutionize education through a variety of uses. It provides individualized learning experiences by adapting lessons to individual students' requirements and learning styles, which improves engagement and understanding. As well as, its 24/7 accessibility provides students with on-demand educational help and materials, encouraging autonomy and self-paced study. ChatGPT's ability to deliver fast and constructive feedback promotes active learning and continual improvement. Furthermore, it serves as a storehouse for supplemental learning materials, which improves students' grasp of complicated issues and their satisfaction with course content. Likewise, ChatGPT helps teachers by automating administrative activities and providing instructional suggestions based on student data, decreasing burden and allowing them to focus on individualized instruction and mentorship. (pek *et al*. 2023)

Following Lampropoulos, Ferdig, & Kaplan-Rakowski (2023) analysis, the use of ChatGPT in teaching has numerous implications. First, it promotes lifelong learning by providing adaptive learning, tailored recommendations, and specialized instructions that cater to students' different requirements and learning styles. Additionally, AI generated tool ChatGPT improves student connection and engagement, allowing for more dynamic and interactive teaching experiences. Equally, it can help instructors create educational content by giving useful resources and materials to support traditional teaching techniques. Despite its potential benefits, questions about ethical use and integrity, particularly in relation to issues

such as cheating, arise as a result of the lack of specified boundaries for appropriate use in educational contexts.

c. Intelligent tutoring systems:

Consistent with Farrokhnia *et al* (2023, p.81) findings, AI as an intelligent tutoring system in educational application demonstrates its ability to help education through adaptive and customizable learning environments. It notes how AI supporters appreciate the program's ability to meet specific student needs while also improving teaching and learning processes. Concerns have also been expressed concerning its ethical implications, impact on assessment processes, scientific integrity, and students' higher-order thinking skills, pointing to a complicated terrain for its incorporation into education. Therefore, the educational use of ChatGPT emphasizes its potential to improve teaching and learning through adaptive and individualized environments. While some praise its ability to meet particular student requirements, others express worries about its ethical implications and impact on evaluation processes. The paragraph emphasizes the ongoing arguments around ChatGPT's integration into education, as well as the importance of a complete perspective to support evidence-based implementation decisions.

In addition to what was said previously, in accordance with the findings of Mhlanga (2023), the application of AI in education creates numerous potentials for innovation and enhancement in teaching and learning techniques. These intelligent tutoring systems provide various abilities in generating essays have the potential to reshape ways of evaluating, allowing teachers to use testing not only for evaluation but also for learning. AI can also be used to create new teaching methodologies, enhance student participation and teamwork, and improve experiential learning.

Despite being viewed as disruptive, AI is a promising route for changing the educational

system by giving teachers with tools to improve evaluation capacities and provide interesting learning experiences for students.

This suggests that AI ability to generate essays presents exciting potential for altering educational processes. By creating assessment methodologies, educators can now use testing as both an evaluating tool and a learning aid. Furthermore, AI applications can help teachers establish creative teaching tactics, boost student participation, and improve experiential learning. Although considered disruptive, like ChatGPT can offer the ability to modernize education by empowering educators to improve evaluation processes and provide compelling learning environments that are suited to students' needs.

2.4 Limitations of AI

Artificial Intelligence (AI) is a rapidly evolving field within computer science aimed at creating systems capable of mimicking human thought processes and behaviours. These systems can learn from data, adapt to new inputs, and perform tasks that typically require human intelligence, such as medical diagnostics, autonomous navigation, and language processing. Despite its transformative potential, AI is not without its limitations. Key issues include security vulnerabilities and the inherent constraints in its capabilities, both of which must be carefully considered when deploying AI technologies. (Deng, J., & Lin, Y., 2022, p.81).

a. Security Concerns

Like all advanced machine learning systems, AI presents notable security challenges. A significant risk is the threat of adversarial attacks, where malicious users deliberately input misleading data to manipulate AI outputs. This can lead to incorrect, harmful, or deceptive results. Furthermore, AI's capacity to generate convincing human-like content makes it susceptible to misuse in spreading disinformation, particularly across high-traffic platforms like social media. Its ability to mimic human communication also opens doors to

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impersonation and identity fraud. Therefore, organizations must proactively address these security risks through stringent safeguards and responsible usage policies. (Deng, J., & Lin, Y., 2022, p.82).

b. Limited Capabilities

While AI models are impressive in their language generation abilities, they are still limited in scope. These systems rely entirely on the data they are trained on and user-provided input; they do not possess real-time access to the internet or external databases. This restricts their ability to deliver current, comprehensive, or deeply nuanced responses. Additionally, since AI is trained on large-scale datasets that may contain biased or inappropriate content, it may inadvertently reproduce such biases in its outputs. Users must remain aware of these constraints and exercise critical judgment when interpreting AI-generated responses. (Deng, J., & Lin, Y., 2022, p.82).

In short, AI represents a powerful tool for generating human-like interactions and automating a wide range of tasks. It offers significant advantages, including enhanced efficiency, greater accuracy, and potential cost reductions. However, it also presents notable challenges particularly concerning security and limited functionality; to recognizeand address these limitations is essential to ensuring the safe and effective integration of AI into practical applications.

2.5 Ethical consideration in AI for education

Infact, Artificial Intelligence in Education (AIEd) raises important ethical considerations and privacy-related risks that require critical attention (Holmes *et al*., 2021, p33). Therefore, seven principles that are related to ethical issues while utilizing artificial intelligence in the educational sector are discussed below.

2.5.1 The Principle of Stewardship and Governance:

The concept of governance is officially described as the act of creating and enforcing policies, procedures, and standards to ensure the appropriate growth, utilization, and administration of computing (Floridi.2018, p.22). On the other hand, Al stewardship refers to the ethical principles integrated into the conscientious and accountable management of the creation and application of AIEd, (Nguyen *et al.,* 2022). Therefore, the governance and stewardship of AIEd necessitate meticulous consideration of interdisciplinary perspectives and the involvement of diverse stakeholders. This process should encompass a comprehensive examination of ethical dimensions drawn from pertinent fields, such as data ethics, learning analytics ethics, computational ethics, human rights, and inclusivity (Nguyen *et al*., 2022)

2.5.2 Principle of Transparency and Accountability:

The procedure for setting up, executing, overseeing, and managing regulations for AIEd should be transparent, traceable, explicable, and communicable in a transparent and lucid manner. This should include clear delineation of regulatory roles, accessibility, responsibilities, and the conditions of Al development (Nguyen et al., 2022). Whereas. The accountability AIEd is linked to the idea of "responsible Al," which emphasizes the ethical approach of creating, constructing, and deploying Al with positive intentions to empower stakeholders' regulation of AIEd need to address acknowledgment and responsibility for each stakeholder's actions related to the use of AIEd (Nguyen.*et al.*, 2022, p50).

2.5.3 Principle of Privacy:

The concept of privacy can be understood as the personal right to be free from the interference of others (This emphasizes the idea that individuals have the right to have their personal information and details protected and safeguarded from unauthorized access or disclosure (Muller, 2020). According to Nguyen et al. (2020), "AIEd must ensure well-informed consent from the user and maintain the confidentiality of the users' information, both when they provide information and when the system collects information about them"

(p.53)

2.5.4 Principle of Security and Safety:

According to Nguyen et al.2020,AIEd systems should be designed and implemented in a way that ensures the solution is robust enough to effectively safeguard and protect data from cybercrimes, data breaches, and corruption threats. This is crucial to ensure the privacy and security of sensitive information. Furthermore, AIEd systems should be designed, developed, and deployed using a risk-management approach. This approach aims to protect users from unintended and unexpected harm, and to mitigate potential fatalities. The goal is to ensure that the AIEd system is designed with user safety and security as a top priority (Nguyen *et al* 2020,50).

3. The Emergence of ChatGPT

The ChatGPT was first introduced by OpenAI in November 2022 in San Francisco, California. This launch marked a significant milestone in the development of artificial intelligence, particularly in the field of natural language processing (NLP). As a direct continuation of the Generative Pre-trained Transformer (GPT) series, most notably GPT-3.5 and GPT-44 ChatGPT stands out as an advanced language model capable of producing coherent and context-aware responses. Its main purpose is to support more natural and interactive communication between humans and machines (Silva & Janes, 2022, p27).

The advancement of generative AI technology includes the creation of ChatGPT; earlier language models like GPT-1 and GPT-2, which showed how transformer-based architecture could produce text that made sense, established the groundwork. When GPT-3 was released in 2020, it represented a breakthrough using 175 billion parameters to accomplish a variety of tasks such as writing essays and responding to questions (Haque *et al*., 2022).

On the other hand, ChatGPT is made especially for conversational interactions and uses reinforcement learning from human feedback (RLHF)to improve its capacity to produce

precise, pertinent, and contextually relevant responses. ChatGPT's ability to retain contextual understanding during lengthy conversations is a noteworthy feature that makes it especially useful for tasks requiring nuanced dialogue. Its versatility and scalability have made it a useful tool in many fields. One of ChatGPT's primary innovations is its capacity to retain contextual awareness throughout lengthy discussions, which makes it especially useful for tasks requiring complex discourse. It is a useful tool in several sectors, such as software development, healthcare, education, and entertainment, due to its scalability and flexibility (Silva & Janes, 2022, p.30).

Since its introduction, ChatGPT has attracted significant attention due to its capacity to produce text that appears human and simplify complicated information, which has accelerated the development of AI technology. The development of ChatGPT not only demonstrates AI's capacity to mimic human language but also sparks debates regarding the ethical and social implications of such technologies. ChatGPT is a cutting–edge tool that ushers in a new era of human-computer interaction by helping users learn to adapt and solve problems more skilfully in the digital age. (Haque *et al*., 2022)

3.1 From ChatGPT-1 to GPT_4

The 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)

The 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.

The 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 free ChatGPT Plus customers. GPT-4 is predicted to outperform its predecessors and transform natural language processing (Samala *et al.,*2024, NP). Figure 1 shows the evolution of the GPT language model, which includes the most recent releases of GPT-3.5 and GPT-4.

Figure 1.1: ChatGPT Timeline (Samala *et al.,*2024 ,NOPage)
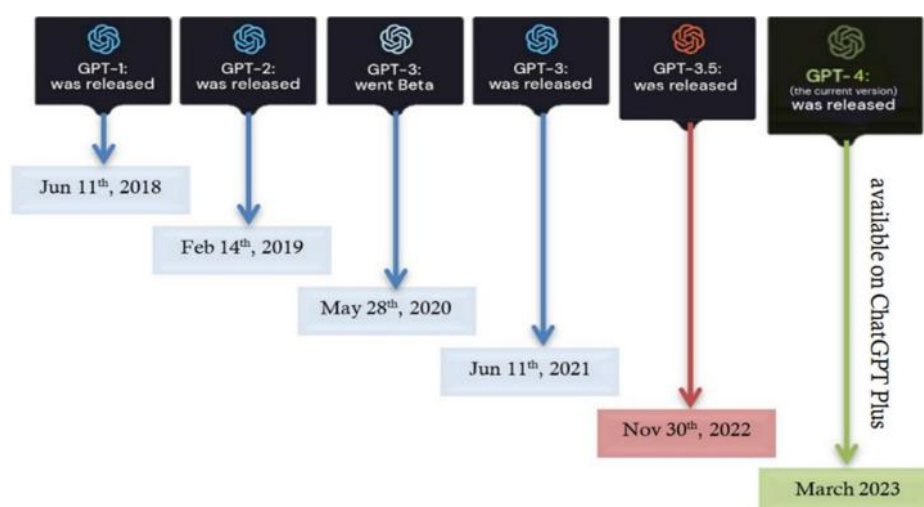
1.3.2 The Use of The Premium ChatGPT on Teaching and Learning

Incorporating The Premium ChatGPT into education has dramatically changed teaching and learning. AI technologies such as Premium ChatGPT personalize learning by adapting to students' individual needs, providing instant feedback, and tailored explanations. As a result, students become more engaged and better understand what they are learning. Premium ChatGPT tool could automate grading, allowing teachers to spend more time on interactive and creative teaching methods. (Holmes *et al* ,2021)

The impact of AI tools such as The Premium ChatGPT on education extends beyond general teaching practices. Their contribution to English language instruction has become increasingly significant. Premium ChatGPT offers explanations, immediate feedback, and accessible support, which helps students improve their language proficiency. These

advantages demonstrate the potential benefits of The ChatGPT in educational contexts, particularly in supporting English language learning.

1.3.3 Prompts of ChatGPT

In recent years, the ability to formulate precise prompts has become increasingly vital when engaging with AI tools like The ChatGPT, particularly within academic contexts. Dr. Alaa Taima (2024, p. 6) highlights that the clarity and specificity of a prompt directly influence the quality of the AI's response, noting that vague instructions often yield superficial results, whereas well-defined prompts generate more accurate and relevant content. He organizes prompts according to the various stages of academic research, including title generation, literature review, and data analysis (Taima, 2024, pp. 12–15). Complementing this perspective, White et al. (2023, pp. 2–4) introduce the concept of "prompt patterns," which are structured approaches to prompt design that enhance the interaction with ChatGPT. These include techniques such as the "role pattern," where the AI adopts the persona of a specific expert, and the "example pattern," which provides illustrative inputs to guide the AI's output. Both Taima and White and colleagues agree that a deliberate and strategic use of prompts not only improves the quality of the AI-generated content but also transforms ChatGPT into an effective collaborator throughout the academic writing process (White *et al*., 2023, p. 5; Taima, 2024, p. 45).

3.4 The Differences Between ChatGPT and ChatFPT-4 (Premium)

The release of GPT-4, accessible through the ChatGPT Plus (Premium) subscription, marked a significant advancement over the earlier ChatGPT model. GPT-4 demonstrated a noticeable reduction in error rates by at least 10% across various knowledge domains such as law, health, and common-sense reasoning compared to the previous version. Although it does not fully "understand" or contextualize information like a human, improvements have been achieved due to factors such as an increased number of model parameters, an expanded

context window allowing the model to maintain context over longer interactions, and enhanced user feedback mechanisms. Notably, GPT-4 exhibits fewer hallucinations, is more creative and confident, and reduces the tendency to generate disallowed content by approximately 82% compared to ChatGPT. Furthermore, it is better at handling sensitive requests in line with OpenAI policies, responding appropriately 29% more often than its predecessor. These enhancements suggest that GPT-4 offers a more reliable and ethically aligned AI experience, positioning it as a more advanced tool for academic and professional use (Cervini *et al*,. 2023, p. 53). To better grasp the progress made, the image below shows the main differences between ChatGPT-3 and ChatGPT-4 (Premium). This visual clearly demonstrates the upgraded features and improvements of the newest version.

Subscribing to ChatGPT-4 (Premium) provides access to powerful tools like DALL·E 3 for creating images, Canva for design work, as well as features such as internet browsing, coding support, and file uploads making it easier to boost creativity, efficiency, and research tasks.
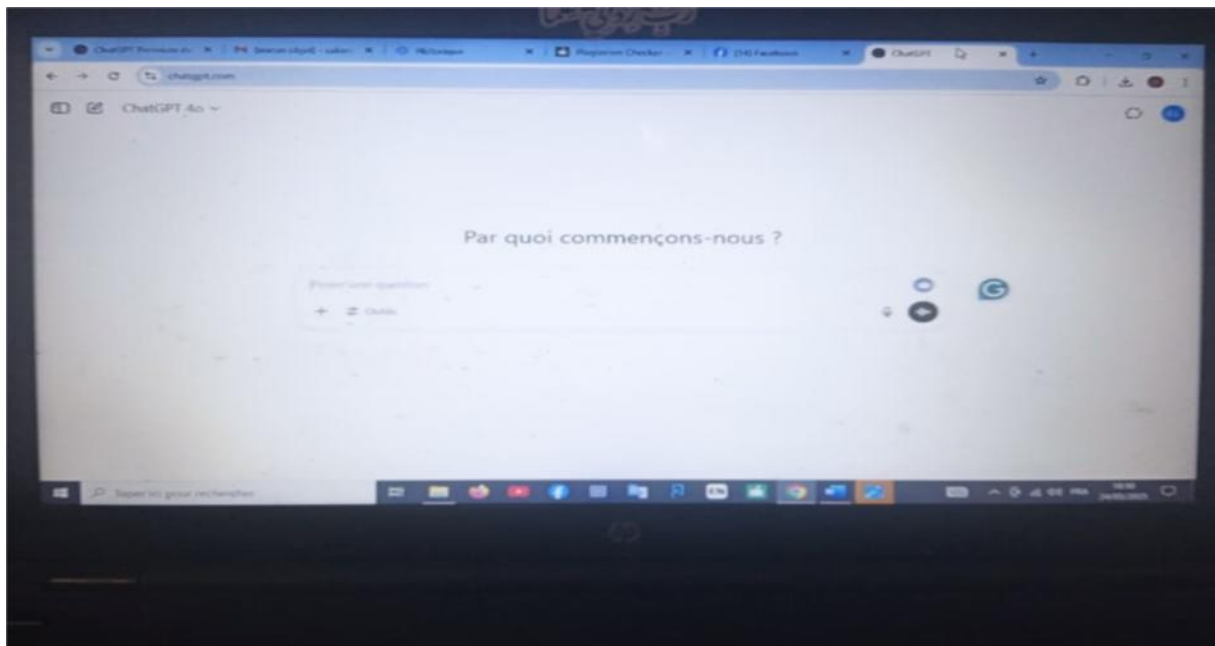
ChatGPT-3.5 (Free): A helpful tool for basic tasks such as drafting texts, answering queries, and holding general conversations

3.5 The Benefits of Premium Chat GPT in Education

The Premium ChatGPT is a transformative educational tool that can significantly improve teaching and learning. Furthermore, ChatGPT can increase motivation and engagement in the asynchronous learning environment, leading to better learning outcomes. Another important advantage of ChatGPT is its ability to personalize learning. It provides personalized feedback based on the specific needs of each student, making learning more effective than traditional feedback systems. This approach allows students to progress at their own pace, thereby strengthening their understanding and knowledge retention (as cited in Castro, 2023, p.41).

In other words, The Premium 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).

The development of language is another important function of The Premium ChatGPT.

This tool operates as an interactive resource for language education, providing a facilitative atmosphere in which learners can engage in the practice of grammar, vocabulary and syntactic structure. Participation in authentic conversational simulation aids students in refining their fluency and fostering self-assurance in their linguistic capabilities.

Students gain considerable advantages from PremiumChatGPT's ability to refine their writing skills through immediate grammar corrections, expanded vocabulary and structural guidance, which leads to clearer and more coherent written communication. The tool effectively helps students overcome writer's block through the generation of innovative ideas and the provision of organizational frameworks.

In short, The PremiumChatGPT optimizes educational practices by reducing teacher effort. It helps educators analyse students' responses, give timely feedback, and manage administrative activities, including lesson preparation, assessment design, and grading.

3.6 Limitation of The Premium ChatGPT in Education

The advent of artificial intelligence has dramatically altered the landscape of educational tools, providing substantial assistance in many aspects of learning. However, despite the many benefits that AI tools like Premium ChatGPT offer, they also present several limitations that educators and students must consider. As, 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, p.58)

A thorough understanding of these limitations is paramount for academically integrating The Premium ChatGPTinto learning, guaranteeing that they function as a complement to traditional teaching methods rather than a replacement. According to Chukwuere (2023, p.66)

the disadvantages of The ChatGPT in higher education may include:

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

2**. Limited flexibility**: The Premium ChatGPT 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.

3. **Limited accuracy:** The Premium ChatGPT 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.

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 Premium ChatGPTsecurity and student data protection.

In short, numerous concerns and problems have been raised by the usage and integration of chat bots in higher education institutions, such as The Premium ChatGPT which may hinder learners learning process.

Conclusion

AI in education offer both benefits and challenges. AI tools including The Premium ChatGPT can help students generate ideas for assessments, research, analysis, and writing, potentially leading to better learning experiences. However, academic misconduct, bias, falsified information, and poor academic writing can hinder the development of essential graduate skills and lead to superficial learning. Both teachers and students must exercise

caution when using technology for academic purposes to ensure ethical, reliable, and effective

use.

CHAPTER TWO:

Academic Writing

CHAPTER TWO: ACADEMIC WRITING

Introduction

Writing is a basic skill that helps students express and organize their ideas and communicate effectively. In academic contexts, this skill becomes even more important, as students are expected to produce organized and coherent texts. This chapter begins by reviewing the general concept of writing, and then defines academic writing and its importance in higher education. Academic writing plays a key role in helping students demonstrate understanding, engage comfortably in critical writing, and contribute to scholarly discussions. The chapter also explains the academic writing process, highlighting its stages. It then moves on to the main characteristics of academic writing, providing an overview of its different genres, including essays and research papers. Finally, the chapter addresses common challenges students face in academic writing, such as language difficulties, poor organization, and lack of practice, aiming to identify practical strategies to overcome them.

2.1 Definition of Writing

Writing is one of the four core English language skills, used to express ideas, opinions, thoughts, and emotions through written communication. According to Jeffrey R. Wilson, writing involves a series of steps, each building on the previous one, allowing the interpretation and presentation of an argument to evolve. Furthermore, writing is most effective when collaborating with others, as ideas are developed, tested, and refined through dialogue (Wilson, 2022 p.3).

Writing is the kind of writing expected from students in a university setting. It's different from writing styles like personal, literary, journalistic, or business writing because it serves a distinct purpose and is aimed at a specific audience usually professors or instructors. That's why it's important to keep in mind who will read your work; this helps you express your ideas more clearly and effectively (Oshima & Hogue, 2006, p. 2).Coulmas identifies six distinct interpretations of the term "writing": the recording of language through visual or tactile

symbols; the practice of applying this system; the creation of a text as a result; the adoption of a particular script style such as block lettering; artistic literary composition; and writing as a professional career. This perspective aligns with the "product approach," which emphasizes the production of grammatically correct texts by focusing on appropriate vocabulary selection, syntactic structure, and cohesive devices (Coulmas, 2003, p. 1).

2.2 Definition of Academic Writing

Academic writing is inherently analytical. Even when advocating for a particular policy or action, A W presents a well-founded argument that is based on a thorough understanding of the issue. In this type of writing, topics such as politics or ethics are addressed through careful analysis, rather than mere opinion or assertion (Wilson, 2022 p.3). Moreover, A W is structured and logical, and therefore brings the reader from one key point to the next.

A W is not just about filling pages; it's a way to demonstrate your understanding of a subject and your ability to think critically, analyze information, and express ideas using the language of your academic field. When asked to write a research paper, it's not merely about writing words, but about proving that you have the intellectual tools to engage in scholarly discussion and present your ideas clearly and methodically. To succeed in this task, you must fully understand what your professor expects from you and the real purpose behind the assignment. Let's pause for a moment and think more deeply about the elements of this intellectual task that form the essence of academic writing (Irvin, 2010, p. 8).

A W is challenging because it involves several complex steps. You need to come up with ideas, choose the ones that fit the writing task, turn those ideas into clear text, and then revise the text to create a well-organized and polished document. While doing this, the writer must

not only express their own thoughts but also connect meaningfully with the audience for whom the writing is intended (Ahmed, 2022, p. 60).

2.3 The Importance of Academic Writing

Academic Writing plays a vital role in higher education, helping students and researchers express complex ideas with clarity and purpose. It encourages thoughtful engagement with sources, supports the development of well-structured arguments, and allows individuals to take part in meaningful academic discussions. A W is a central component of higher education, playing a crucial role in enhancing students' comprehension of course materials and serving as a key indicator in evaluating academic achievement. Findings from a national survey reveal that a significant majority of university lecturers approximately 90% believe that integrating writing instruction into university programs is essential, as it directly contributes to the quality of academic learning (Ganobscik-Williams, 2004, p. 28). Writing skills play a vital role in professional communication and are essential for career advancement. As employers increasingly prioritize clarity and competence in written expression, strong writing abilities have become a key requirement in most occupations (Phan *et al.*, 2023, p. 1463). According to Bailey (2011, p. 4) it encourages students to think critically and organize their ideas in a clear and logical way.

2.4 The process of Academic Writing

Academic Writing is a systematic and multi-stage process that seeks to produce work characterized by clarity, robust argumentation, and logical coherence. Although individual methodologies may vary, the process generally encompasses a series of essential phases, each of which contributes significantly to the rigor, quality, and overall effectiveness of the final manuscript.

2. 4.1 Pre-writing Stage

In the prewriting stage, it is essential to begin by selecting a broad topic and then narrowing it down to a scope that fits the required length. One of the most effective strategies for doing so is freewriting, which involves writing continuously without concern for structure, grammar, or coherence. The purpose is not to produce a polished text, but rather to explore existing knowledge and uncover a more focused and compelling subject. This technique is often timed, encouraging writers to move beyond superficial or familiar ideas and delve deeper into their thoughts. Interestingly, it is through this spontaneous and unfiltered process that more meaningful and original topics often emerge (Rukmini, 2017, p. 2). This stage engages students in activities that spark their thinking and motivate them to start writing. It serves to generate ideas and helps students clarify their thoughts in a relaxed and exploratory environment, free from the pressure of formal composition. Especially for novice writers, this stage is viewed as a crucial preparatory step toward developing organized and meaningful essays (Widodo, 2008, p. 103).

2.4.2 Drafting

Once students have gathered enough ideas during the pre-writing phase, they move on to the drafting stage. At this point, the primary focus is on generating fluent and coherent content rather than achieving grammatical precision. Learners are encouraged to translate their ideas into a preliminary draft, allowing their thoughts to flow freely without concern for linguistic perfection. As highlighted earlier in process-based writing approaches, grammatical accuracy is addressed during the revision phase. Therefore, early drafts are not expected to be flawless. Instead, this approach views writing as an evolving process of exploration and idea development, where fluency is prioritized to help students progress smoothly toward completing the writing task (Widodo, 2008, p. 104). Before writing your first draft, it is

essential to understand the structure of academic writing, including how to develop the introduction, body, and conclusion, as well as how to properly integrate sources. Once this foundation is set, begin writing without concern for perfection or grammar focus instead on generating content. If certain details are missing, leave a placeholder and return to them after further research. Always note your sources during the writing process to avoid plagiarism. Importantly, avoid leaving the work to the last minute, as revising, editing, and proofreading require sufficient time (Whitaker, 2010, p. 13).

2.4.3 Revising

Revision refers to the ongoing act of reviewing and refining a piece of writing multiple times. It is an essential stage in academic writing, not just a final check for errors. Similar to how a potter molds and reshapes clay on a wheel, a writer returns to their work repeatedly, making structural changes, adding new ideas, and removing what doesn't serve the message. This recursive shaping process may require between four to fifteen revisions. At this stage, the focus should not be on surface-level corrections like punctuation or spelling, but on achieving clarity, coherence, and logical flow throughout the text (Johnson, 2017, p. 4).

Revision isn't just about correcting what you've already written it's an opportunity to rethink and reshape your work from the ground up. After considering the feedback you've received and reflecting on your evolving ideas, start fresh by creating a new outline. Don't just tweak the old one; build a completely new structure that reflects the paper you would write today. Begin with a basic outline to map out your main points and the order you'll present them, and then expand it into a detailed outline that includes the key arguments you want to make about each idea (Wilson, 2022, p. 19).

2.4.4 Editing

The editing stage is where you refine your essay and prepare it for final submission. At this point, the focus is not on rewriting content but on improving the fine details that enhance clarity and academic precision. This includes reviewing sentence structure for coherence, ensuring appropriate word choice, correcting grammatical and spelling errors, and aligning the document format with academic standards. This final step ensures that the writing meets scholarly expectations and is presented in a polished, professional manner (Pati, 2020, p. 1). To produce clear and effective writing, students should focus on several key editing strategies. Ensuring logical flow between paragraphs is essential, as is removing unnecessary repetition and overly long or complex sentences. Sentence variety in both structure and length adds clarity and maintains reader interest. Each sentence should be grammatically sound, with proper subject-verb placement, avoiding fragments or run-ons. Word choice matters too; simpler and more precise language is often better. Finally, students can check clarity by reading their work aloud or mentally translating it into their native language if it translates too easily, the writing may be too influenced by non-English patterns and needs revision (Whitaker, 2010, p. 19).

2.4.5 Publishing

Murray (2005) identifies several reasons motivating individuals to develop their writing skills, including the pursuit of career advancement, achieving personal fulfillment through reaching new goals, the desire to elevate the quality of their writing to higher standards, and obtaining recognition and appreciation for their efforts and accomplishments (p.5). These motivations are important factors that encourage students to seriously engage and commit to the writing process. Successful academic writing relies heavily on thoughtful planning and a well-organized structure. To achieve this, students need to think carefully, continuously refine their arguments, and use formal, precise language that clearly conveys their ideas

(Bailey,2011, p.213).

2.5. Characteristics of Academic Writing

Academic writing has specific features that make it clear, formal, and effective. Understanding these characteristics helps students communicate their ideas clearly and meet the expectations of academic readers.

2.5.1 Formality

Academic writing consists of a set of essential characteristics that distinguish it from other types of writing. Formality is considered one of the most important of these characteristics, as it helps teachers and students in preserving and respecting the professional tone and credibility in any academic discourse. One important feature of academic writing is the use of formal vocabulary, which differs significantly from everyday spoken language. Students often find it challenging to distinguish between formal and informal expressions when writing. For instance, while the sentence "He tried to show that it was possible to lose weight and eat his favorite food" may seem acceptable, it lacks the level of formality expected in academic contexts. A more appropriate version would be "He attempted to demonstrate that achieving weight loss while enjoying his preferred meals was feasible." This version sounds more authoritative and aligns better with academic writing conventions (Gillet *et al.*, 2009, p. 89).

2.5.1 Clarity and Precision

Effective academic writing is built on clarity and precision. As Bailey (2011) explains, clarity arises when ideas are presented in a logical order and supported by well-chosen words. Precision, on the other hand, means using exact language and steering clear of vague or overly

broad statements. For language to be effective in academic writing, it must be precise. Precision involves selecting words that convey the writer's intended meaning with clarity and accuracy whether describing thoughts, emotions, or experiences. This careful use of language not only enhances understanding but also shapes the reader's perception and engagement with the text. In expository writing, in particular, precision is best demonstrated through the clear and focused expression of ideas (Kane, 2000, p. 262).

2.5.3 Coherence and Cohesion

Cohesion refers to the accurate use of grammatical and lexical markers commonly known as discourse markers in a written text. These markers help establish the relationships between sentences and ensure the text is logically connected. A cohesive text effectively organizes words and sentences, which contributes to a clearer flow of ideas. However, cohesion alone does not guarantee readability. For a text to be truly comprehensible, coherence how logically and meaningfully the ideas connect must also be achieved (Gunas *et al.*, 2020, p.58). Cohesion in discourse arises when the understanding of a particular element relies on a preceding or related component within the text. This dependency creates a cohesive link, where one part presupposes another for complete interpretation. Such connections help unify the text and ensure its elements work together meaningfully (Halliday & Hasan, 1976, p. 4). Whereas Coherence in a text is not just about the order of sentences, but about their harmony within the context, which helps convey the meaning and message clearly (Poudel, 2018, p. 5).

2.5.4 Cautions

In academic writing, it is crucial to clearly define your position on the topic and exercise caution in the strength of your claims. Rarely will the evidence at hand be definitive enough to assert that something will unquestionably occur. Therefore, it is important to avoid making

broad generalizations without considering possible exceptions. This necessity gives academic writing its characteristic cautious and precise style. Such caution is often conveyed through the careful use of modal verbs, adjectives, adverbs, and other lexical choices that soften assertions (Gillet *et al.*, 2009, p. 94). Being cautious is really important. Instead of making bold or absolute claims, writers use softer language like "may," "might," or "suggests "to share their ideas carefully. This way, they show respect for the fact that conclusions are based on what we know now, but things might change as new evidence comes up or different viewpoints emerge (Hyland, 1998).

2.6. Academic Writing Genres

Academic writing is a broad field that encompasses a diverse range of genres, each distinguished by specific objectives, formal conventions, and distinctive organizational structures. Developing a precise understanding of these genres is essential for enabling writers to adopt the most appropriate style and methodology to accomplish their academic tasks effectively.

2.6.1 Essays

An essay is a text composed of several paragraphs that revolve around a single topic, much like a paragraph does; however, because the topic is often broad or complex, it cannot be fully explored in just one paragraph. Therefore, the content is divided into multiple paragraphs, each addressing a specific main idea, and connected through a structured flow that begins with an introduction and ends with a conclusion. Writing an essay is not significantly more difficult than writing a paragraph it is simply longer, as both rely on the same fundamental principles of organizing ideas. If you can write a strong paragraph, you can certainly write a strong essay (Oshima & Hogue, 2006, p. 56). An academic essay is

composed of three fundamental parts that form its overall structure: the introduction, the body, and the conclusion. The introduction presents a general overview of the topic with the aim of engaging the reader and preparing them for the content. It typically ends with a thesis statement, which clearly expresses the central idea the essay will address. The body follows, serving as the core of the essay, where ideas are developed and supported with examples and logical arguments. This section contains the analysis and explanation that give depth to the discussion. Finally, the conclusion summarizes the main points and reinforces the thesis in a concise manner that reflects the writer understands and insight into the subject (Zemach & Rumisek, 2003, p. 56).

2.6.2 Research Papers

In academic writing, research is considered one of the main forms that students rely on to address scientific topics. This type of writing is distinguished by a set of features that will be discussed in the following section. An academic research paper is a type of essay in which the student expresses what they have learned and understood after conducting an in-depth study of a specific topic. It draws upon a variety of sources such as books, articles, interviews, and online materials. To present effective research papers, the researcher must follow the following criteria: Successful papers stay focused entirely on their thesis, showing that the writer has a strong understanding of the topic and the sources used. It also shows that the writer has read extensively on the subject, including works by recognized authorities in the field. The paper includes an acknowledgment of opposition but explains why the point being argued is more valid. The supporting evidence for the thesis is organized clearly and logically, with each point being backed by strong, persuasive facts and examples. The work must be original and not plagiarized, and every source must be properly cited. All supporting materials used can be verified, and the paper must follow a specific format with correct documentation

and a works cited page. Finally, the paper uses standard written English, the level expected from educated individuals in high schools, universities, and workplaces (Rozakis, 2005, p. 5).

2.6.2.1 Master's Dissertations

A Master's dissertation is a major academic project that requires serious effort and preparation. For many students, it is their first encounter with a substantial and in-depth piece of research, typically around 15,000 words. Therefore, it is essential to understand what is expected and how to approach each phase from submitting a proposal and setting research objectives to completing the literature review and developing each section in detail. Practical and structured guidance can help students navigate this demanding but vital part of their academic journey (Biggam, 2008, p. 1). Dissertation writing holds a crucial role in shaping a student's academic outcome, as it directly impacts their final grades and degree qualification. Regardless of the subject matter, crafting a dissertation demands in-depth research and analysis, which are a key to academic success. Students must understand what genuine research entails it is a demanding process that requires significant time and effort to gather relevant data that will support their arguments. They must also be clear about both the tasks at hand and the correct methods for accomplishing them, as the dissertation serves as evidence of their academic development and readiness for future professional endeavors. Additionally, students are expected to focus on collecting meaningful data and presenting it in a coherent and effective manner to communicate their findings clearly to readers (as cited in Mehiri, 2021, p. 3, from Barkley, 2016).

2.7 Challenges in Academic Writing

Many EFL students face serious challenges in academic writing. They are required to master multiple skills such as paraphrasing, summarizing, and maintaining academic integrity. Yet, they often struggle to express their ideas in an organized and critical manner, making academic writing a complex task that demands continuous instructional support (as cited in

AlMarwani, 2022, from Tardy, 2010, p. 112). According to Phan *et al.* (2023), writing skills play a vital role in professional communication and are essential for career advancement. As employers increasingly prioritize clarity and competence in written expression, strong writing abilities have become a key requirement in most occupations (p. 1463).

According to Crusan (2002) explored how first-year students were placed into writing courses at Ohio University and discovered that many of them faced difficulties in producing clear and logically connected ideas in their writing. While some writing issues are widespread and can be addressed through general writing models, others are more specific to certain groups of students such as challenges stemming from mother-tongue interference, inadequate teaching, or limited exposure to English. This study explores the causes behind these academic writing difficulties and proposes targeted solutions to help students improve. If left unaddressed, such challenges will continue to hinder learners' academic success, especially since English remains the dominant language of instruction in many higher education institutions (Magaba, 2023, p. 37). Many students struggled with selecting the correct word forms, particularly when dealing with plural nouns and irregular verb endings. They also frequently misused prefixes and suffixes, resulting in the formation of incorrect words. Common mistakes included "beautifull" instead of "beautiful" and "occurrnce" instead of "occurrence," which appeared consistently in their writing (Rehman et al., 2025, p 512).

Conclusion

Academic Writing is more than just putting words on a page it is a way for students to show their understanding, think critically, and join academic conversations. By exploring its definition, importance, process, characteristics, genres, and common challenges, this chapter aimed to give a clear picture of what academic writing involves. Understanding these aspects can help students write more effectively and confidently in their academic journey.

CHAPTER THREE:

Research Methodology and Data Analysis

CHAPTER THREE: RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction

We have presented in the theoretical part focusing on how to enhance students' academic writing through The Premium ChatGPT in depth. The next step in any research is designing the methodology and analysing data as a practical part. Accordingly, this chapter includes the research design and methodology used in the current study in addition to data analysis. It is, hence, concerned with the methods and procedures used in data collection and analysis procedure. Firstly, it begins outlining of the research design that was followed in the study. Secondly, it describes the qualitative and quantitative research as mixed research methods. It also describes the population and sample. After that, it sheds light on the data collection instrument, namely the learners' questionnaire and teachers' interview. 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 give a simple definition to research design as "the blueprint that is followed to complete the study" (Churchill & Lacobucci, 2005, p. 74). To investigate enhancing students' academic writing through The Premium ChatGPT, 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, 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 Mixed Research Methods

Considering that our study belongs to the field of descriptive 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.

3.1.2 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 characterised 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, which is based on interpretations generated from the open-ended questions in the teachers' interview. To conclude, the qualitative strategies is an interpretative method, which tries to benefit perception into particular behaviours 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 participants' reports and realities from the topic perspective.

3.1.3 Quantitative Research

Unlike qualitative research, Quantitative research is statistical in nature. 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'(Creswell, 2009, p. 172). That is to say, quantitative research is characterised 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' questionnaire and teachers' interview.

3.2 Population and Sampling

Sampling is a very important step in any investigation, in different words, "sampling is selected few parts 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. stated that a sample is "a subset of the population selected so as to be representative of the larger population" (Acharya *et al.*, 2013, p. 330). Given the present study, the target population are master two students in the Department of English at Mohamed Khider University of Biskra. They consist of one hundred and forty-five (145) students. Moreover, we have opted for random sampling which is the most straightforward methods of gathering data from the entire population chosen. The sample was required to respond eight (8) questions designed to fulfil the aim of our research. In addition, we dealt with a homogeneous sample composed of forty (40) males and females, also, six (06) EFL teachers at the University of Biskra too.

Accordingly, random selection enables us to identify master two students who are actively involved in using The Premium ChatGPT, allowing us to investigate a variety of

experiences and views on using The Premium ChatGPT as a supplementary tool to enhance academic writing. This resulted from this sample random of M2 students being questioned in-depth about the topic.

3.3 Data collection Instruments

The data of the present research was collected through one main tool. The latter are defined by Griffe as "the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted" (Griffe, 2012, 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 an interview to EFL teachers at the Department of English at the University of Biskra. This instrument was employed for collecting quantitative or qualitative required data.

3.4 Analysis Procedures of the Instrument

The students 'questionnaires include closed ended questions which analysed using quantitative method, 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 figures. According to Pal (2017), quantitative data collection involves the use of surveys, statistics, measurements, pre-existing data, and questionnaires to gather numerical data. A thorough understanding of research problems is essential for managing and addressing the accumulation of data or facts. The frequency and the percentage distribution in figures express the frequency distribution, making it easier to compare various sets of data. In addition, the quantitative analysis verifies and measures the validity of the previously stated questions and hypothesis.

Additionally, teachers' interview includes both closed ended and open-ended questions, for that both quantitative and qualitative content analysis method used for analysis process. Hsieh & Shannon describe qualitative content analysis (QCA) as a method that involves

interpreting text data by systematically coding and categorizing it to uncover recurring themes or patterns (Hsieh and Shannon, 2005, p. 1278). Put differently, qualitative analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions.

3.5 The 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 is described as a commonly used and effective tool for gathering survey data and generating numerical information (Cohen *et al*,. 2018, 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 & Taguchi, 2010, p. 6). This questionnaire is designed to the target population, who are master two students at department of English at University of Biskra.

3.5.1 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. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants' viewpoints and perceptions on enhancing students' academic writing through The Premium ChatGPT.

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The questionnaire comprised (8) questions. 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 three sections. The first section contained three questions that attempted to gather information about students' awareness and use of ChatGPT. The second section included four questions that sought to determine students' attitudes towards the use of ChatGPT. The third section included one questions designed large scale on level of agreement on specific statement about ethical and responsible use of The ChatGPT.

3.5.2 The Analysis of the Students Questionnaire Findings

The first questionnaire was designed for master two students at 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 figures.

-Each question will be analysed and discussed separately.

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

Section One: Awareness and Use of The ChatGPT

Q1: Have you ever used ChatGPT for academic purposes?

This question is designed to know if EFL master two students at Biskra University use the AI generated tool ChatGPT for academic purposed in learning English.

Figure 3.1: Students' Use of The ChatGPT for Academic Purposes
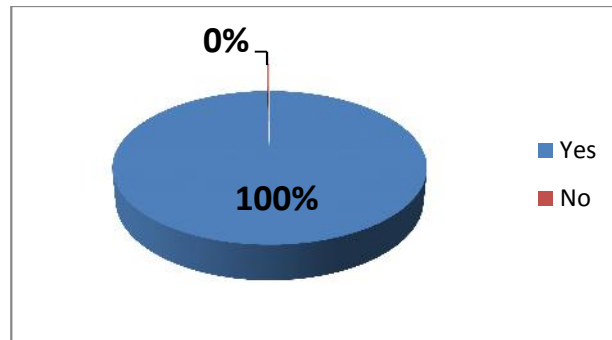
From the figure 3.1, we can see clearly that all master two students gave an affirmative answer (100%) that they use The ChatGPT for academic purposes, suggesting that this tool has become an integral part of their academic routines and is widely accepted as a valuable resource in their studies.

Q2: Which version of ChatGPT do you usually use?

Question two aims to gather data about the most used version of The ChatGPT by EFL students for academic purposes.

Figure 3.2: The Most Used Version of ChatGPT
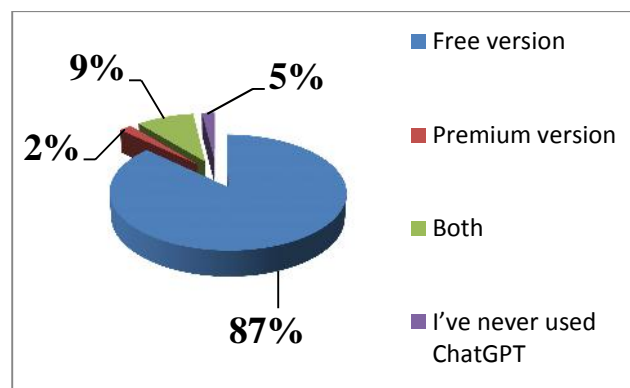
The figure 3.2 indicates that (87%) of respondents said they use the free version of ChatGPT, (9%) reported using both the free and premium versions, while a small proportion (2% for each) stated they either use only the premium version or have never used The ChatGPT, suggesting that the majority of students rely on the free version, with limited adoption of the premium features or complete unfamiliarity with the tool

Q3. What writing tasks do you usually use ChatGPT for? (Select all that apply)

This question investigates M2 students' point of view regarding the writing tasks they

usually rely of The ChatGPT for more clarification.

Figure 3.3: The Writing Tasks Students Usually Use ChatGPT for
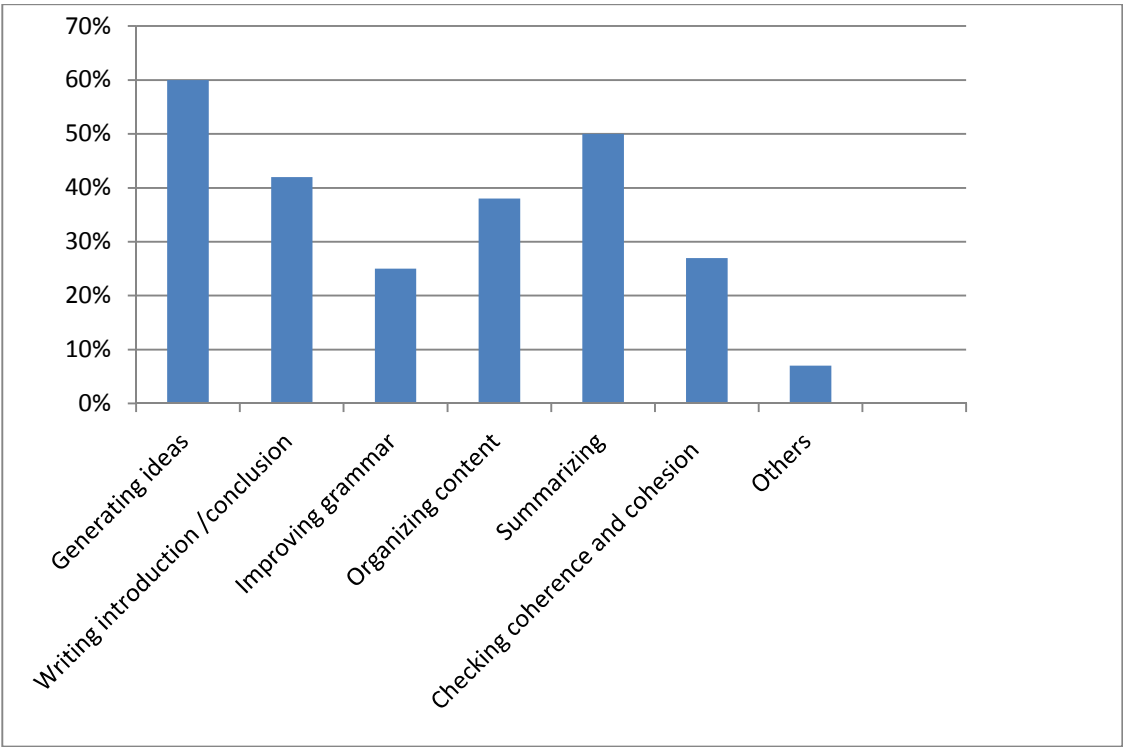
The results of the figure 3.3 show that the most common use of The ChatGPT among Master 2 students is for generating ideas, with 60% of respondents indicating this use. This suggests that many students turn to the tool during the brainstorming or planning stages of writing. Summarizing content is also a popular use (50%), followed by writing introductions and conclusions (42%) and organizing content (38%), which highlights the tool's perceived usefulness in structuring and condensing academic work. Fewer students use ChatGPT for improving grammar (25%) or checking coherence and cohesion (27%), which may indicate

either a higher level of confidence in their language skills or a preference for using other tools or strategies for these purposes. Only a small percentage (7%) selected "Others,". The result show that ChatGPT is primarily viewed by students as a helpful tool for idea generation and content development rather than for technical language refinement, reflecting its role as a brainstorming and writing aid more than a language correcting tool.

Section Two: Students' Attitudes Towards the Use of The ChatGPT

Q4: Using ChatGPT has improved the quality of my academic writing

This question aims to determine teachers' opinion about if the use of The ChatGPT has improved the quality of the academic writing.

Figure 3.4: Students Opinion about the Effect of The ChatGPT on Academic Writing
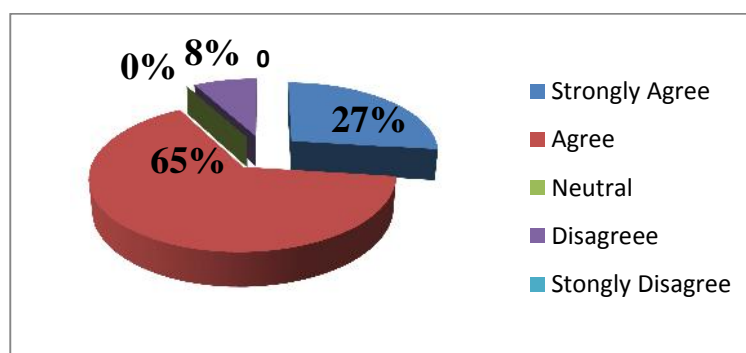
The figure 3.4 indicates that more than half of the respondents (65%) they are agree with the fact that the use of The ChatGPT has improved the quality of the academic writing, other respondents (27%) state that they are strongly agree with this assumption, because it is the important learning ; while few respondents (8%) they are disagree.This indicated that the majority of students recognize The ChatGPT as a valuable tool that contributes positively to the development of their academic writing, while only a few remain disagree about its effectiveness possibly due to personal preferences, varying levels of digital literacy, or different learning strategies.

Q5: Since I started using The ChatGPT, my confidence in my writing abilities has increased.

This question seeks to discover whether the use of The ChatGPT raises master two students' confidence in writing abilities.

Figure 3.5: The Impact of The ChatGPT on Students Confident to Write
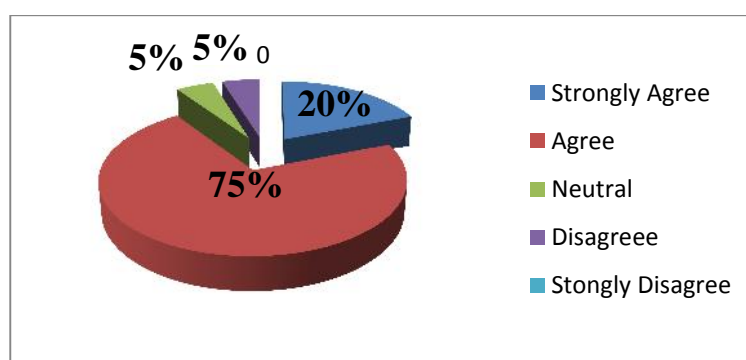
The results as shown in the figure 3.5 reveal that (67%) of the respondents claim that the use of ChatGPT rises their confidence in writing abilities. (20%) opted for 'disagree'; (10%) is the percentage obtained by the participants who opted for 'strongly agree'. However, the rest of the students (3%) opted for 'strongly disagree'. All in all, the majority of students feel more confident in their academic writing after using ChatGPT, likely due to the tool's ability to provide instant support, guidance, and feedback. However, the presence of opposite views indicates that confidence building through AI tools may not be universally experienced, potentially due to differences in individual learning preferences or levels of using technology.

Q6: Which aspects of your academic writing have improved the most after using ChatGPT? (Select all that apply)

Question six aims to explore students' perspectives on which aspects of their academic writing have improved as a result of using The ChatGPT. EFL Master 2 students were

allowed to choose more than one aspect they believe has been positively influenced by the tool.

Figure3.6: The Most Academic Writing Aspects Improved due to The ChatGPT
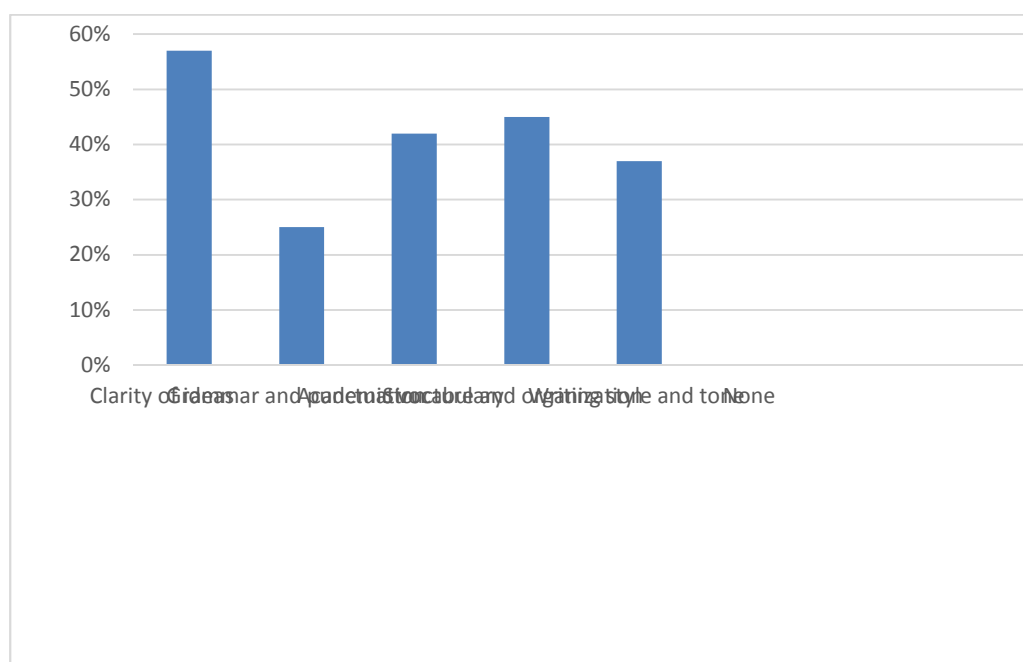
The data on the figure 3.6 reveals that clarity of ideas is the most frequently reported area of improvement, with (57%) of students selecting it. This indicates that ChatGPT has significantly helped students express their thoughts more clearly and effectively in academic writing. Structure and organization (45%) and academic vocabulary (42%) were also identified as major areas of improvement, suggesting that students benefit from the tool not only in expressing ideas clearly but also in enhancing their linguistic range and structuring

their texts appropriately. Additionally, improvement in writing style and tone was noted by (37%) of the participants, while grammar and punctuation was the least reported aspect (25%). Notably, none of the students selected "None," which implies that all respondents experienced at least some level of improvement in their academic writing due to ChatGPT use. The results show that ChatGPT is perceived by students as a valuable support tool, particularly in enhancing higher-order writing skills like idea clarity and text organization, rather than just corrections such as grammar and punctuation.

Q7. How much time do you save using The ChatGPT for academic writing?

This question aims to addresses the frequency of the saved time using ChatGPT for academic writing.

Figure3.7: The Frequency of the Saved Time Using The ChatGPT
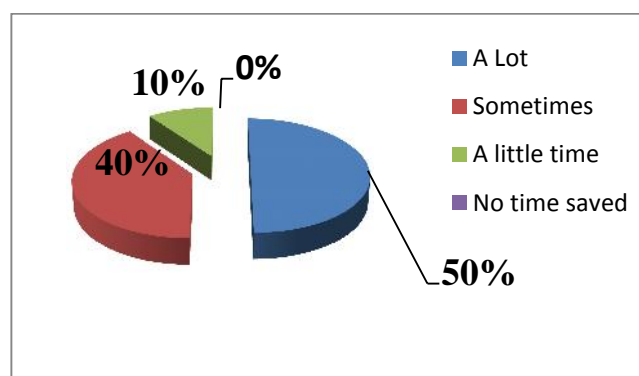
Half of the students (50%) claimed that saved "a lot "of time using The ChatGPT for academic writing, in addition to that about (40%) from the students who said sometimes. Finally (10%) EFL learners reported little time. ChatGPT is generally perceived as a time-saving resource by the majority of students, especially for tasks such as idea generation, drafting, and editing. However, the variation in responses also indicates that the extent to which it saves time may depend on individual usage habits, familiarity with the tool, and the complexity of the writing tasks involved.

Section 3: Ethical and Responsible Use of ChatGPT

Q8: Please indicate your level of agreement with the following statements regarding the use of ChatGPT in academic writing.

This question aims to evaluate students' perspectives on the ethical, practical, and reliability-related aspects of using ChatGPT for academic writing. Students responded using 5 5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Figure3.8: Students' Agreement regarding the Use of ChatGPT in Academic Writing
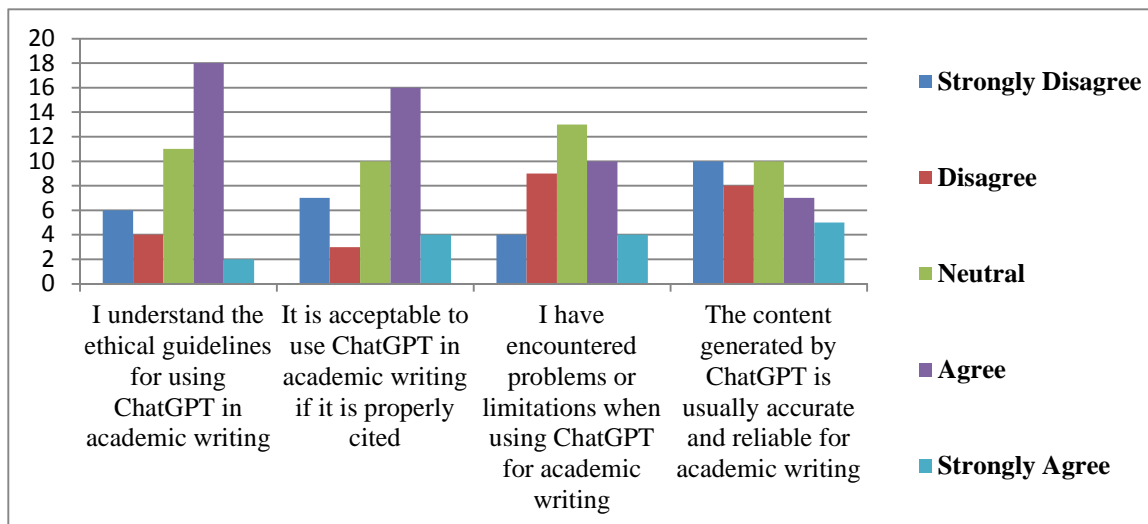
The findings related to question 8is summarized as follow:

1. I understand the ethical guidelines for using ChatGPT in academic writing: A majority of students (18 out of 37) expressed agreement (either "Agree" or "Strongly Agree"), suggesting a moderate level of awareness about the ethical use of ChatGPT. However, the high number of neutral responses (11) and a combined 8 students expressing disagreement may reflect uncertainty or a lack of formal instruction on this topic. This shows that while many students feel they understand the ethical use of ChatGPT, there remains a notable proportion who are either unsure or disagree, indicating a potential gap in clear institutional

guidelines or student training.

2. It is acceptable to use ChatGPT in academic writing if it is properly cited: The results indicated that20 students (54%) expressed agreement, indicating that most students believe ChatGPT can be ethically used in academic writing if proper citation is included. However, a notable minority (10 students) disagree, and 10 remained neutral. Consequently, students are divided on the acceptability of AI-assisted writing in academia, likely due to varying institutional policies or uncertainty about what constitutes proper citation of AI tools.

3. I have encountered problems or limitations when using The ChatGPT for academic writing: The responses are mixed. While 14 students acknowledged experiencing problems or limitations, 13 remained neutral, and 13 others disagreed. This balance indicates that students have varied experiences with the tool. Although many students benefit from ChatGPT, a significant portion have faced challenges possibly related to content relevance, accuracy, or technical limitations pointing to the need for critical evaluation skills when using AI tools.

4.The content generated by The ChatGPT is usually accurate and reliable for academic writing: In this statement it is noticed that there is doubt about The ChatGPT reliability is more noticeable among students. A combined 18 students disagreed or strongly disagreed with the statement, while only 12 agreed or strongly agreed. 10 students remained neutral. Many students are cautious about fully trusting ChatGPT output for academic writing, likely due to concerns about factual accuracy, depth, or citation reliability. This reflects an awareness of the limitations of AI-generated content and a need for human judgment in academic contexts.

Eventually, the responses to this question reveal that students hold mixed views on ChatGPT role in academic writing. Most students are open to using it when ethical practices

are followed, such as proper citation, and many claim to understand the ethical expectations. However, concerns remain about the reliability and limitations of the tool. The relatively high number of neutral responses across the board also suggests uncertainty or lack of institutional clarity on these issues. In short, while The ChatGPT is increasingly accepted among students, more education on ethical use, limitations, and proper citation practices is essential to ensure responsible and informed use in academic writing.

3.5.3 Discussion of the Students Questionnaire Results

The findings from the questionnaire reveal that The ChatGPT has become a widely used and accepted tool among Master 2 EFL students at Biskra University for academic purposes. Students reported using the tool for various writing-related tasks, with a strong preference for the free version.

Most students rely on The ChatGPT during their writing, such as generating ideas and organizing content, suggesting that the tool is viewed primarily as a support for creativity and structure. Additionally, few parts of students use it for grammar correction or coherence checking, which may indicate either confidence in their language skills or a belief that ChatGPT is more effective as a brainstorming aid than as a language refinement tool.

Moreover, students generally view The ChatGPT as beneficial to their academic development. Many believe that it has improved the quality of their writing and helped build their confidence. Specific areas of improvement reported include the clarity of ideas, organization, and vocabulary use, which shows that the tool contributes to higher order writing skills rather than just surface level editing.

Further, ChatGPT is seen as a time-saving resource, particularly useful for drafting and planning. However, some students expressed less impact on their writing speed, possibly due to varying levels of familiarity with the tool or the nature of the tasks for which they use it. Concerning the ethical use, students' responses were more divided. While many reported

understanding the ethical guidelines and found the use of ChatGPT acceptable if properly cited, a significant number expressed uncertainty or disagreement. Some students also noted limitations or problems when using the tool, such as accuracy or reliability issues. This shows that, while the tool is appreciated for its convenience and support, students are not blind to its shortcomings.

In short, the results point to a growing integration of AI tools like The ChatGPT in academic writing, but also highlight the need for clearer guidance, especially regarding responsible use and proper citation practices.

3.6 The Teachers Interview

The interview is a useful data collection method, as it is known in social research there are a various type of interview among them structured and semi structured interview. In other words, a structured interview is a quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods. This qualitative tool is used to collect data from individuals through conversations (questions vs responses) .Thus ,the use of the interview is conceived to be of great help to the investigator.Gillham (2000, p.01) viewed a structured interview as: A conversation usually between two people. But it is conversation where on person- the interviewer-is seeking responses for a particular purpose from the other persons: the Interview. That is to say, the interview can be a good step for checking, investigating, and analysing the data gathered about the subject.

3.6.1 Aims and Description of the Interview

In its simplest form, a structured interview involves one person asking another person a list of predetermined questions about a carefully-selected topic. The person asking the questions the interviewer is allowed to explain things the interviewee or respondent the person responding to the questions does not understand or finds confusing.

The teacher's interview distributed to six (06) teachers. The questions were divided into two types either closed questions, requiring teachers to say yes" or"no answers and open questions where teachers are requested to give explanation to their answers. The teachers interview consists of (7) questions. All the teachers were very cooperative to participate in the interview, They did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

3.6.2 The Analysis of the Teachers Interview Findings

Q1. In your opinion, how has artificial intelligence, particularly AI writing tools, affected students' writing in academic settings?

The aim of this question is to explore teachers' opinions on how artificial intelligence, especially AI writing tools, has influenced students' academic writing. From the responses, it is clear that teachers hold mixed views. Some teachers see both positive and negative effects, noting that AI can help students with ideas, vocabulary, and structure, but may also reduce creativity, critical thinking, and originality. A few teachers believe the impact is mostly negative, especially when students use AI only to take shortcuts or avoid effort. Others pointed out that the effect depends on how students use the tools. Their responses reflect a shared concern about over use of AI, but also recognition of its potential when used wisely and responsibly.

Teacher 01: It has been affecting education in general and writing in particular very strongly. The use of Generative AI for writing purposes has both positive and negative effects; so, it depends on students use.

Teacher 02: I think the use of AI is still limited and when used, it is mainly for the purpose of gaining leverage like minimizing effort and taking shortcuts that guarantee good grades

Teacher 03: To a big extent negatively.

Teacher 04: In a negative way.

Teacher 05: It affects them both positively and negatively. It facilitates generating ideas and exploring new words and concepts, but it might limit their creativity, active critical thinking and authentic language production.

Teacher 06: AI writing tools have significantly changed how students approach academic writing. While they can help improve grammar, vocabulary, and structure, I've noticed that students may become overly reliant on them, which can hinder the development of original thought and personal writing style. However, when used appropriately, AI tools can serve as effective assistants, especially for non-native English speakers.

Q2. Are you familiar with The ChatGPT?

This question aims to seek information about teachers' prior knowledge about The ChatGPT.

Figure 3.9: Teachers Prior Knowledge about ChatGPT

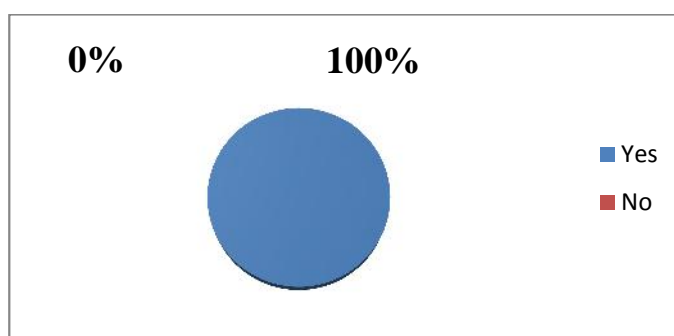Figure nine reveals that all the EFL teachers (100%) said that they are familiar with ChatGPT, this indicate that tool has gained widespread recognition among educators and has become a known element in the academic and technological landscape of teaching. This familiarity may also reflect the growing integration of AI tools in education and the need for teachers to stay updated with emerging digital resources.

If yes, what are your impressions of the Premium version in assisting students with their academic writing? Please consider features such as: Enhanced language understanding, Personalized feedback, Advanced grammar and coherence checking.

The aim of this question is to collect teachers' impressions of the Premium version of ChatGPT in supporting students' academic writing, especially regarding language understanding, feedback, grammar, and coherence. From the responses, the majority of EFL teachers reported not having used the Premium version themselves but expected it to be more advanced and helpful. Others believed that it can support students by giving quick and useful feedback, offering expert-level input, and improving grammar, coherence, and style. A few teachers noted that students mainly use such tools to complete assignments rather than to truly develop their skills. One teacher expressed opposition to using these tools altogether. The responses reflect a cautious but generally positive view of the Premium version's potential, while also highlighting the need for responsible and purposeful student use.

Teacher 01: I haven't used the premium version, but I expect it to be more interactive and more efficient as well.

Teacher 02: I believe ChatGPT can very useful for students as it provides instantaneous feedback and it feedback that is accepted by the user. The tools also provide expert information in an attractive way, helping the acquisition process.

Teacher 03: They merely use it to solve the assignments of the teachers, and in rare cases they use it for feedback.

Teacher 04: I'm against using such tools.

Teacher 05: This tool provides significant guidance to students especially in writing. It enables them to increase their exposure to more writing models. It helps to check formality, coherence, cohesion and style and its very useful tool for giving constructive feedback.

Teacher 06: I haven't used the Premium version myself, but this is what I've heard from

others. It's better at understanding language and giving useful feedback. It helps students with grammar, sentence flow, and organization. It also gives personal tips to fix writing problems. But students need to use it in the right way to really learn and improve writing.

Q3. Based on your teaching experience, what are the main benefits and possible drawbacks of using Premium ChatGPT for academic writing?

The aim of this question is to explore the benefits and drawbacks of using the Premium version of ChatGPT in academic writing, as identified by teachers through their teaching experience. The responses show a balanced view, where teachers recognize both the supportive role of the tool and its possible limitations. On the positive side, many teachers agreed that ChatGPT Premium helps students generate ideas, produce well organized drafts, receive detailed feedback, and gain confidence, particularly for non-native English speakers. It also supports time management and exposure to academic writing models, which can benefit learners when used correctly.

However, teachers also pointed out several concerns. The most commonly mentioned issue was overdependence, where students may rely too much on the tool and lose the opportunity to develop their own critical thinking and writing skills. Some noted that ChatGPT could promote passive learning or reduce students' engagement in deeper analysis and reasoning. Others highlighted that, while helpful, the tool sometimes provides surface level content that lacks meaningful depth or context, making it an insufficient substitute for human feedback and teacher-student interaction. Eventually, the responses suggest that while Premium ChatGPT offers clear advantages in supporting students' academic writing, its effectiveness largely depends on how it is used. Teachers emphasize that it should be integrated carefully into the learning process, not as a replacement for skill-building, but as a complementary tool to encourage growth and independence in writing.

Teacher 01:

-Generating ideas P (P/N)

-Overdependence reliance N (P/N)

 -Personalized feedback P (P/N)

 -Interactiveness P (P/N)

 -Uncontextualized responses N (P/N)

Teacher 02:

-A positive would be that it is time and effort saving (P/N)

-A negative would be that it would diminish improvement and hinder progress because we rely entirely on the tools (P/N)

-A positive would be that it would provide detailed and comprehensive feedback and tips to help the learners (P/N)

Teacher 03:

-Dependency (N)

- Learning different patterns of writings (P)

-Passive attitude (N)

-Enhancing, to certain extent a sense of critical thinking (P)

-Developing relative approach towards research (P)

Teacher 04: Using the premium Chat GPT would create a sense of reliability where students depend on the tool.

Teacher 05: The positive thing is that it is accessible, helpful with maintaining clear structure and organized ideas and academic conventions. The negative thing is the surface-

level input which cannot replace human reasoning and deep thinking. Also, overreliance on these tools is a sensitive problem facing students and teachers and hindering meaningful teacher-student interaction.

Teacher 06:

-Ability to generate well-organized drafts quickly (P)

-Encourages dependency and reduces personal effort in writing (N)

 -Limits students' engagement in deep critical thinking (N)

-Helps non-native speakers feel more confident writing in English (P)

Q4. In your experience, how does current students' academic performance differ when using The Premium ChatGPT compared to more traditional writing methods?

This question aims to seek information about whether current students' academic performance differ when using Premium ChatGPT compared to more traditional writing methods.

Figure 3.10: Differences in Students' Academic Performance Using The Premium ChatGPT vs. Traditional Writing Methods
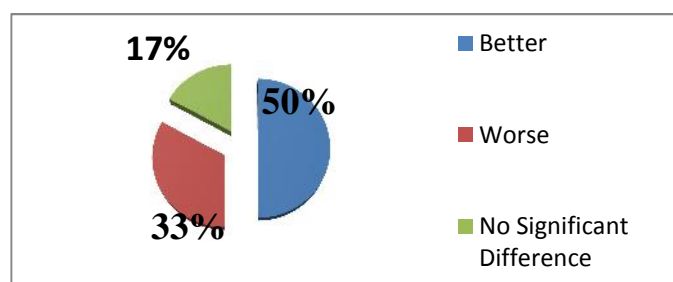
According to the statistics presented in Figure 10, half of the teachers (50%) stated that both Premium ChatGPT and traditional writing methods contribute to improving students' academic performance. One teacher explained, "We expect it to be better when students use it

appropriately to organize their work, generate ideas, and revise manuscripts." Another teacher added, "This is just an assumption but I think there would be a better result for the simple reason that ChatGPT kind of offers a private, non-judgmental type of learning. Besides, the tools are very specific in their function." These views highlight the potential of AI tools to enhance technical aspects of writing and provide personalized, supportive environments for learners.

In contrast, (33%) of teachers reported a negative view, stating that the use of The Premium ChatGPT worsens students' academic performance. One teacher emphasized, "If they completely rely on it, their strategies of writing and production will gradually erode." Another pointed out, "It has a negative impact on students' ability." These responses express concern about students becoming overly dependent on AI tools, which may undermine their long-term development in writing and critical thinking.

Finally, (17%) of the teachers claimed that there is no significant difference between the two approaches. One teacher explained, "There is a clear difference, but it is not always significant. It depends on how students build on the guidance provided by these learning tools and the kind of work they do after they receive this practical guidance." Another added that, "Students using The Premium ChatGPT often produce more polished and grammatically correct assignments. It's a helpful tool, especially during the drafting phase. However, the performance improvement is mainly technical; it does not necessarily reflect stronger content knowledge or critical thinking unless the student actively engages with the material beyond what the tool provides.". Consequently, the teachers' responses reflect a variety of perspectives, with most recognizing the potential benefits of Premium ChatGPT when used properly, while also noting its limitations and possible risks if misused or overly depended on.

Q5. Do you believe that The Premium ChatGPT can help students become more

independent, think critically, and improve their academic writing?

This question aims to know teachers' opinion whether The Premium ChatGPT can help students become more independent, think critically, and improve their academic writing.

Figure 3.11: Teachers' faces any Negative Outcomes when Students Use The ChatGPT in their Writing
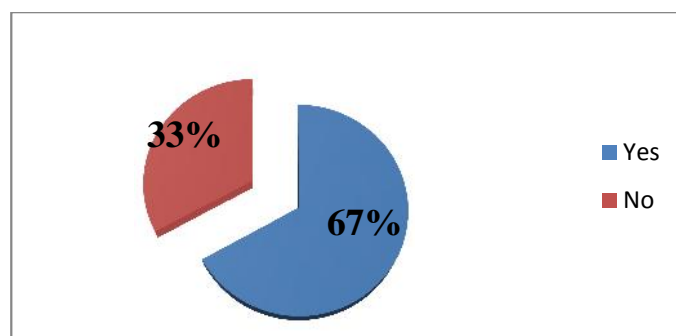
As far as the ChatGPT has both negative and positive side, the majority of EFL teachers (67%) answered with yes, that The Premium ChatGPT can help students become more independent, think critically, and improve their academic writing. These teachers shared that "when using it the right way, we expect it to provide better responses,"and that"yes, if students use it as a learning tool to get feedback, improve their writing, and think about how to express their own ideas better. It can guide them and build their confidence, especially in grammar and structure." Another teacher highlighted that"the AI can help hone one's skills but it definitely cannot teach one how to process and think about information critically." This reflects beliefs that while the tool is helpful for support, students must engage actively with the learning process.

On the other hand (33%) answered negatively, One teacher commented that "this version does not provide complete assistance, it only sets temporary solutions with shallow approach." Another noted that "it's actually the reverse. It combats creativity and it encourages dependence." These views emphasize concerns about the depth of learning and the risk of students becoming too reliant on the tool, thereby hindering their own intellectual

development. Teachers' responses reflect both optimism and caution. As one teacher summed up, "well, it depends on the students' level of meta-cognitive awareness, self-regulation and learning strategies. If none of these attributes are present, no real improvement will be witnessed." This suggests that while The Premium ChatGPT can support learning, its effectiveness depends largely on the student's mindset and approach to using the tool.

Q6. What ethical concerns should be considered when students use AI tools like The Premium ChatGPT in their academic work?

The aim of this question is to identify the main ethical concerns teachers believe should be considered when students use AI tools like The Premium ChatGPT in academic work. The responses reveal strong agreement among teachers about the seriousness of ethical issues associated with AI use. The most commonly mentioned concern was plagiarism, students using AI-generated content without proper acknowledgment or understanding. Teachers also pointed out problems like cheating, lack of academic integrity, and the risk of students submitting work that does not reflect their actual abilities. EFL teachers emphasized that AI tools can mislead rather than truly assist students, especially when learners rely on the content blindly or use it to bypass learning. Others noted the need for students to be transparent, to properly cite AI assistance, and to follow clear institutional rules to avoid misrepresentation. The concern that AI use might reduce students' self-monitoring and personal responsibility was also highlighted. In short, the teachers' responses reflect a shared concern about the ethical implications of using AI in academic settings. They stress the importance of promoting academic honesty, encouraging students to use AI tools responsibly, and implementing clear guidelines to ensure fair and informed use.

Teacher 01: Plagiarism

Teacher 02: Direct use of the information without checking, Plagiarism.

Teacher 03: Integrity, cheating attempts…

Teacher 04: That it's not a reliable source, that it can be a source of cheating, that it doesn't reflect the real level of the student. It deceives rather than it improves.

Teacher 05: Integrity and self monitoring.

Teacher 06: The main ethical concerns include plagiarism, lack of attribution, and misrepresentation of work. There's also a risk that students will pass off AI-generated content as their own without understanding it. Transparency, proper citation, and clear institutional policies are needed to guide ethical AI use in education.

Please indicate your level of agreement with the following ethical statements:

The aim of this question is to evaluate teachers' views on the ethical implications of using AI tools in academic settings, with a focus on issues like plagiarism, academic integrity, and the development of critical thinking.

Figure 3.12: The Ethical Concerns on Students Use of The Premium ChatGPT in Academic Work
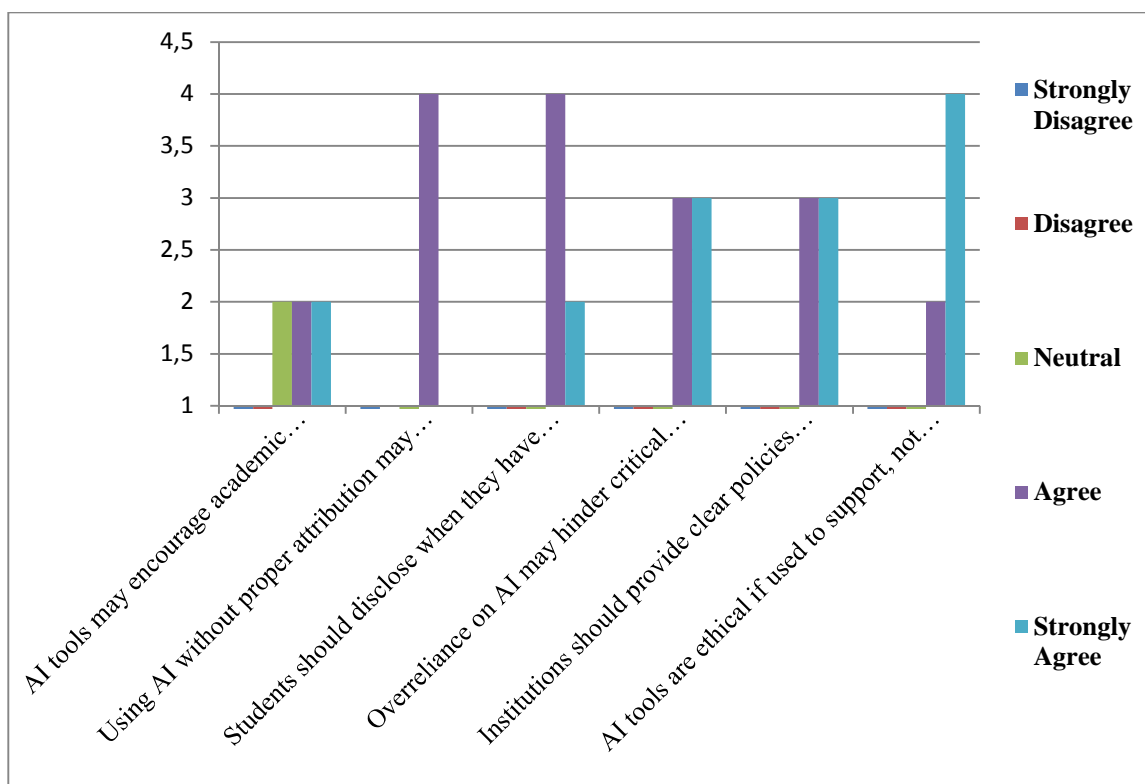
The responses reflect varying degrees of agreement on key ethical concerns, highlighting

a shared recognition of the need for clear guidelines and responsible AI use in academic writing, teachers' answers summarized as follow:

1- AI tools may encourage academic dishonesty or plagiarism: Teachers expressed mixed views, with a small number agreeing or strongly agreeing with the statement. This suggests that while some teachers are aware of the potential for AI tools to encourage dishonest practices, others may see them as tools to be used ethically and responsibly, rather than inherently fostering academic dishonesty.

2-Using AI without proper attribution may violate academic integrity: There was greater consensus here, with most teachers agreeing or strongly agreeing that not attributing AI-generated work could breach academic integrity. This indicates a strong belief in the importance of transparency and proper citation in academic contexts when using AI.

3-Students should disclose when they have used AI tools in academic work: All teachers who responded expressed agreement or strong agreement with the statement, underscoring the belief that transparency is crucial in academic writing. The idea that students should disclose their use of AI aligns with the notion of maintaining academic honesty and clear ethical standards.

4-Overreliance on AI may hinder critical thinking development: The majority of teachers agreed or strongly agreed that excessive dependence on AI could inhibit students' development of critical thinking skills. This reflects a common concern that relying too heavily on AI tools may reduce the need for students to engage in deeper cognitive processes, potentially stunting their intellectual growth.

5-Institutions should provide clear policies on AI use in academic contexts: Similar to the previous statement, most teachers agreed or strongly agreed that institutions must establish clear policies for AI usage. This emphasizes the importance of creating a structured and informed approach to integrating AI tools into the academic environment, ensuring that both

students and faculty are aware of proper practices.

6-AI tools are ethical if used to support, not replace, student learning: The majority of teachers expressed agreement or strong agreement with this statement, suggesting that AI can be a valuable educational tool when used as a supplement rather than a substitute for students' independent work and learning. This highlights the belief that AI should be seen as a facilitator of learning, not a replacement for student effort or creativity.Eventually, the responses indicate that teachers generally recognize the potential ethical issues surrounding AI tools in academic writing, particularly concerning plagiarism, academic integrity, and the development of critical thinking skills. The strong consensus on the need for transparency and institutional guidelines reflects a shared commitment to maintaining academic honesty while responsibly incorporating AI into educational practices.

Q7. What recommendations would you give students and teachers for using The Premium ChatGPT responsibly and effectively to enhance academic writing?

The aim of this question is to gather teachers' recommendations for students and teachers to use The Premium ChatGPT responsibly and effectively to enhance academic writing. The responses highlight the importance of a balanced and thoughtful approach to integrating AI tools into academic work. Several teachers suggested that students should use AI tools as a supplementary guide rather than a replacement for their own ideas and critical thinking. One teacher emphasized the need to experiment with different AI tools for various purposes while consulting experts to ensure proper usage. Teachers also stressed the importance of developing critical thinking skills when using AI-generated content. It was noted that AI can be a valuable resource for drafting, checking structure, and providing language support, but it should not overshadow the development of personal abilities. One teacher emphasized that AI should inspire, not replace, students' creativity and intellectual effort. Furthermore, many teachers agreed that proper training and workshops should be provided to help students

critically evaluate AI content and understand its ethical use all. in all, the responses point to a general consensus that AI tools like Premium ChatGPT should be used responsibly, with a focus on enhancing students' writing skills rather than replacing them. Teachers recommended encouraging students to use these tools thoughtfully while maintaining their academic integrity and personal voice.

Teacher 01: Using different tools and for different purposes and making sure to check with experts or people who are more familiar with the use of AI

Teacher 02: I think we should all start experimenting and using AI in the academic setting because this is the future. It will revolutionize reading and consequently writing as well.

Teacher 03: One thing we should keep in mind is a critical mind when received information though.

Teacher 04: Other than this, I am fully for the use of AI to enhance technical skills.

Ai tools should be a source of inspiration, tools to help but not replace a student's inner abilities.

Teacher 05: Good Luck!

Teacher 06: Students should use ChatGPT as a guide, not a replacement, for their own ideas. It's best used for drafting, language support, or checking structure. Teachers should train students to critically evaluate AI-generated content and incorporate their personal voice. Institutions should also provide workshops and guidelines to ensure ethical and productive use of AI tools.

3.6.3. Discussion of the Teachers Interview Results

The responses collected from EFL teachers provide a nuanced understanding of the impact of The Premium ChatGPT on students' academic writing. Most teachers acknowledged that AI writing tools have both positive and negative effects. They highlighted benefits such as helping students generate ideas, structure their writing, and improve language

use especially for non-native speakers. However, many raised concerns about overreliance, noting that excessive use may reduce creativity, critical thinking, and authenticity in student work. While some teachers embraced AI as a supportive tool, others remained doubtful, particularly about students using it to avoid effort in learning.

Moreover, teachers also pointed out important ethical concerns surrounding AI use, with a strong emphasis on plagiarism, lack of attribution, and the risk of academic dishonesty. Most agreed that institutions must provide clear guidelines and that students should disclose their use of AI tools to maintain academic integrity. The survey showed general support for using The Premium ChatGPT to support learning as long as it is used responsibly and transparently. Teachers also stressed that AI should enhance, not replace, students' thinking and writing processes.

Finally, recommendations for effective AI use focused on critical engagement, guided practice, and institutional support. Teachers advised students to use The ChatGPT as a source of feedback and guidance rather than a shortcut. They also emphasized that training in critical thinking and ethical use of AI is essential. In short, while teachers recognize the practical benefits of Premium ChatGPT in enhancing writing skills, they caution against misuse and encourage balanced, responsible integration of AI into academic settings.

3.7 Pedagogical Implications and Recommendations

Pedagogical Implications

The findings of this study suggest that AI tools like The ChatGPT can play a valuable role in enhancing academic writing when used thoughtfully and in limited manner. However, the integration of such tools requires critical guidance, ethical awareness, and pedagogical support to ensure students truly benefit from them.

Recommendations:

Teachers and academic institutions have a key role in guiding students to use AI responsibly. Based on the finding, they are recommended to:

-Incorporate AI literacy into writing instruction to help students understand how The ChatGPT functions, what it can and cannot do, and how to use it effectively.

-Emphasize the development of critical thinking and writing autonomy, encouraging students to reflect on and revise AI-generated content.

-Design tasks that blend AI use with self-reflection and revision**,** such as commenting on changes made to AI suggestions or comparing drafts.

-Encourage transparent AI usage**,** where students disclose when and how AI tools supported their work.

-Establish and enforce clear institutional guidelines and ethical policies regarding AI use in academic writing.

Additionally, EFL Students also carry responsibility for making the most of AI tools without compromising their learning or integrity. Based on the findings, the following recommendations are suggested:

-Students requested Use the ChatGPT as a support tool**,** not as a replacement for original thinking or independent writing.

-Students are advised to approach AI-generated suggestions with a critical mindset**,** revising and personalizing outputs to match academic standards and personal voice.

-Students should avoid overreliance; instead, use AI tools to generate ideas, check structure, and explore vocabulary, but ensure the final product reflects their understanding.

-They are advised to practice self-monitoring and ethical awareness do not submit AI-generated content as original work and always be transparent when AI tools are used.

-They have engaged in continuous improvement by comparing AI-generated drafts with instructor feedback to understand strengths and weaknesses in their writing.

Suggestions for Further Perspectives

This study suggests for future research in AI-assisted academic writing, to deepen and broaden understanding, the following future perspectives are proposed:

-Studies could investigate the effects of positive or negative The Premium ChatGPT on learner motivation and achievement.

Studies, along with other data collection tools, focus group discussion, tests, and excremental method could provide richer insights into the use of The Premium ChatGPT.

-Future studies are encouraged to explore the role of Premium ChatGPT impacts on students' writing skills over time.

-Studies are expected to include students' voices to explore their experiences and concerns when using AI tools.

-Studies are intended to explore how training programs on AI use affect students' academic writing quality and ethical awareness.

-Studies may examine the role of language proficiency, especially for non-native English

speakers, in determining how effectively students use AI tools.

Conclusion

This chapter included the general design and methodology of this study as well as the findings obtained from the analysis of the students' questionnaire and teachers' interview, in which all the important steps related to data collection and analysis are presented. Thereon, it provides a discussion of the main results obtained from the questionnaire addressed to EFL students and the interview conducted with teachers at MKUB.

GENERAL CONCLUSION

GENERAL CONCLUSION

In recent years, artificial intelligence has gained increasing attention in education, especially with the emergence of advanced language models such as ChatGPT. These tools are widely used by students to support various academic tasks, including writing. The integration of The Premium version of ChatGPT in academic settings has raised important questions about its impact on writing quality, learner autonomy, and ethical academic practices.

The aim of this study was to explore how the use of ChatGPT, particularly its Premium version, influences the academic writing of EFL master two students. It also sought to examine teachers' perceptions of ChatGPT as a supportive tool in the writing process, and to identify both its benefits and drawbacks. To achieve this, a mixed method was used, relying on conducting interviews with EFL teachers and use online questionnaire for students at Biskra University to gather in-depth insights into their views and experiences on the tool.

The dissertation is organized into three main chapters. The first chapter outlines the definitions of key constructs such as AI tools, particularly ChatGPT, Premium version. Additionally, the second chapter presents a review exploration of academic writing, focusing on its definitions, significance, and relevance to Master two students. The second chapter focused on writing skills, student competencies, and the common difficulties encountered in academic writing. The last chapter covers the research methodology and the analysis of the selected tools including participants, and instruments. It then offers a discussion of the finding, concluding with practical pedagogical implication, recommendationsand offers instances for further research. Finally, a general conclusion sums up the research by highlighting all the main points and findings.

In the light of the data analysis presented in chapter three, ChatGPT influenced master two students' academic writing quality, EFL teachers reported that it can improve students' writing through helping them organize their ideas, develop structure, and correct grammar. This finding answered the first research question which includes how does the use of ChatGPT influence the academic writing quality of master's students?

Further, teachers' responses suggest that students generally view ChatGPT as helpful, especially when it is used for support rather than as a substitute for their own work. Teachers mentioned that students appreciate the tool ability to give immediate feedback, improve grammar, and guide the structure of their writing. This finding answered the second research question, that is to say, what are the perceptions of master's students regarding the effectiveness of ChatGPT as a tool for improving their academic writing skills?

Teachers highlighted several ways in which ChatGPT supports academic writing for EFL students. It helps them better express their ideas, expand their vocabulary, and improve sentence structure and coherence. One teacher explained that ChatGPT builds students' confidence, particularly in grammar and organization. Additionally, it provides useful models of academic writing. In this way the third question is answered, how does the use of AI, particularly ChatGPT, support academic writing for EFL students?

The finding reveals that teachers observed some students find ChatGPT useful, especially for improving technical aspects of their writing like grammar, coherence, and organization. Students seem to value the tool instant feedback and accessible guidance. Hence, teachers also noted that if students engage critically with the content and use ChatGPT as a assistant and aid tool, they will more benefit from it regardless of their initial writing ability.As a consequence, the hypothesis "If Master's students use ChatGPT, they will positively perceive it as an effective tool for enhancing their academic writing skills, regardless of their prior

writing experience,is confirmed and supported by this finding.

In conclusion, the present research shows that ChatGPT holds potential as a supportive educational tool, but it must be used responsibly and thoughtfully. Its success in improving academic writing relies not only on the tool itself but also on how EFL students are well guided in using it to complement their learning carrier, rather than replace it.

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Appendix A :

"Students' Questionnaire"

Dear participant,
This questionnaire aims to gather your viewpoints, attitudes, opinions, and experiences regarding the use of ChatGPT, particularly the Premium version, in supporting academic writing. Your answers will be treated with full confidentiality and used for academic research purposes only.

1.1 Section 1: Awareness and Use of ChatGPT

1. Have you ever used ChatGPT for academic purposes?

   ☐ Yes

   ☐ No

2. Which version of ChatGPT do you usually use?

   ☐ Free version

   ☐ Premium version

   ☐ Both

   ☐ I've neverused ChatGPT

3. What writing tasks do you usually use ChatGPT for? (Select all that apply)
   Generating ideas
   Writing introductions/conclusions
   Improving grammar
   Organizing content
   Summarizing
   Checking coherence and cohesion
   Other: _____

1.2 Section 2: Students' attitudes towards the useof ChatGPT

3. Using ChatGPT has improved the quality of my academic writing.

   ☐ StronglyAgree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ StronglyDisagree

5. Since I started using ChatGPT, my confidence in my writing abilities has increased.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

6. Which aspects of your academic writing have improved the most after using ChatGPT?
(Select all that apply)
Generating ideas
Writing introduction /conclusion
 Improving grammar

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Organizing content
Summarizing
Checking coherence and cohesion
Others
7. How much time do you save using ChatGPT for academic writing?
   A lot
  Some time
   A little time
   No time saved

1.3 Section 3: Ethical and Responsible Use of ChatGPT

8. Please indicate your level of agreement with the following statements regarding the use of ChatGPT in academic writing.
(1 = StronglyDisagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = StronglyAgree)

Statement	1	2	3	4	5
I understand the ethical guidelines for using ChatGPT in academic writing.					
It is acceptable to use ChatGPT in academic writing if it is properly cited.					
I have encountered problems or limitations when using ChatGPT for academic writing.					
The content generated by ChatGPT is usually accurate and reliable for academic writing.					

Appendix B :

Teachers' interview"

Dear Teacher,
My name is Sabrina Saker, a Master 2 student at the University of Mohamed Khider Biskra (UMKB). I am currently conducting a research study entitled:

"Enhancing Students' Academic Writing through Premium ChatGPT."

As part of this study, I am conducting short interviews to gain expert insights on the integration of AI-based writing assistants, particularly Premium ChatGPT, into academic settings. If you are willing to participate, I would be honored to arrange a confidential interview at your convenience. The interview will be audio-recorded solely for transcription and analytical purposes, and all responses will be kept strictly confidential.
Your time and expertise are greatly appreciated
Kind regards,

Consent Statement
I have read and understood the purpose of this interview. I voluntarily agree to participate and authorize the researcher to use my responses for academic purposes.
Signature: _____
Date: _____

1.4 Interview Questions
1. In your opinion, how has artificial intelligence, particularly AI writing tools, affected students' writing in academic settings?
_____
_____

2. Are you familiar with ChatGPT?
   Yes   No
If yes, what are your impressions of the Premium version in assisting students with their academic writing?Please consider features such as: Enhanced language understanding, Personalized feedback, Advanced grammar and coherence checking.
_____
_____

3. Based on your teaching experience, what are the main benefits and possible drawbacks of usingPremium ChatGPT for academic writing?
Please provide a list and indicate whether each point is a positive (P) or negative (N) aspect.
_____ (P/N)
_____ (P/N)
_____ (P/N)
_____ (P/N)
_____ (P/N)
4. In your experience, how does current students' academic performance differ when using Premium ChatGPT compared to more traditional writing methods?
   Better   Worse   No significant difference

Please explain your choice:

_____
_____

5. Do you believe that Premium ChatGPT can help students become more independent, think critically, and improve their academic writing?

   Yes   No

Please explain your answer:

_____
_____

6. What ethical concerns should be considered when students use AI tools like Premium ChatGPT in their academic work?

_____
_____

6b. Please indicate your level of agreement with the following ethical statements
(1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

AI tools may encourage academic dishonesty or plagiarism.

   1   2   3   4   5

Using AI without proper attribution may violate academic integrity.

   1   2   3   4   5

Students should disclose when they have used AI tools in academic work.

   1   2   3   4   5

Overreliance on AI may hinder critical thinking development.

   1   2   3   4   5

Institutions should provide clear policies on AI use in academic contexts.

   1   2   3   4   5

AI tools are ethical if used to support, not replace, student learning.

   1   2   3   4   5

7. What recommendations would you give students and teachers for using Premium ChatGPT responsibly and effectively to enhance academic writing?

_____

تبحث الدراسة الحالية في تحسين الكتابة الأكاديمية للطلاب من

على تحسين الكتابة، لا Premium ChatGPT لذا، تهدف هذه الدراسة إلى تقييم أثر برنامج .Premium ChatGPT سيما من حيث التنظيم والوضوح والالتزام بالقواعد الأكاديمية. علاوة على ذلك، تسعى الدراسة إلى فهم التحديات والقيود طناعي في تعليم الكتابة، ومدى قدرتها على دعم الطلاب فعليًا في تطوير مهاراتهم في التفكير النقدي والكتابة. لتحقيق أهداف الدراسة، طُبقت منهجية مختلطة. جُمعت البيانات الكمية والنوعية من استبيان أجري على طالبين في جامعة محمد خيضر بسكرة، ومقابلة أُجريت مع معلمي اللغة الإنجليزية كلغة أجنبية. تشير نتائج على تحسين كتابة الطلاب من خلال توليد الأفكار وتصحيح ChatGPT أداتي البحث إلى أنه على الرغم من قدرة برنامج القواعد النحوية والتحسين الهيكلي، إلا أن قيمته تعتمد بشكل كبير على كيفية استخدامه. أقر المعلمون بأنه عند استخدامه تحسين الثقة وطلاقة الكتابة. ومع ذلك، أثيرت مخاوف بشأن اعتماد الطلاب ChatGPT بشكل مناسب، يمكن لبرنامج بشكل مفرط على الذكاء الاصطناعي، مما يؤدي إلى انخفاض التفكير النقدي والإبداع والنزاهة الأكاديمية. كما ذُكرت بشكل

متكرر اعتبارات أخلاقية كالانتحال وتشويه العمل.

الكلمات المفتاحية: أدوات الذكاء الاصطناعي، ChatGPT،   ChatGPT   ، متعلمو اللغة الإنجليزية كلغة أجنبية، الكتابة الأكاديمية