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On:

Investigating the Use of ChatGPT to Enhance English as a Foreign Language students' Writing Performance through Traditional Journaling Method

The Case of Third Year Students of English at Mohamed Khider University of Biskra

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Dedication

The journey was not short, nor was the path lined with ease, but I did it. Praise be to Allah who made the beginnings smooth and, by His grace and generosity, allowed us to reach the end.

I dedicate this success to my ambitious self, and with all my love, I offer the fruit of my achievement

To my heart beat, my parents Mohamed Tayeb and Farida.

To my brothers Houari and Sahm.

To my sisters Feriel, Hana, Amani, Yasmine, and Nour.

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Lastly, I would like to extend my heartfelt thanks to all the EFL students in the English Department at **Mohamed Khider University – Biskra** who participated in my research. Your contributions were deeply appreciated and made this study possible.

Abstract

The research investigates the integration of ChatGPT assistance and journaling practice as tools to enhance third year writing skill. Despite increase of Artificial Intelligence (AI) tools in educational contexts, EFL students face several difficulties in writing as they produce poor academic assignments which may be due to the lack of practice. Therefore, we hypothesized that the integration of ChatGPT and journaling practice will provide students the chance to enhance their writing skill. To confirm the validity of our hypothesis, we employed two different data collection tools a student questionnaire distributed to 27 third year EFL students and an interview with five teachers from the Department of English at Mohamed Khider University. The findings revealed that the majority of students and teachers agreed on the importance of practicing journaling and the valuable role of ChatGPT as an aiding tool for enhancing writing skill. Moreover, teachers expressed cautious optimism regarding the overuse of this tool encouraging independent thinking. Thus, the results support the hypothesis that combining ChatGPT assistance with traditional journaling practice can effectively enhance students writing skill. The study concludes by research recommendation for teachers to incorporate ChatGPT tool as a supplementary resource ensuring balanced integration for high level of writing performance.

Keywords: ChatGPT Assistance, Journaling Practice, Writing Skill

List of acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

NEH: National Endowment for the Humanities

AI: Artificial Intelligence

TAM: Technology Acceptance Model

ChatGPT: Chat Generative Pre-trained Transformer

NLP: Natural Language Processing

ITS: Intelligent Tutoring System

ES: Expert Systems

FGCS: Fifth Generation Computer Systems

GPT: Generative Pre-trained Transformer

ZPD: Zone of Proximal Development

PEOU: Perceived Ease of Use

PU: Perceived Usefulness

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General Introduction

Introduction

Writing is an essential skill for expressing thoughts, experiences, and fostering creativity. In journaling, writing serves as a tool for personal growth, self-discovery, and improved fluency. Artificial Intelligence (AI) refers to the simulation of human intelligence through machines that are capable of self-problem-solving, learning, and independent thinking. AI systems rely on algorithms and computational models to process language, make decisions, and generate content with remarkable accuracy and efficiency.

New frontiers of growth have been introduced with AI, as it has made writing behaviours enrichable. Many EFL classes experience time shortages that encumber student potential in writing activities greatly. To address this challenge, integrating AI tools like ChatGPT can provide immediate assistance by giving ideas on topics, editing student writing, and improving coherence and clarity (Abdalgane& Othman, 2023).

Writing with AI is a new method of producing well-written journal entries and improving fluency. But whereas AI may be a precious asset, it should serve to augment and assist, not replace human imagination and the critical role of teachers in the learning process.

Statement of the Problem

English as Foreign Language (EFL) students have always struggled with writing. English major students, particularly third-year students at Mohamed Khider University, write with less cohesive, coherent, and comprehensible texts. Students' observations and discussions indicate that one of the most vital reasons for this issue

is the lack of regular writing practice, in particular, journal writing, which is so essential for developing mature, writing skills. However, the majority of students are unable to think of suitable topics or ideas, so they resort to writing on dull subjects, which usually results in less coherent and less interesting pieces of writing.

To overcome this issue, integrating AI tools like ChatGPT into the journaling process can offer useful support. ChatGPT can provide diverse and stimulating subjects, stimulate creativity, and provide advice, ultimately helping EFL students to write more coherent and comprehensive essays.

In the Algerian context, Kherfane and Belferd (2023) wrote about applying ChatGPT to enhance writing skills and identified a common issue: the majority of EFL students lack the motivation to write sophisticated texts, typically due to dull and monotonous subjects.

Given the current research on the role of journal writing in improving writing ability, the integration of ChatGPT into that task could be an excellent move towards empowering Algerian third-year students at Biskra University to produce more cohesive, coherent, and richer texts.

Significance of the Study

The present study attempts to highlight the importance of integrating the AI tools "chatGPT" as a strategy to enhance English as a foreign language learners' writing performance through traditional journaling method. More specifically research on using this tool as a writing aid

Will:

- Help the EFL students retain vocabulary and grammatical structures by reinforcing them through consistent practice and immediate corrections.

- Allow EFL students to identify and correct their own writing errors which enabling them to address their mistakes in real-time.

- Suggest alternative ways to express ideas, encouraging EFL students to think critically about their writing and explore more creative ways to communicate not just correcting their errors.

Objectives of the Study

This study aims at:

- Examining the ways in which the use of ChatGPT influences students' writing performance within the context of traditional journaling methods.
- Exploring the integration of AI in motivating the EFL students to write during the journaling process.
- Understanding how the use of ChatGPT influences students' confidence in their writing abilities over time.

Research Questions

The present study will attempt to cover the following research question:

RQ1: How does the integration of ChatGPT with traditional journaling affect students' performance in writing?

RQ2: How does ChatGPT influence the quality of students' written outputs in terms of grammar, vocabulary, coherence, and overall structure?

RQ3: How do students perceive the role of ChatGPT in fostering creativity and critical thinking in their writing process?

Research Hypothesis

The aforementioned research questions lead to raising the following hypotheses:

- The integration of ChatGPT into traditional journaling provides students with diverse topic suggestions and enhances grammatical accuracy.

Research Methodology

The Research Design

By virtue of the pragmatist research paradigm, this study is following a non-experimental design with mixed method approach to data collection and analysis. The objective of this study is to gather and analyse authentic data through giving a written document contains different questions to a sample of volunteers, and an interview for teachers. The aim is to know the role of using chatGPT in enhancing writing level through journaling method.

Population and Sampling

The study will take place in the department of English at Mohamed Khider University of Biskra during the second semester of the academic year 2024/2025. The twenty-seven of the participants are third year students. The aim behind selecting this population is that they are the best represent bachelor students who are and will need

to produce a considerable amount of academic writings in their next Master degree. They are expected to be between the age of eighteen and twenty years and Arabic language is their mother tongue (L1). The study is based on voluntary sampling from different groups.

Data collection tools

A semi-structured questionnaire was distributed physically to 27 students. It included three sections: general information, attitudes toward using ChatGPT in writing, and challenges and ethical considerations related to using ChatGPT .and An open-ended interview was conducted with five teachers. It focused on their experiences with journaling, the use of ChatGPT, and its potential role in writing instruction.

Data analysis

The quantitative data from the questionnaires were analyzed statistically to identify trends and patterns in student responses. While the qualitative data from the teacher interviews were analysed using thematic analysis, allowing for in-depth insights into teacher perspectives on ChatGPT's effectiveness in writing practice.

Structure of the Thesis

This study is divided into three main chapters. The first two chapters constitute the theoretical part, while the third chapter is devoted to the practical aspect of the research. The first chapter provides definition of writing skill, components, and challenges associated with academic writing. Besides, it explores the concept of journaling as a writing practice.

The second chapter delves into the use of journaling as a writing technique, discussing its effectiveness in promoting writing fluency. Moreover, it examines the role of ChapGPT as a writing aid, outlining its functionalities. Additionally the chapter emphasized how combing ChatGPT aid and journaling practice can address the EFL students' writing challenges.

The third chapter covers the research methodology adopted for this study. It includes the analysis of two obtained data tools (students questionnaire and teachers' interview) followed by an overall discussion of the results.

Chapter One

Writing skill

Introduction

The chapter aims to provide an in-depth exploration of writing skill, its significance, challenges and strategies for better improvement. It started by defining writing skill as a learning skill and providing an overview of it. This is followed by a discussion about different types of writing and its main features. Next in a row, the importance of writing in various contexts is discussed in addition to an account for the major problems facing EFL learners in writing. Finally, the rest of it is devoted to introducing the effective ways to enhance writing proficiency.

Definition of Writing Skill

Writing skill is the proficiency to express thoughts, ideas, and information effectively and clearly through written language. It involves various aspects, including grammar, vocabulary, coherence, organization, and clarity. Strong writing skill enables individuals to get their messages across persuasively and accurately in diverse settings, such as academic, professional, and creative writing. Writing is a complex process, which requires cognitive and linguistic abilities, as well as awareness of audience and purpose, as contended by Hyland (2003). Apart from this, Graham and Perin (2007) also highlight the role played by writing instruction in causing students' proficiency, stressing the point that systematic practice that is tremendously required for development. In ELT, writing is a complex skill to learn and teach. It is quite challenging for teachers and students to promote the development of this skill in students especially if it is being taught in a course with time constraints.

Types of Writing Skill

Writing skills can be categorized into different types based on purpose and style. The five main types are descriptive, narrative, expository, persuasive, and creative writing.Understanding these types helps learners choose appropriate structures and strategies for different writing contexts (Tompkins, 2012). Each serves a unique function in communication and requires specific techniques to be effective.

Descriptive writing

The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. In descriptive writing, authors use such forms of figurative language to make it appealing and lovely, i.e., metaphors and similes. Knapp and Watkins (2005) assert that descriptive writing allows readers to visualize and connect emotionally with the subject. It is largely applied in poetry, fiction, and diaries.

Narrative Writing

Narrative writing is writing that tells a story and has a formal plot with elements such as character, setting, conflict, and resolution. It can be fictional or based on reality, with the aim of making the reader feel as though he is part of the story. Labov (1972) says narrative writing is a structured way of recounting events, usually in temporal order. It is a prevalent form in novels, short stories, autobiographies, and personal essays.

Exploratory Writing

The word expository contains the word expose. It's about stating facts, forth. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions using comparisons, definitions, and

examples to support the main idea. Meyer (1985) explains that expository writing is very important in the academic and business world as it aids in the conveyance of knowledge in an orderly fashion.Expository writing can be found in: textbooks, news articles, research reports, and instructional guides.

Persuasive Writing

Persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. It uses arguments, logic, and emotional appeals in an attempt to convince the audience. Toulmin (1958) posits that effective persuasive writing consists of a clear claim, evidence, counterarguments, and conclusion. The mode is largely can be found in advertisements, opinion essays, political speeches, and legaldocuments.

Creative Writing

Creative writing focuses on the aesthetic quality of originality, and authors have the freedom to try out language, theme, and narrative forms. It commonly includes poetry, prose, screenwriting, and drama. Carter (2016) argues that creative writing assists in building imagination and self-expression, therefore distinguishing it from other types of formalized writing. Authors apply literary tools such as symbolism, allegory, and irony to create significant and effective storytelling.

Features of Writing Skills

Writing is a complex skill which most of the EFL students' attempts to make progress in this skill. Developing strong writing involves mastering several key features such as coherence, cohesion, accuracy, and fluency (Hyland, 2019).

Accuracy and Fluency

Balancing accuracy and fluency is crucial. Students will be able to make correct use of language conventions (grammar, punctuation, spelling, and vocabulary) and ensure readability and engagement. As noted in the common European framework with balancing accuracy and fluency, students' writings will be produced in a clear, flow, and ease way. According to Nation (2009), fluency in writing develops through practice and exposure, while accuracy improves with focused learning of grammatical and syntactical rules.

Coherence and Cohesion

Cohesion is related to the micro level of the text, i.e., the words and sentences and how they join together. This feature will make the writing easier for the reader to follow the main ideas. Coherence refers to the logical flow of ideas, ensuring that the text is meaningful and well-structured effectively. Hasan (1976) emphasizes that cohesion is essential for readability, as it helps maintain consistency and relationships between different parts of the text.

De Beaugrande (1997) stated "The close interaction of cohesion and coherence counsels a science of texts as processing events to highlight the distinction between the two" (p. 14)**.** It means understanding the interaction between cohesion (surface-level connections) and coherence (logical flow) requires analyzing texts as dynamic, evolving processes, which helps clarify how the two concepts differ.

Figure 01 *Cohesion system*
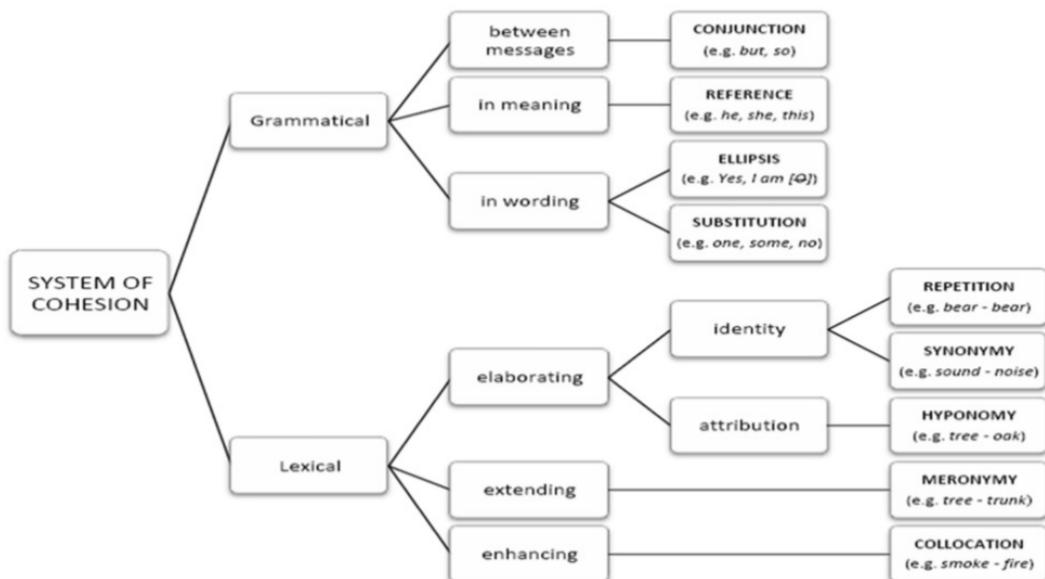
Note: Adapted from (Halliday & Hasan, 1976; Halliday, 2004)

Vocabulary and Grammar

Students who have a strong vocabulary background can express themselves more precisely and appropriately. Paquot (2011) defined vocabulary as a set of options to refer to those activities that characterize academic words. According to Schmitt (2000), when it comes to proficiency, vocabulary acquisition is a must, as it permits students to avoid any ambiguous expressions. Besides a good commend of vocabulary, grammar knowledge and use are said to be basic parts of writing polished texts. Proper grammar can convey meanings that simple words, themselves, do not. Batstone, (1994) mentioned that we should remember that without grammar, language would certainly be chaotic.

Creativity and Critical thinking

Thinking that is productive, purposeful and intentional is at the centre of effective learning. Creative thinking involves students learning to generate and apply

new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. Critical thinking is at the core of most intellectual activity that involves students' learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of critical thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising. Paul and Elder (2006) suggest that critical thinking is essential for academic writing, as it enables writers to question assumptions, present evidence-based arguments, and engage in deeper analysis.

Figure 02 *Organising elements for Critical and Creative Thinking*
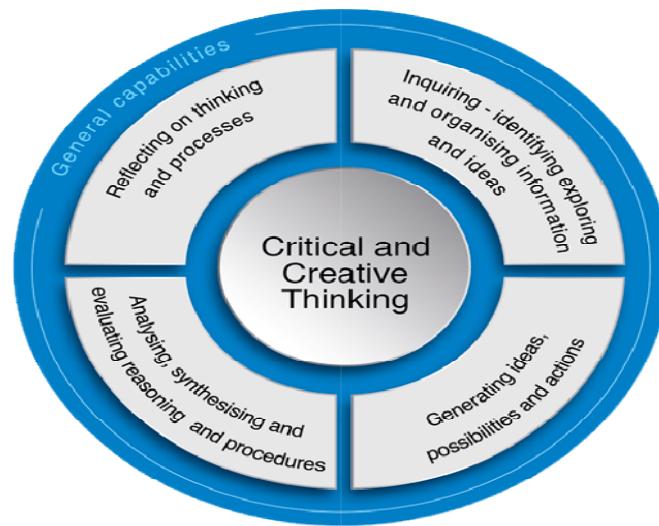
Note: The Australian curriculum (version 8.4

Importance of Writing Skills in Various Contexts

As highlighted by Zinsser (2006) in one writing well, writing is essential skill that plays a crucial role in various contexts. Each context emphasizes different aspects of writing. In professional setting, whether in business, journalism, or corporate environments, the general purpose is to convey information with the workplace. A

well-written report, email, or proposal can make a different significance difference in professional success. Writing in a professional setting can support mental health by allowing individuals to express emotions and reflect on experiences, which is essential for reducing workplace stress (Rodríguez et al., 2024).

In academic context, academic writing requires clarity, coherence, and logical structuring to effectively present research, arguments, and ideas. Academic writing requires a structured approach to convey complex ideas clearly, which is critical for success in higher education and future careers (Pasaribu et al., 2024). Continuous practice and training across various subjects are necessary to develop strong academic writing competencies (Rodríguez-Díaz et al., 2024).

Beyond the academic and professional contexts, through writing, individuals can communicate their thoughts, emotions, and experiences in form of personal journals.Engaging in personal writing can facilitate emotional processing and contribute to overall well-being, making it a valuable practice for individuals (Rodríguez et al., 2024).While writing is often viewed as a technical skill; it also serves as a powerful tool for personal expression and emotional health.

Challenges in Writing Performance

In EFL writing performance is influenced by two major factors internal and external. These factors include psychological and linguistic challenges which affect on the students' ability to write effectively and confidently(Fareed, Ashraf, & Bilal, 2016). Below a detailed explanation of the factors:

Internal Factors

Lack of Confidence

Students who lack confidence in their writing skills (EFL) may be reluctant to express ideas, practise less, and produce simple texts to avoid mistakes. Studies show that one major contributing reason to this problem is writing anxiety. A research on EFL students revealed, for example, that 21.7% of them said low confidence was their main impediment to their writing development; 17.4% said they struggled to express ideas and feared making mistakes (Rozimela& Wahyuni, 2023). Many times, these elements cause students to completely avoid writing assignments, so compromising their language development and competency.

Fear of Making Mistakes

Writing anxiety is common among language learners, especially when they face making grammatical or lexical errors (Horwitz et al., 1986). Most students are used to write with familiar tasks, so when they will are required to write in different and more complex tasks, they feel challenged. Consequently, their writings may lack effectiveness and fail to convey the intended message.This anxiety can hinder their ability to express ideas clearly and reduce their confidence in using the language creatively. Over time, repeated negative experiences may lead to avoidance of writing altogether. Addressing these emotional barriers is essential for helping learners develop both competence and confidence in writing.

Limited Vocabulary and Grammar Knowledge

Taha (2022) stated that teaching writing has become difficult because of the challenges faced by the students in learning writing skills including lack of vocabulary and poor grammar. So he agreed on the importance of having a good background of vocabulary and grammar knowledge for successful writing. When

learners have limited vocabulary, they struggle to find the right words to express their ideas clearly and accurately (Nation, 2001). Repetitive lexis choice, vague descriptions and difficulty in structuring arguments lead to a less engaging and impactful writing. On the other hand, most EFL students lack grammatical knowledge. Their writing may be filled with errors that affect readability and meaning (Ellis, 1997).

Lack of Motivation

Motivation is a critical factor influencing students' ability to engage with and excel in academic writing.Lack of motivation often correlates with psychological barriers such as anxiety and low self-confidence, which hinder students' writing abilities (Aulia& Rizal, 2025). Students with higher motivation levels tend to achieve better writing outcomes, as seen in studies where motivated students demonstrated improved writing skills and grades (Zendrato et al., 2024)Motivation not only drives students to persist through writing challenges but also fosters a more positive attitude toward learning. Instructors who create supportive and engaging learning environments can play a key role in enhancing students' intrinsic motivation and writing performance.

External Factors

Traditional Teaching Methods

During the learning process, most EFL teachers often focus on teacher-centred classrooms rather than student engagement. "In teacher centred classroom, control is of primary importance and authority is transmitted hierarchically "(Dollard

&Chritain, 1996, p.3).Methods such as direct grammar instruction and formulaic essay structure limit creativity and critical thinking in writing (Hyland, 2019).

Such methods often fail to address the complexities of writing as a process.Writing is not merely about adhering to rigid rules, but about generating ideas, organizing thoughts, and engaging with the audience. Overemphasis on structure and accuracy can lead students to focus more on avoiding errors than on expressing meaning. As a result, learners may become disengaged and reluctant to take risks in their writing.

Limited Opportunities for Practice

Writing skill is considered as a skill that requires consistent practice, but many EFL teachers do not provide sufficient opportunities for all students to write extensively. Class time is often dominated by other language skills such as grammar, reading, and exercises (Richard &Renandya, 2020). Without regular practice students will struggle to make progress in their writing abilities.

Over Emphasis on Rote Learning

Many EFL teachers teach writing skills through memorization of model essays and sentence structures rather than encouraging students to write independently with their own thoughts and creativity. Brown (2021) stated that rote learning discourages students from developing their own writing styles which leads to a lack of originality in their writing.

Writing Skill Strategies

As it was said by David in an interview with the National Endowment for the Humanities (NEH) chairman that writing is about thinking and generating thoughts about what would be written. That helps in organizing the students' ideas; the writing piece will be well-structured and clear to the intended reader." Writing is thinking. To write well is to think clearly. That's why it is so hard" David (2002). So developing effective writing needs some key strategies: brainstorming, outlining, organizing content, and selecting a relevant topic.

Brainstorming

Brainstorming is a technique to use when the subject that students find interesting is known but they do not exactly know what aspect of the subject they want to pursue. This free flow of thoughts can be achieved through techniques like free writing, clustering, or listing. The University of Kansas Centre suggests that this method helps in producing a lot of information within a short time by generating some broad ideas and then building those associations for more details.

Outlining

Outlining and organizing content involves structuring these ideas coherently. Creating an outline helps in arranging main points and supporting details systematically, ensuring a logical flow in the writing.As noted by the Daytona college library, the goal of prewriting is to make starting the essay easier. It gives students time to develop their ideas. Selecting relevant and interesting topic is important for engaging both the writer and the reader. Choosing a topic related to personal life can increase students' motivation to produce more and used it to write.

Post-Writing Strategies

Post writing strategies are the main last steps that the writer goes through. Revising the written draft is a step to correct any mistakes and check whether there is a need for editing grammar, punctuation, or spelling mistakes. Before submission, students should conduct a thorough review of their work to ensure coherence and adherence to guidelines (Subandowo et al., 2024). Additionally,Students should actively seek feedback from peers and instructors to identify areas for improvement.

Some Effective Ways to Elevate Writing Proficiency

Strong writing abilities enable students to express their thoughts clearly and effectively. However, improving writing proficiency requires consistent effort and practice. By focusing on key techniques such as: mind mapping and free writing, Matmuratova (2024) stated that these techniques encourage idea generation and help students to structure their thoughts, fostering creativity and originality in writing. Also, utilizing chatbots within a process-based writing framework has shown substantial improvements in writing components such as organization and argumentation, enhancing critical thinking and self-reflection (Robillos, 2024).

Conclusion

To conclude, this chapter served as a guide to the foundational understanding of writing skill. It first started with attempts to define and describe writing skill in the EFL context. Then, the importance of writing skill was thoroughly discussed with mentioning the main challenges that can hinder writing performance. Notably, the following writing strategies and the integration of Artificial Intelligence as a tool for elevating writing proficiency were discussed. Integrating AI as a merit in EFL is

a viable for promoting and enhancing writing. The last part was devoted to effective

ways to elevate writing. This sets the stage for the following chapters, which will

journaling method.

Chapter Two

ChatGPT and Journaling in Writing Skill

Introduction

This chapter explores the role of both traditional journaling and ChatGPTin enhancing writing skills for EFL learners. It begins by defining the Artificial Intelligence tools tracing their evolution with a particularly focus on ChatGPT as a powerful writing assistant for EFL students. Additionally, it examines the theoretical frameworks that support the integration of ChatGPT in education. Furthermore, the chapter also delves into the role of traditional journaling as a vital tool for writing development; emphasizing its benefits and outlining some key strategies demonstrate how ChatGPT can be integrated.

Definition and Evolution of AI Tools

Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment Cherry (2025) explains that Gardner's theory suggests intelligence is not a single, general ability but a combination of multiple cognitive capacities thatconsist different distinct types including logical-mathematical, linguistic, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalistic intelligence.

Artificial intelligence (AI) is a field of computer science that enables machines to perform tasks that typically requires human intelligence. The term AI was first coined by John McCarthy(a computer scientist at Stanford) in 1956, who define it as "the science and engineering of making intelligence" (university of Lowa, 2024).In the context of AI, intelligence denotes the ability of machines to emulate human cognitive abilities and execute tasks that involve reasoning and learning (Gottfredson, 1997; Sternberg, 1985).

Figure 03*Funding of AI start-up companies worldwide from 2014 to 2021. (In billion U.S. dollars)*
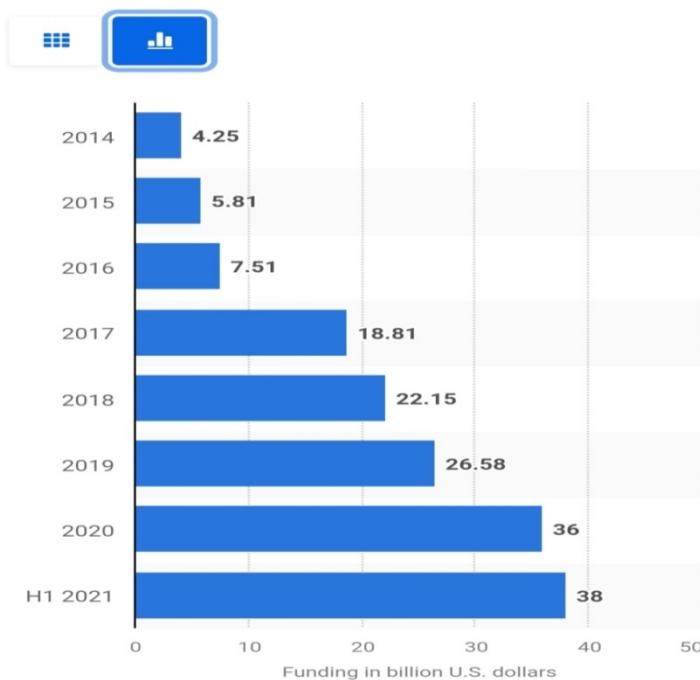
Note: **Retrieved from Statista 2025**

AI comprises several subfields, such as machine learning, where systems improve their performance through experience. Natural language processing (NLP) is one of these systems which facilitates the comprehension and production of human language. According to Britannica (n.d.), (NLP)increased connections and collaborative discussion across different audiences; these technologies aim to develop intelligence systems which can solve complex tasks not just in educational situations but even in other domains, including health and business.

Artificial Intelligence in Language Learning

Artificial Intelligence (AI) is already known for its language learning capabilities. It can create spaces for personal, quick, and fun learning. AI-powered

technologies are intelligent tutoring systems, chatbots, and language learning apps that can analyze the input from the learner to correct their grammar, vocabulary, and even pronunciation. By doing so, these platforms not only enhance learning but they also contribute to the communicative competence of the learners (Zawacki-Richter et al., 2019).

AI is not only productive in generating language instruction more acceptable to the individual needs of each student but is also motivational and autonomous which are two important pedagogical issues required in foreign language education, especially in cases of fast-track and distance education (Li & Lan, 2021). As AI becomes more advanced, its integration into language education is seen to be even deeper in the future.

Evolution of Artificial Intelligence

The integration of AI tools has evolved significantly over decades, which has led to a transformation in how students learn and educators teach. The process of learning progressed from simple rule-based systems to sophisticated machines through stages.

Early AI education (1960-1980)

During these years, AI systems in education were mainly rule-based systems and intelligent tutoring systems (ITS). The rule-based system followed strict logical rules to provide responses or explanations to the students. For example, a system for diagnosing math errors. On the other hand, intelligent tutoring systems (ITS) were more advanced than rule-based systems. (ITS) could assess students' knowledge level and provide personalised guidance (Bitzer et al., 1961). They mainly used it to track

student progress, and according to it, the learning process will be adjusted. For instance, a physics tutoring system could identify mistakes in problem solving and offer suggestions on students' errors.

During (1960and 1970s)

In 1960, one of the first AI-powered educational programmes was developed: "PLATO" (Programmed Logic for Automated Teaching Operations), which was concerned with computer-based instructions (Al-Smad, 2024).The 1970s, the Expert Systems (ES) were developed. A decade later AI was again at the forefront when the Japanese government initiated its research and development effort to develop AI-based computer architecture called the Fifth Generation Computer System (FGCS). Currently in the 2010s, AI is again on the frontier in the form of (self-)learning systems manifesting in robot applications, smart hubs and intelligent data analytics(Jaakkola, Henno, Mäkelä, &Thalheim, 2019).

Theoretical Frameworks Support AI Integration

The integration of ChatGPT in writing skills helps students to produce well-structured, organised, and comprehensible piece of writing. Several theoretical frameworks supported the integration of AI in the learning process, when each provides a different lens for understanding the effect and potential of AI.

Constructivism Learning Theory

As a learning theory, constructivism emphasises the active role of students in constructing their understanding of the world. It is how people make sense of their experience through interaction with the environment and social contexts (Piaget,

1950; Vygotsky, 1978). Piaget's theory focuses on the processes of assimilation and accommodation, which incorporate new information into existing cognitive structures. Vygotsky presented the concept of the zone of proximal development (ZPD). It illustrates what students can do alone and what they can do with guidance.

Constructivism offers a strong foundation for the integration of AI in education by promoting active engagement, personalised learning, and scaffolding. ChatGPT focuses on the active role with content; it provides students a chance to solve problems and receive real-time feedback, which enables them to hypothesise, experiment with different ideas, and improve their thinking (Piaget, 1950; Vygotsky, 1978). Additionally, through ChatGPT students can practice scaffolding by providing guidance, cues, and suggestions that encourage them to achieve a higher comprehensible level. For instance, EFL students may use this tool as a source to take some different ideas or topics and build new knowledge (Vygotsky, 1978).

The personalised learning constructivism teaching method provides personalised instruction according to the students' needs; ChatGPT adjusts the pace and style of learning that aids them in their learning process. This individualisation supports the students' cognitive development as they engage according to their understanding level. (Piaget, 1950; Bransford, Brown, & Cocking, 2000). According to Baker and Siemens (2014), as cited in Malenaar (2021), "the first dimension that educational technologies became effective in personalising for was a student's knowledge or state of learning" (p. 46).

The Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a theoretical framework designed to predict how likely individuals or organisations are to embrace new technology systems. Developed by Fred Davis (1989), it was emerged to address concern about people's reluctance to adopt technology and frequent inefficiency or failure of newly implemented systems (Dziak, 2024). (TAM) has since become a widely used model in various fields, offering valuable insights into user behaviour toward technology adoption.

(TAM) influenced by two critical factors Perceived Ease Of Use (PEOU) and Perceived Usefulness (PU). (PEOU) refers to how user-friendly believe about technology. For example, a student using an AI-powered writing tool might adopt it more quickly if they find the interface intuitive and the features easy to use. While (PU) is about whether people think the technology will help them to achieve their goals efficiently. For instance, if the employee believes that the new project management app will help them to complete tasks foster, they are more likely to use it. Both of them influence a person's attitude toward the technology (Dziak, 2024).

Figure 04*Technology Acceptance Model (TAM)*
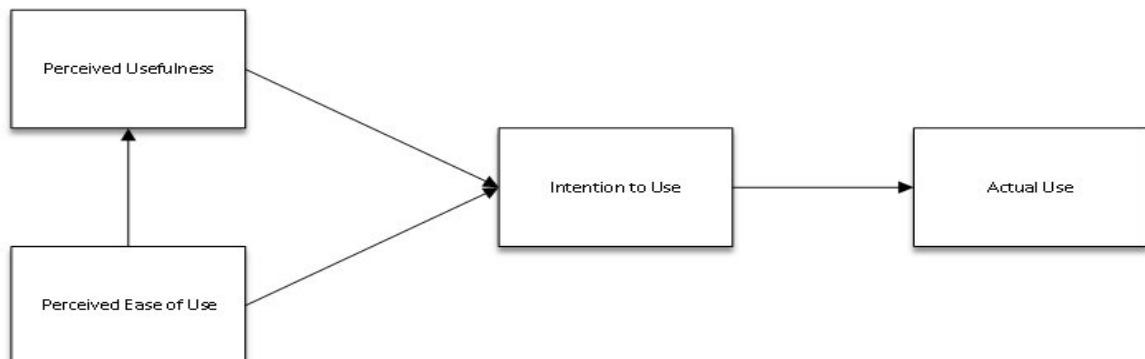
Note: Adopted from: Theory Hub "Technology Acceptance Model: A review"

(TAM) supports the use of ChatGPT in writing by evaluating user adoption based on perceived ease of use and perceived usefulness (Davis, 1989). It can analyze the number of registered users and their engagement with ChatGPT, helping determine how frequently individuals rely on it for writing tasks. If users find ChatGPT easy to use and beneficial for generating content, they are more likely to integrate it into their writing process. Additionally, (TAM) can predict the likelihood of continued user engagement, especially if ChatGPT transitions to a paid model, by assessing its perceived value in assisting with writing papers, novels, and complex instructions.

The model also helps in understanding how AI-powered tools like ChatGPT reshape traditional writing and learning environments, replacing conventional processes with automated assistance (Venkatesh & Bala, 2008). Given its ability to generate coherent text and refine language use, ChatGPT's adoption in writing can be explained through (TAM), as users are more inclined to accept technology that enhances efficiency and supports their writing needs.

An Overview of ChatGPT and Its Function in Writing

ChatGPT is a conversational tool that is used to mimic human communication throughNatural Language Processing(NLP) and deep learning techniques. Chatgpt(Chat Generative Pre-trained Transformer) was created by OpenAI and based on the generative pre-trained transformer (GPT) (Alharbi, 2023).Recently, most of high university students used ChaGPT as an assistant tool for solving their tasks, especially in writing skills. ChatGPT can produce diverse types of written content based on the user prompts. Additionally, it can help students to generate and organise

their thoughts, which can provide a variety of new ideas which pave the way to make them motivated to produce more.

Yudkowsky (2006) underscored the transformative potential of advanced intelligence systems:

> "Anything that could give rise to smarter-than-human intelligence—in the form of Artificial Intelligence, brain-computer interfaces, or neuroscience-based human intelligence enhancement—wins hands down beyond contest as doing the most to change the world. Nothing else is even in the same league." (p. 1)

According to Mollick (2023) students must use ChatGPT as an aid tool, not an overreliance on it, because they have a wrong mental model in the way they use it. Writing is a hard skill, but asking ChatGPT to write a full paragraph is a big mistake. Instead, the human is the expert one, and ChatGPT is just a helpful tool. So, ask ChatGPT to provide you with some points you want to write about, then it will help you with a variety of ideas that may result in constructing a well-structured piece of writing with your own new and background knowledge.

Role of ChatGPT in Enhancing EFL Students' Writing

Theuse of ChatGPT in EFL classrooms is increasing rapidly. As it intended to support and provide comments on many parts of writing, such as grammar, vocabulary, syntax, and content. This can assist students to correct their faults rapidly (Marzuki et al., 2023). Some researchers suggest that adopting ChatGPT can help students to enhance thier writing level (e.g. Kurniati&Fithriani, 2022). "Using

ChatGPT helps them to understand the theoretical concepts, assist them during the writing process, and learn the grammar and vocabulary items in their writing." (p. 56). Additionally, ChatGPT suggests synonyms and alternative phrasing to improve clarity and coherence by offering lexical variation (Marzuki et al., 2023).

As a Supported Tool

ChatGPT, an advanced AI writing tool, is aimed at assisting and improving different parts of writing, such as syntax, vocabulary, grammar and text integrity. Being based on large language models trained on a wide array of texts, it can create meaningful text, provide you with word selection, fix your grammar issues and enhance the way your sentence makes sense to the reader (Dwivedi et al., 2023). Thanks to its capacity to engage in a dialogue, user can obtain on the spot response from a program and receive help in any form desired, such as rewriting, synthesis, or expansion of the text (Kasneci et al., 2023). In terms of target population, it is beneficial for students, teachers, and individuals who are not native English speakers and are in need of real-time assistance with writing issues. Moreover, it also serves as a self-study tool, as it can help you to analyze your writing better and pay attention specifically to the points that the software corrects (Susnjak, 2022). In such a way, ChatGPT is a perfect tool for enhancing writing fluency and its overall quality, acting as a tutor and an assistant at the same time.

As a Feedback Tool

ChatGPT is a major instrument through which students' writing skills can be improved by providing feedback, and the role it plays is growing more and more significant. The text can respond with instant AI-generated feedback that the students

can use to work on their grammar, vocabulary, coherence, and structure in real-time, thus familiarizing students with one more genre of the discourse (Kasneci et al., 2023). With the traditional means of feedback often being time-consuming and not covering the entire practical range of aspects, ChatGPT eventually becomes the perfect teacher to offer instant choice to writers about how to improve their wrong writings (Dwivedi et al., 2023). This interactive support is especially beneficial for EFL students, as it encourages self-correction and continuous improvement in writing fluency (Susnjak, 2022). By acting as a writing assistant, ChatGPT fosters independent learning, boosts writing confidence, and promotes the development of clearer and more cohesive texts.

Traditional Journaling in Writing Development

One important tool for writing development has become journaling. Especially handwritten daily, journaling is a great cognitive tool for students to keep different ideas and communicate their feelings. Writing on paper also stimulates the neural pathways connected to memory and learning, so helping to consolidate the material and give a better knowledge of the current issue (InnerApps, 2024). In addition, journaling also acts as a reflective practice based on critical thinking and awereness but through articulating their thoughts and experience, students develop analytical skills that enable them on what they have learned and where they can improve. Reflective journaling facilitates academic improvement and foster personal growth through mindfulness and emotional health (Connections Academy, 2023). Traditional journaling provides students a private space in which to conceive ideas, as well as explore and manipulate language, both critical elements of writing well. As such,

journaling continuesto be an ageless and powerful technique for cultivating skilled and ecstatic writers.

Definition and Significance of Journaling

Journaling in learning a language, especially writing skills, is a method for practicing regular thoughts or experiences; it is considered a strong technique for improving writing. Journaling helps students to develop fluency, accuracy, and confidence to produce more without being compressed it helps students learn rules, know more words, and write more clearly. According to Connections Academy (2023), "Establishing a regular journaling practice or routine can also help students significantly. In addition to the mental health benefits, journaling can help students improve writing skills, build goal setting and achievement skillsets, and inspire creativity." It also plays a role in reducing writing anxiety, as learners gain confidence through practice without the immediate pressure of formal assessment (Chamot, 2005). Additionally, keeping a journal can act as a good way to track the learning progress. It lets increase personal growth and notice writing development. Several suggest the journaling method is a technique that helps in writing fluency since it aids in growing both cognitive and reflexive skills related to writing.

Benefits of Journaling for EFL Students

Journaling offers numerous benefits for EFL students, as it can enhance various aspects of language while promoting personal growth. "The most obvious way you can help yourself become a good writer is by writing. We strongly suggest that in addition to completing the tasks, you also keep your journal." (Al-jarf, 2018). Hammad (2022) stated that journaling has been linked to increased writing fluency,

which offers students the opportunity to express their thoughts more freely. Additionally, he showed that personal experience journals can reduce students' writing anxiety, write with confidence, and be highly motivated. Furthermore, as students learn new words and structures, journaling serves as a tool to apply all that newly learned for expanding vocabulary and reinforcing grammatical knowledge. Beyond linguistic benefits, Nation (2009) agreed that journaling fosters critical thinking, and self-reflection encourages students to engage deeply with topics and organize their thoughts. Also, the progress of self-directed learning encourages students to take ownership of their language development and track their progress over time (Harmar, 2004). Overall, journaling helps EFL students to build resilience and confidence in both academic and personal contexts (Baikie & Wilhelm, 2005).

Implementation Strategies for Journaling in Classroom

Instructors can employ several strategies using journaling method tailored according to the students' proficiency level and learning goals (Kambara, 2020).one common approach is free writing journaling,in which students are encouraged to write on any subject of their choice, either daily or weekly. Elbow (1998) stated that writing on whatever subject they want, either daily or weekly, allowing them to explore language naturally without focusing too much on grammar or structure. Fluency and creative expression are fostered by this exercise.

Another effective approach is prompt-Based Journals, whereeducators provide directed prompts to incite writing. These can be reflective (e.g., "Articulating a significant learning challenge in English"), narrative (e.g., "Chronicling a memorable experience"), or opinion-based (e.g., "Do you believe social media facilitates or

impedes communication?").Studies indicate that structured prompts enhance students' ability to produce cohesive and logical writing (Hyland, 2019).

In dialogue journaling,students engage in written discourse with their teachers or peers through the exchange of journal entries.This interactive journaling method offers tailored feedback while preserving a casual, low-pressure writing experience.Such practices have been shown to enhance student motivation for reading and writing, as well as to foster perspective consciousness among participants (Camicia & Read, 2011).

Lately, reading response journals,involves reading of article, short story, or novel, students articulate their reflections by summarising essential ideas, analysing characters, or drawing links to real-life situations. This increases reading comprehension and critical thinking skills (Day & Bamford, 2002).Additionally, the practice encourages students to engage more deeply with texts, fostering a more personal and meaningful connection to the material.

Integration of ChatGPT with Traditional Journaling

Recently, with the advancement of AI, and especially ChatGPT, it has opened new opportunities for enhancing writing instruction by providing instant feedback and suggestions (Zawacki-Richter et al., 2020). ChatGPT, in particular, has demonstrated its potential to support English EFL students through immediate responses that clarify vocabulary usage, sentence structure, coherence, and grammatical accuracy. According to Lee and Hwang (2023), the interactive nature of ChatGPT enables students to engage in a dialogue with the AI, asking for explanations and receiving scaffolding guidance that supports both language acquisition and writing fluency.The

combination of journaling with ChatGPT could offer a balanced approach, allowing students to develop autonomy while benefiting from AI assistance.

Benefits of Using ChatGPT in Journaling

Using ChatGPT in journaling practice offers numerous benefits, enhancing both quality and personal reflection. According to Smith (2023), ChatGPT provides real prompts based on specific themes and helps students to overcome the inability to write and maintain a consistent journaling habit. Furthermore, it provides support and guidance on vocabulary, grammar, and syntax based on student's strengths and weaknesses.Researchers indicate that journaling supported by ChatGPT aid can enhance students' writing skills by providing suggestions for clarity, coherence, and lexis improvements (Lee, 2020).

In addition, ChatGPT helps students to track progress towards personal goals through previous journaling entries, thus promoting self-growth and motivation (Williams, 2023). For example, using previous journaling writing ideas in new ones and supporting it with the newly learnt expressions.This iterative process not only reinforces language acquisition but also encourages students to reflect on their development over time. By revisiting past entries, learners can identify areas of improvement and set more targeted writing goals.

Real-time Feedback and Error Correction by ChatGPT

ChatGPT is a technique for providing real-time feedback and support to students, significantly improving their learning experience and academic performance. It provides feedback by offering guidance in language usage and

structure; this may include explaining the meaning and usage of specific vocabulary by providing examples to correct the errors (Baskara, 2023). This feedback supports and develops EFL students' language through practicing over time. According to Baskara (2023), when students practice writing and perceive feedback on their writing progress, they will learn from their mistakes and enhance their fluency level over time.

Methods to Integrate ChatGPT in Writing

Writing is a skill that required time and thousands of hours of students practice to gain achievable results. Most of the EFL students get away from this kind of practice (Levine, Beck, Mah, Phalen & Pittman, 2024). For proving that, Applebee and Langer did an exam for about 8000 written assignments from 138 students in the U.S. They found that 80% of them, their writing comprised short answers and fill-in-the-blank work (Applebee & Langer, 2011, p. 14). Banks (2023) stated that with the Chatgpt development many students and teachers tried to integrate it into their writing instructions. "It could act as a writing coach or a muse" (Levine, Beck, Mah, Phalen & Pittman, 2024).

Mollick and Mollick (2023) argued that students can use ChatGPT as a partner or a mentor in their work without being overreliant on using it. They can use it to get new ideas, correct grammar errors or even correct a wrong expression. Through that they can practice and enhance their writing performance through journaling with the aid of this tool to structure a well-organised academic piece of writing.This approach encourages learners to view AI as a supportive tool for developing writing skills rather than a replacement for their own efforts.

The way teachers incorporate ChatGPT into their classroom activities would effectively influence the students' engagement with the technology. Researchers suggest that teachers need to be enterprising in integrating AI tools and set correct guidelines for their use (Levine et al., 2024). This could be applied through providing EFL students a framework that shows how they can use ChatGPT to improve their writing strategies while focusing on their personal abilities. Hereby, teachers can help students to understand the limitations of ChatGPT and encourage them to use it consciously.

Applebee and Langer (2011) suggested that teachers can provide students exercises to engage with ChatGPT so they will be able to use it in a right way to complete their learning process, not to replace their writing role as students.Educators can design activities that require students to brainstorm ideas with the tool, compare ChatGPT responses with their own writing, or use it to identify and correct grammatical errors. Teachers can also incorporate reflective journaling tasks where students evaluate how ChatGPT's suggestions align with their intended message, encouraging critical thinking and self-assessment.

Conclusion

To conclude, combining the role of ChatGPT with practicing journaling is a significant and efficient method for enhancing writing skills. This chapter provided a foundational understanding of traditional journaling and ChatGPT in writing development, particularly for EFL students. It began by tracing the evolution of AI, particularly ChatGPT,it highlighted how ChatGPt become essential in educational contexts, offering immediate feedback, error correction, and personalized learning experiences.The chapter also underscored the enduring value of traditional journaling,

emphasizing its capacity to foster critical thinking, reflection, and self-directed learning. The combination of traditional journaling and AI-powered tools presents a balanced and innovative approach to improving writing proficiency, setting the foundation for further discussions on their practical applications.

Chapter three

Research Findings and Data Analysis

Introduction

This chapter outlines the methodological framework employed to investigate the integration of ChatGPT assistance and journaling practice as tools for enhancing the writing skills of third-year EFL students at Mohamed Khider University of Biskra. The chapter begins by explaining the rationale behind selecting an exploratory design and mixed-method approach guided by both quantitative and qualitative data. The quantitative phase utilized a structured questionnaire targeting students' perspectives. Followed by the qualitative component was implemented to explore initial insights through teacher interviewees.

Research Methodology

Research Approach

The current research attempts to explore the combination of ChatGPT aid and journaling practice for enhancing third year students' writing skills. This study is exploratory in nature follows a mixed method approach. Accordingly, considering the study's objectives, both qualitative and quantitative methodologies were used in this investigation. Hence, the quantitative approach was used first (from student questionnaire) offer statistical insights; following by the qualitative approach (from teacher interview) provide deeper interpretations and personal perspectives which allies with the research aims and orientations.

Research Design

To collect data for the current study, a close-ended written questionnaire and unstructured interview were used. The questionnaire was used to identify the role of

ChatGPT in writing, students' attitudes towards it, and the common challenges that EFL students' face in writing skills.And the interview was addressed to know how teachers deal with this kind of technology and how they integrate ChatGPT tool in their modules whether it is effective or not.

Population and Sampling

The population for this study consists of EFL students at Mohamed Khider University of Biskra. The sampling includes 27 third-year students from the Department of English of Mohamed Khider University of Biskra. It comprises both male and female students. The sampling strategy employed is a voluntary sampling approach. Additionally, five teachers who teach writing modules were interviewed. This selection was based on their experience and relevance to the research topic.

Data collection Tools

Students' Questionnaire

A semi-structured questionnaire was administered to a sample of third-year EFL students. It contains questionsrelated to students' attitudes, experiences, and frequency of using ChatGPT and journaling as an aid tool for improving their writing abilities.

Description of Students' Questionnaire

The questionnaire was handed voluntarily to EFL third year students of Mohamed Khider University of Biskra. (27)Participantswere asked to fill in the close-ended questions by choosing the appropriate option. It includes (17) questions divided into (03) section.

Section one: General information (Q1-Q4)

The first section stands as a students' profile. It aims to gather background knowledge about third year students such as their first language and their degree.

Section tow: General attitudes towards using ChatGPT in writing (Q5-13)

The second section of the questionnaire is allocated to investigating the role of using journaling method. It comprises questions concerning the use of ChatGPT as an aid tool in the writing process, whether; they are helpful in improving writing capacities or not.

Section three: Challenges and ethical considerations (Q14-Q17)

The third section of the questionnaire is predominantly dedicated to investigate the students' major challenges in writing process. Besides, it consists of questions that deal with the effectiveness of integrating the use of ChatGPT aid in practicing journaling method for enhancing writing proficiency.

Aims of the Study's Questionnaire

The questionnaire aims to access the frequency and purposes for which students use ChatGPT as an aiding tool through practicing journaling. It also sought to understand how students use and in which way they benefited from this tool. Furthermore, the questionnaire was designed to identify the perceived benefits and challenges associated with the integration of ChatGPT and journaling into their academic writing practice.

Administration of the Questionnaire

The final version of the questionnaire was distributed hand in hand to third year students. The responses were collected in March 2025.

Analysis of Students' Questionnaire

Section one: Students' Profile

According to the results in **Figure 05**, most of the participants (51%) have a diary where they practice writing. And the rest of them (48%) they do not own a diary. So an acceptable number of them, they use a diary for doing journaling and practice writing.

Figure 05 *Do you own a Diary***?**
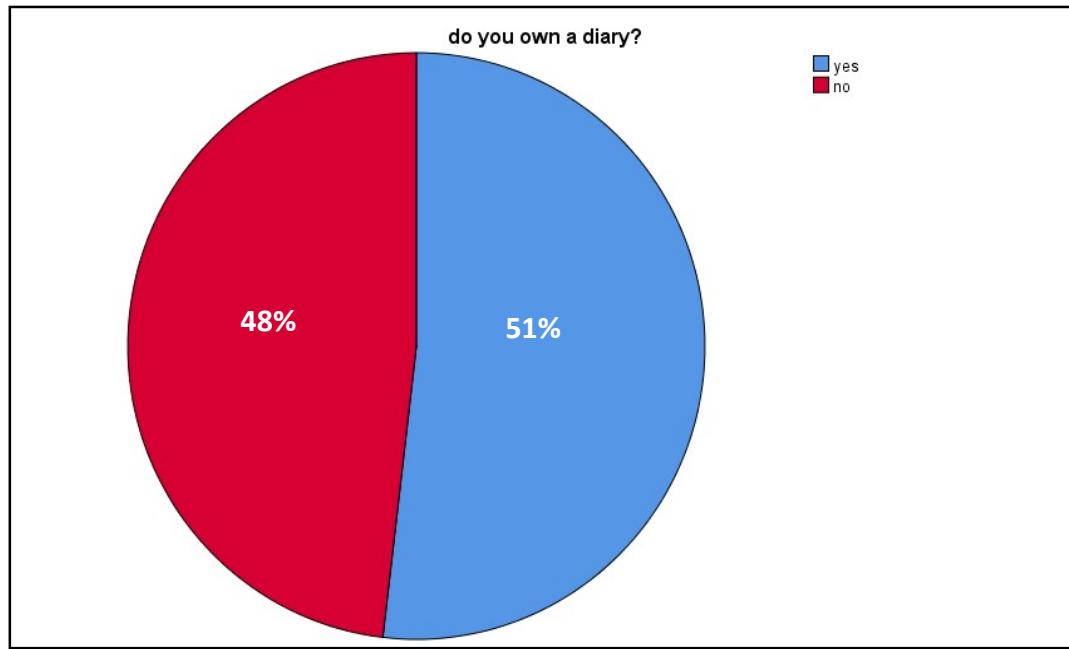
Section two: General attitudes towards using AI "chatGPT" in writings

Discovering the different attitudes of EFL students, according to **Figure 06**, that (63%) of them are strongly agree that practicing journaling method will improve their writings, and (33%) are agree about the same idea. However, one person is neutral (3%).

Figure 06_Students' Attitude towardJournaling Method_
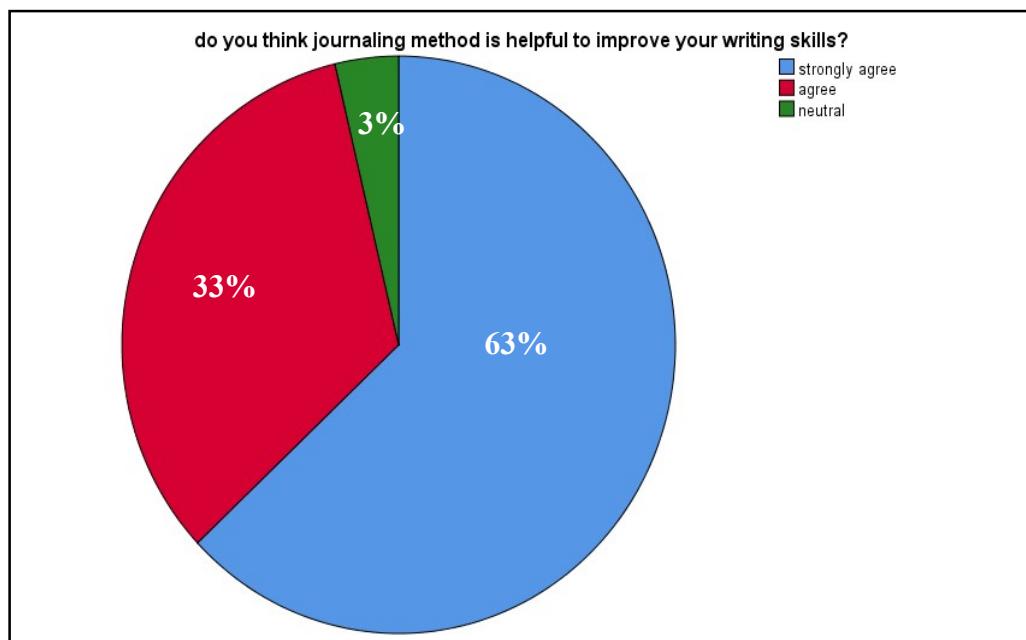
The results from the **Figure 07** indicate a generally positive perception among participants. Out of 27 respondents, 37% strongly agreed and 44.4% agreed that using ChatGPT to support journaling helped enhance their writing skills. This means that a total of 81.5% expressed a favorable opinion toward the integration of ChatGPT in writing practice. Additionally, 18.5% of participants responded neutrally, suggesting some uncertainty or a lack of sufficient experience to form a definitive stance. Notably, there were no negative responses, as no participants selected either "disagree" or "strongly disagree." This distribution reflects a strong endorsement of ChatGPT as a useful tool for improving writing through journaling activities.

Figure 07 *Integration ChatGPT Aid through Practicing Journaling.*
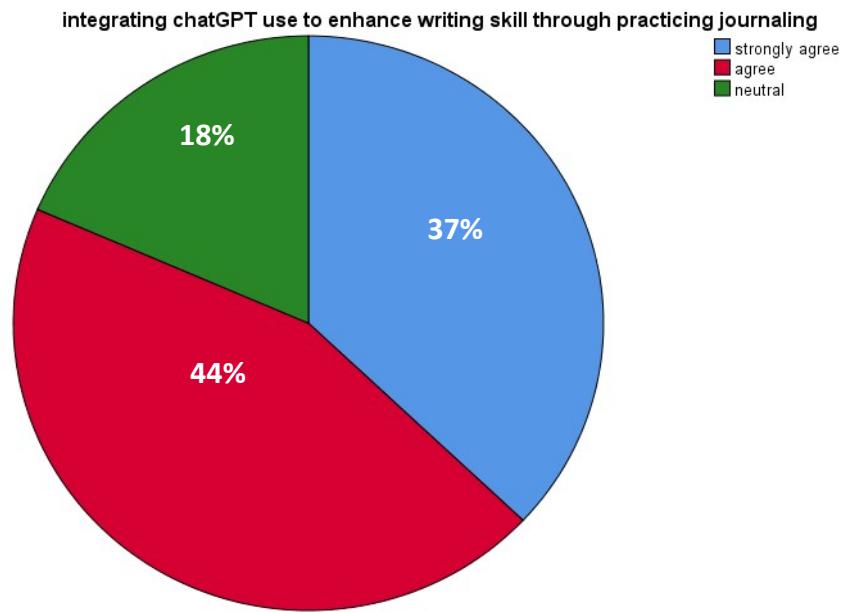
As appears in **Figure 08**, the respondents affirmed that the ChatGPT aid had improved different writing aspects as 40% of them confirmed the improvement of Grammar, punctuation, and spelling errors, and (44%) selected Vocabulary aspect, the rest of them (14%) selected Cohesion and coherence.

Figure08 *Aspects Improved by the Aid of ChatGPT*
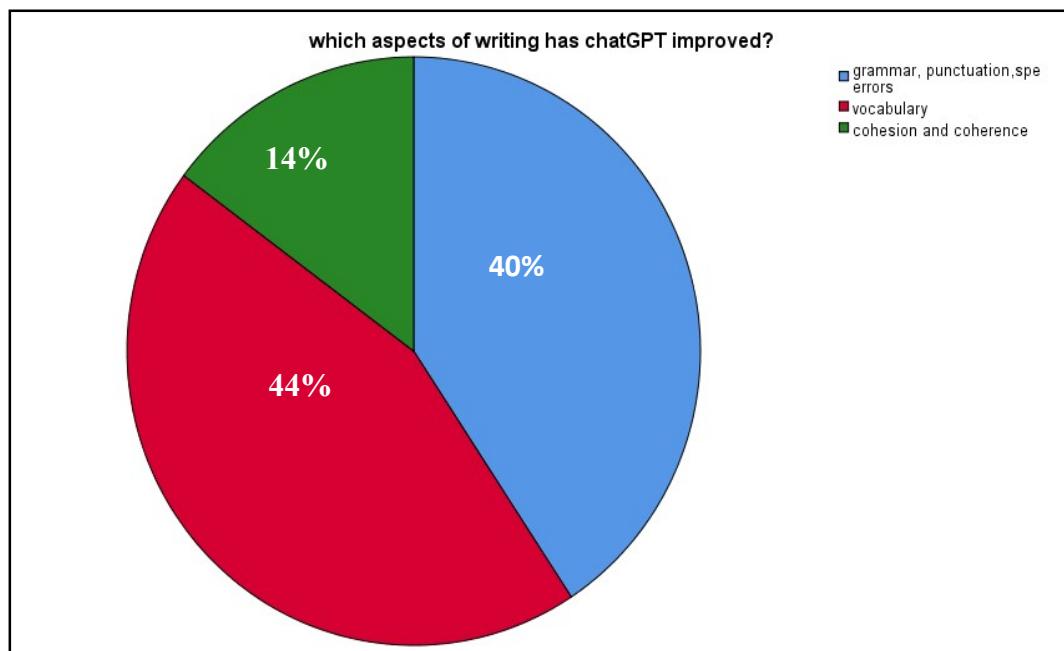
Section 03: Practical Challenges

The participant in **Figure 09** found that the main challenges that EFL students encounter are: (1) Lack of motivation is the major one, (2) Fear of making mistakes, (3) Limited opportunities for practice and poor time management are considered challenging during the classroom activities, (4) Traditional teaching method, (5) Limited vocabulary and grammar knowledge.

Figure 09 *Main Challenges of Writing Process*

what challenges do you face in writing process?

Lack of motivation
Fear of making mistakes
Limited vocabulary and grammar knowledge
Traditional teaching method
Limited opportunities for practice

33%
25%
7%
18%
14%
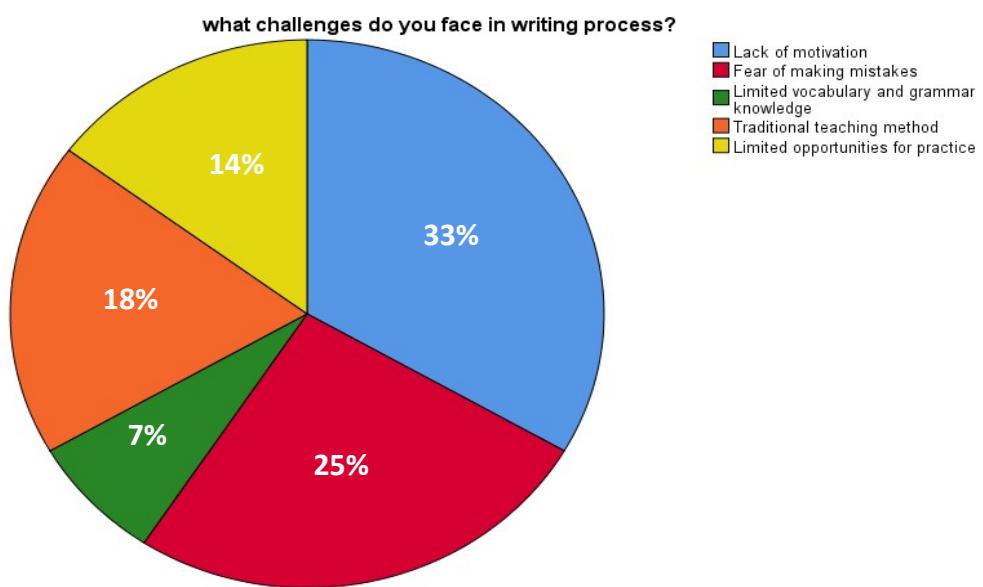
Discussion of the Results of Students' Questionnaire

The analysis of the students' questionnaire yielded insightful results that support the research aims and confirm the hypothesis offered. The results indicated that numerous third year EFL students at Mohamed Khider University of Biskra are already practicing journaling, with over half attesting that they own a personal diary for practicing writing. This highlights the importance of having regular writing as a tool for language development. In addition, the students expressed powerfully positive

attitudes towards the integration of ChatGPT in writing practices. Combined, 81.59% of the questionnaire participants agreed and strongly agreed that using the ChatGPT assistance alongside journaling has improved their writing level.

The questionnaire spotlighted a series of common writing challenges that most students encounter during writing, such as a lack of motivation, fear of making mistakes, and limited practice opportunities. The results indicate that integrating ChatGPT into writing practices like journaling not only supports technical skill development but also boosts students' confidence and motivation to write. In total, the students' responses strongly support the pedagogical value of combining (AI) tools with traditional journaling methods to improve EFL writing performance.

Teachers' Interview

Description of Teachers' Interview

The second instrument used in this study is the interview. It contains an introductory part describes the study objectives to the interviewees. All the interview questions are open-ended so that, the teachers can explain and add more information to the study in hand.

➢ The first questions (Q1-Q2) are about the use of journaling as practice method to enhance students' writing capacities.

➢ The questions (Q3-Q4-Q5) are intended to identify the use of ChatGPT and its role in writing proficiency and teachers'' instruments

➢ The questions (Q6-Q7) are about the effectiveness of integrating ChatGPT aid during practicing journaling for better writing improvements.

Aim of Teachers'Interview

The interview aimed to investigate the teachers' perceptions and thoughts about integrating journaling and ChatGPT in writing. Additionally, it intended to identify the students' writing performance that teachers may have observed as a result of using journaling and ChatGPT for enhancing writing skills.Finally, the interview explored the broader pedagogical implications of using such tools, considering how they might influence teaching strategies, classroom dynamics, and the future of writing instruction in EFL contexts.

Administration of Teachers' interview

The interview was administrated to EFL teachers at Mohamed KhiderUniversity of Biskra. The interview was handed to five teachers of academic writing it took one week to answer the interview. Some other teachers refused to answer the interview while others i sent to them an online version via email, however they did not respond to my email.

Analysis of Teachers' Interview

The interview data were analysed through a multi-step qualitative approach. In first stage, four teachers were participants in this interview due to some limitations the interview was in a written form. In the second stage, the researcher started to analysis the content. In order to analyse the content grounded theory was used. It is a qualitative research methodology that facilitates the generation of theories grounded in the collected data.In thistheory, there are three main steps that a researcher has to follow: open coding, axial coding, andselective coding. In the final stage, the

participants' responses were interpreted and organised in a way that aligned with the research objectives and help draw meaningful conclusions.

Section 01: Traditional journaling in writing instruction.

Q1: Do you encourage students to use journaling as a writing practice? Why or why not?

Through this question teachers asked to answer whether they encourage their students practice journaling.

Teacher 01:"Yes, because it boosts fluency, reinforces grammar/vocabulary, and builds writing confidence through regular, low-pressure practice. It also encourages self-reflection, helping learners track progress. However, without feedback, errors may persist—this is where tools like ChatGPT can help."

Teacher 02:"I usually encourage students to practice journaling because it encourages the writing activity and enhances critical thinking."

Teacher 03: "Yes, because it helps students to improve their writing."

Teacher 04:"Yes, I do. Journaling is: writing practice helps students to be more effective writers. Practice makes things perfect."

Teacher 05:"I used to encourage students to use journaling to improve their writing skills."

According to the responses above, the five teachers expressed positive views on the value of practicing journaling. They highlighted its benefits in writing fluency, reinforcing grammar and vocabulary, and build confidence. Additionally, teachers see journaling as a low pressure practice that encourages self-reflection. Teacher (01)

noted that lack of feedback could hinder improvement so in this cases ChatGPT can be a useful tool.

Q2: In your experience, how does journaling impact students' writing fluency and creativity?

Based on the teachers experience we asked them to share their answers on how can journaling help students to improve their writing.

Teacher (02) and (03) agreed that practicing journaling help students to write more naturally and boosts creativity. Moreover, teacher (04) emphasized that journaling familiarised students with various writing genres, vocabulary improvements and engagement. Another point mentioned by teacher (05), journaling can enhance students writing fluency because theyactively seek new words and use them contextually. From teachers answers journaling is seen as an expressive and linguistic skill.

Section 02: AI and ChatGPT in Writing Instruction

This section deals with questions about the role of using ChatGPT in writing and its impact on students' writing performance.

Q3: Have you used or explored AI tools like ChatGPT in writing instruction? If yes, in what ways?

Teacher 01: "Yes, I've used ChatGPT to generate dynamic writing prompts, questions, and instructions, moving beyond traditional themes. It helps personalize tasks, integrate current trends, and scaffold instruction, for example, creating step-by-step guides for brainstorming or peer feedback."

Teacher 02: "Not particularly, yet i advocate the use of AI in order to improve the students' writing products."

Teacher 03: "no."

Teacher 04: "Not usually, for following the main steps of the writing process which are plan, write, revise, and edit. I may ask students to use this app to gather data for research and proofread their writing productions. However, they must not rely on it, because of the risk of plagiarism."

Teacher 05: "No I have never used AI assistant tools."

Based on teachers' responses indicate a varied level of experience with CharGPT. While not all of them have used this tool, they support its inclusion as a support tool for gathering data and information for research. Teacher (01) is the most enthusiastic by using ChatGPT extensively, she suggested going beyond traditional teaching and trying to make personalize tasks, integrate current trends, and scaffold instruction. Teacher (02) and (04) do not use ChatGPT too much but they also acknowledge the potential benefits of ChatGPT for enhancing student writing. Also, they gave a concern on using this tool as an aid not as a replacement one for their human capacities.

Q4: Do you think ChatGPT can help students improve their writing? If yes, how?

Teacher 01: "Yes, ChatGPT aids writing by providing instant feedback on grammar/style, suggesting vocabulary upgrades, and offering structural improvements. "It also generates examples for inspiration and clarifies concepts through interactive dialogue."

Teacher 02: "I think it does some advantages among other: vocabulary, expansion, better structure, gain time, provision of models, etc."

Teacher 03: "It can inspire them but students should not rely totally on it. They show their touch."

Teacher 04: "Yes, it may help students improve their writing if ChatGPT is well-used. It is a food opportunity to gather data and see how the others are writing. In this case, critical thinking of writing is crucial."

Teacher 05: "ChatGPt helps in pre-editing or revising stages but not in editing because it destroys creativity then."

From the answers above, it is clearly observed that the majority of teachers share the same opinion that ChatGPT seen as a tool that can provide instant feedback on grammar, suggest vocabulary improvement, and help in generating new ideas, which extremely support the research hypothesis. Accordingly, teacher (03) appreciates that this tool can inspire students by offering examples and models, which may facilitate the writing process. Moreover, teacher (05) pointed out an important idea that ChatGPT is useful during pre-editing stages.

Q5: Do you believe ChatGPT can assist students in overcoming challenges such as generating ideas, improving coherence, and refining grammar.

Teacher 01: "Yes, I do."

Teacher 02: "I believe the question is still open obbate as far as the generating of ideas is concerned ChatGPT is only a "machine" it can generate ideas solely if it is provided data (information). It can also be repetitive i.e. absence of originality."

Teacher 03: "To a certain extent."

Teacher 04: "To a certain extent it can assist students. However, an overreliance may hinder their abilities to overcome these challenges alone. They become addicted to such application and cannot perform well during official exams."

Teacher 05: "yes. It can help in generating ideas and overcoming grammar and sentence errors if Chat GPT is ethically used."

From what the interviewed teachers demonstrated above, they believe that ChatGPT can effectively support in overcoming major challenges such as improving coherence, reinforcing grammar and generating ideas. Teacher (04) and (05) gave a concern about the ethical use of this tool to make students use it as an aid tool. The takeaway is the ChatGPT can support these writing aspects only when paired with human guidance and self-direct learning.

Section 03: AI Integration in the Writing Module

The third section of the interview addressed teachers' willingness to integrate ChatGPT into the writing module and their perspectives on how this integration could be best implemented.

Q06: Would you consider incorporating ChatGPT into your teaching methods? Why or why not?

Teacher 01: "Yes, but strategically. I'd use it as a supplementary tool for brainstorming, drafting, and grammar practice, while emphasizing critical thinking to avoid over-reliance."

Teacher 02:"The incorporating of ChatGPT in nowadays necessary, it represents an instructional tool that should not be neglected."

Teacher 03:"From time to time, we should be selective; it can be used as one of the prewriting strategies."

Teacher 04: "Yes, it may happen, but i prefer classroom teaching methods where students progress step by step without depending on this application. Applications such as ChatGPT or deep sack may help if well-used."

Teacher 05:"Yes. It will help."

Following the teachers' responses to this question revealed a generally positive, but cautious, openness toward integrating ChatGPT into writing instruction. Teacher (01) expressed clear willingness, viewing ChatGPT as a powerful supplementary tool that could assist students in improving their critical thinking and writing processes. Similarly, teacher (02) strongly supported the idea, emphasizing that integrating such AI tools had become necessary to keep up with evolving educational practices

Teacher (05) also, believing that ChatGPT could serve as a helpful writing assistant if used ethically and properly. However, some participants displayed more reserved positions. Teacher (03) stated that he would use ChatGPT only occasionally, particularly during the idea generation phase rather than throughout the full writing process. Teacher (04) was more hesitant; while acknowledging some potential benefits, she stressed that she preferred traditional, step-by-step writing methods, fearing that overusing AI could hinder students' active engagement and effort.

Q07: What would be the ideal approach to integrating AI tools like ChatGPT into the writing curriculum while maintaining a balance with traditional instruction?

Teacher 01: "The ideal Approach to Integrating AI Tools like ChatGPTwould bethe balanced integration. That is to say**,** use ChatGPT as a supplement**,** not replacement and combine it with traditional teaching by Guiding students to analyze AI feedback critically and Balancing AI tasks (e.g., idea generation) with human feedback."

Teacher 02:"The ideal approach is still to be created! However, the issue depends on individual cases and circumstances. Namely, availability and mastery of technology, and teachers' in-service trainings."

Teacher 03:"It helps students in generating idea."

Teacher 04: "AI tools provide a huge amount of information and data that can benefit the writing skill. However, traditional instruction and reading are better tools to be proficient writers. AI integration in the writing curriculum may have more drawbacks then benefits because learners prefer easy matters instead of making enough effort to be critical and effective writers. In short, to maximize AI's potential, it so crucial to integrate these tools with traditional teaching methods."

Teacher 05:"To use it after trying. To use ChatGPT just to check errors and consistency"

The interviewees agreed that the best way to integrate ChatGPT is by carefully combining them with traditional writing instruction. Teacher (01) suggested using ChatGPT as a support tool for brainstorming and early drafting, while keeping traditional practices like peer review and teacher feedback central to the writing

process.Moreover, teacher (02)emphasized that students should not just use ChatGPT , but also learn to critically evaluate its outputs for accuracy and originality.

Teacher (03) recommended limiting ChatGPT use to prewriting tasks such as outlining, while the core writing activities should still be taught through traditional methods. Additionally, teacher (04) stressed the importance of maintaining the human side of writing to prevent students from becoming too dependent on technology. Teacher (05) believed that ChatGPT tools should be introduced only after students develop strong writing skills, mainly using ChatGPT for revision rather than content creation.

Synthesis of the Findings

The present study aimed at investigating the integration of ChatGPT into traditional journaling practices to improve the writing performance of third-year EFL students at Mohamed Khider University of Biskra. Based on the findings gathered through the students' questionnaire and teachers' interviews, one can conclude that the integration of ChatGPT has a positive effect on the improvement of students' writing in grammar, vocabulary, coherence, and overall fluency.The majority of students demonstrated favourable attitudes toward using journaling as a practice tool and recognized ChatGPT as a helpful assistant in improving various writing aspects.

These findings are consistent with the initial hypothesis, which stipulated that the integration of ChatGPT into traditional journaling would offer diverse topic suggestions and improve grammatical accuracy.Furthermore, students and teachers alike indicated that ChatGPT stimulates creativity, assists in generating ideas, and supports students in overcoming challenges such as limited vocabulary and fear of making mistakes—two issues identified in the problem statement as major barriers to

effective writing, which support the objectives of the research. However, despite the positive perception, teachers emphasizing that ChatGPT should serve as asupplementary tool rather than a replacement for human creativity and traditional instruction as it is mentioned in the chapter two.

Educators claimed the necessity to balance ChatGPT assistance with classroom learning for the sake of preserving critical thinking and writing originality. Thus, the results confirm that while ChatGPT can significantly enhance writing performance when carefully integrated with journaling activities, it must be tactically employed under teacher guidance to prevent over-reliance and to foster independent, original writing ability. These findings strongly address the problem posed at the beginning of the study and validate the potential of using AI-enhanced journaling as an effective strategy to support EFL learners' writing improvement.

Conclusion

This chapter is devoted to the fieldwork of this study, which aims to investigate the use of ChatGPT to enhance EFL students' writing performance through the traditional journaling method. It includes the analysis and interpretation part of the two instruments that were used in this study: a student questionnaire and a teacher interview. The findings were presented through figures and tables which each analysed statistically and thematically. Ultimately, the results were synthesised and discussed in relation to the research question and hypothesis parts, giving a clear idea to the students and teachers about the integration of ChatGPT in writing.

General conclusion

The current study explores the integration of ChatGPT assistance and journaling practice as tools to enhance the writing performance. Therefore, the ultimate aim of the research is to answer the research questions and confirm the validity of research hypothesis which aim to address the challenges faced by students in producing coherent and well-structured written texts by combining both ChatGPT support and journaling practice.

Eventually, with the increase of ChatGPT use; the combination of this tool and journaling practice will help students to reduce from their writing difficulties whether in grammar, organisation, and language coherence and coherence. Through both the questionnaire and the interview, EFL students and teachers affirm the importance of combining ChatGPT aid and journaling practice in enhancing writing skill. They claimed that the balanced integration is very helpful for reducing such difficulties.

All in all, the study confirms that the integration of ChatGPT assistance in journaling can effectively improve EFL learners' writing ability, particularly in grammar, vocabulary, and coherence. However, a balanced approach that promotes reflection and independent learning is needed to ensure the optimum pedagogical benefit of ChatGPT-assisted writing practice.

Limitations of the study

While conducting this study, several limitations were encountered. One major was the limited availability of research books specially addressing the integration of ChatGPT with journaling practice in EFL writing instructions. Moreover, time constraints and the academic calendar posed challenges during the data collection

phase, particularly in scheduling the interview with teachers. Additionally, a lot of writing module teachers at department of English at Mohamed Khider University of Biskrarefused to participate in the interview. Despite of these limitations, the collected data provided valuable insights and supported the research objectives.

Pedagogical Implications

For teachers

- It is recommended that teachers diversify their writing instruction methods by combining both traditional and digital tools.

- It is recommended that encouraging EFL students to make a regular journaling for better level in writing fluency and engagement.

- It is highly recommended to provide training and guidance in how to use ChatGPT ethically and effectively rather than overreliance.

For students

- Students should use ChatGPT as a supplementary tool developing their writing skills.

- Students should make a regular journaling which is able to develop both academic and personal contexts.

- Students are encouraged to read academic texts and model essays or paragraphs to become familiar with the writing tone and structure.

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Appendices

List of Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Interview

Appendix 01: Students' Questionnaire

Dear student,

You are kindly invited to read and provide answers to the following questionnaire. The questionnaire is designed to attain information on the use of chaGPT in enhancing writing skill through journaling method. Please consider the questions carefully, as your input is very much invaluable to their research. We assure you that the questionnaire is anonymous. Your responses will remain strictly confidential and will be used solely for research purposes. Kindly, tick the right answer(s) and provide a full statement whenever required. In case of any inquiries or need for further clarification the researcher is available at:

Masmoudifatma64@gemail.com

Thank You for your time and effort!

Section01: student profile information

1. What is your mother tongue?

....

2. What degree are you preparing for?

☐ Bachelor

☐ Master

3. Do you own a diary?

☐ Yes, I do

☐ No, I do not

4. Do you have access to the internet?

☐ Yes, I do

☐ No, I do not

Section 02: General attitudes towards using AI "chatGPT" in writings

5. To what extent do you write journaling?

☐ Never

☐ Rarely

☐ Sometimes

☐ Often

☐ Always

6. Do you think journaling method is helpful to improve your writing?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

7. Have you ever used AI tools?

☐ Yes

☐ No

8. Do you use chatGPT as an aiding tool in your writing process?

☐ Yes

☐ No

9. How would you describe the chatGPTrole in writing?

☐ Very helpful

☐ Somewhat helpful

☐ Neutral

☐ Helpless

10. Which aspects of writing haschatGPTimproved?

☐ Grammar, punctuation, spelling errors

☐ Vocabulary

☐ Cohesion and coherence

☐ Other aspect:...

11. State the level of agreement with the following statements: Using chatGPT as an aid in writing skill through practicing journaling method.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Increase writing motivation					
2- Foster creativity and critical thinking					
3- Useful for expressing my ideas					
4- Useful in writing complex paragraphs					
5- Write with confident					

12. State the level of agreement about integrating chatGPT use in enhancing writing skill through practicing journaling

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

13. Do you face any difficulties in your writings?

☐ Yes
☐ No

Section 03:Challenges and ethical considerations

14. What challenges do you face in writing process?

☐ Lack of motivation

☐ Fear of making mistakes

☐ Limited vocabulary and grammar knowledge

☐ Traditional teaching method

☐ Limited opportunities for practice

☐ Other

....
....

15. Does the integration of chatGPT help you to overcome these challenges?

☐ Yes

☐ No

16. In your opinion, what are the solution for enhancing writing skill and avoid such difficulties? (related to Q12)

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....

17. Do you have any additional comments or suggestions regarding the use of chatGPT in writing process through practicing journaling method?

....

....

....

Appendix 02: Teachers' Interview

Dear teacher,

This interview aims to gather insights on the role of ChatGPT in writinginstruction, particularly in journaling practices. Your responses will contribute to understanding how ChatGPT can support EFL learners' writing skills.

Your participation is highly appreciated, and your responses will remain confidential

Section 1: Traditional Journaling in Writing Instruction

1. Do you encourage students to use journaling as a writing practice? Why or why not?

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....

2. In your experience, how does journaling impact students' writing fluency and creativity?

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Section 2: AI and ChatGPT in Writing Instruction

3. Have you used or explored AI tools like ChatGPT in writing instruction? If yes, in what ways?

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....

4. Do you think ChatGPT can help students improve their writing? If so, how?

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....

5. Do you believe ChatGPT can assist students in overcoming challenges such as generating ideas, improving coherence, and refining grammar?

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....

Section 3: AI Integration in the Writing Module

6. Would you consider incorporating ChatGPT into your teaching methods? Why or why not?

....
....

....

....

7. What would be the ideal approach to integrating AI tools like ChatGPT into the writing curriculum while maintaining a balance with traditional instruction?

....

....

....

....

ملخص

يهدف البحث فكرة دمج مساعدة ChatGPTوممارسة الكتابة اليومية كأدوات لتعزيز مهارة الكتابة للطلاب السنة الثالثة . بالرغم من زيادة استخدام أدوات الذكاء الاصطناعي في السياقات التعليمية، يواجه طلاب اللغة الإنجليزية كلغة أجنبية صعوبات في الكتابة، حيث أن المقالات الأكاديمية التي ينتجونها ذات مستوى ضعيف وهذا قد يرجع إلى قلة الممارسة. لذا، افترضنا أن دمج مساعدة ChatGPTوممارسة الكتابة اليومية سيوفر للطلاب الفرصة لتنوع الموضوعات وتحسين الدقة النحوية. للتحقق من صحة الفرضية، استخدمنا أداتين لجمع البيانات استبيان للطلاب تم توزيعه على (27) طالباً من السنة الثالثة بجامعة محمد خيضر، بالإضافة إلى مقابلة مع خمسة أساتذة من قسم اللغة الإنجليزية بجامعة محمد خيضر. أظهرت النتائج التي تم الحصول عليها أن غالبية الطلاب والأساتذة اتفقوا على أهمية ممارسة الكتابة اليومية والدور القيم ChatGPTكأداة مساعدة لتعزيز مهارة الكتابة. كما حذر الأساتذة عن الاستخدام المفرط بشأن هذه الأداة، مشجعين كذلك التفكير المستقل للطالب. وبالتالي، تدعم النتائج الفرضية بأن دمج مساعدة ChatGPTمع ممارسة الكتابة اليومية يمكن أن يعزز مهارة الكتابة بفعالية. وتختتم الدراسة بتوصية للمدرسين بدمج أداة ChatGPT كمورد تكميلي لضمان تكامل متوازن لأداء كتابي عالي المستوى.