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**An Investigation of Teachers and Students' Perceptions and Attitudes
towards ChatGPT Application on English Foreign Language Learners
Writing Skills.**

The Case of Master Students at Biskra University

Dissertation Submitted to the Department of English Language and Literature in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language.

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Declaration

I, Nesrine TOUMI, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohamed Khider University of Biskra. Algeria.

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Dedication

For those who stood by me, reminding me of my strength when I forgot my own

With boundless love and gratitude, I dedicate this work to my beloved parents, **Dr. Chelloug Fatiha** and **Prof. Toumi Miloud**, whose unwavering support and encouragement have been my greatest motivation. *"Your love and sacrifices have shaped every step of my journey, and for that, I am forever grateful."*

To my dear brother, **Abd El Djalil**, and my cherished sister, **Serine**, *"You are not just my siblings, you are my life long companions, my greatest supporters, and my source of endless laughter and comfort."* Thank you for always believing in me, for standing by my side through every challenge, and for being the wonderful souls that you are. Life would not be the same without you.

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To those whose presence , even in silence, was comfort in exhaustion and light in dark ,
Thank you from the heart.

This achievement is as much yours as it is mine.

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Abstract

Artificial Intelligence (AI), particularly **ChatGPT**, comes to alter language learning and writing completely. The present study aims to investigate teachers and students' perceptions about the role of ChatGPT in writing development of EFL learners, with a strong focus on Mohamed Kheider University Master's students. To achieve this objective, the researcher adopts a qualitative approach along with a case study design. This study uses an open-ended questionnaire and a semi-structured interview to collect the necessary data. The analysis procedure follows both descriptive and thematic analysis. The target population includes Master's students and EFL teachers at Mohamed Khider University, while the selected sample consists of 20 Master's students and 4 EFL teachers, chosen through a purposive sampling technique. The research results show divided opinions about the merits or drawbacks of the program concerning the development of writing skills; on the one hand, some claim that ChatGPT improves with regular use, on the other hand others maintain that it is a tendency towards over-reliance. This research offers important suggestions how to effectively and pedagogically integrate AI in EFL teaching and learning.

Keywords: AI, ChatGPT, EFL Writing, Perceptions.

List of Acronyms

AI: Artificial Intelligence.

ASI: Artificial Super-Intelligence.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

GPT: Generative Pre-trained Transformer.

ITS: Intelligent Tutoring Systems.

NLP: Natural Language Processing.

RLHF: Reinforcement Learning from Human Feedback.

STEM: Science, Technology, Engineering, and Mathematics.

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General Introduction

Introduction

Artificial Intelligence (AI) is a field within computer science focused on enabling computers to imitate human intelligence. Its key objectives include replicating human cognitive functions, tackling complex knowledge-based tasks, developing machines that can perform activities requiring human-like intelligence, and creating systems capable of self-learning. In healthcare, AI contributes to innovative devices, advanced drug design, telemedicine, communication between doctors and patients via chatbots, and intelligent systems that analyze disease causes and probabilities. (Arunachalam, 2021)

Amid the tumultuous summer of 2020, marked by pandemic-related anxiety and political protests, the launch of a sophisticated AI tool capable of tweeting, typing, and coding independently was not something most educators were thinking about.

Fast forward two and a half years, and ChatGPT—an accessible tool developed from the advancements of that 2020 AI—is quickly becoming a household name. This free app, which produces text that closely resembles human writing, is making inroads into various sectors, including legal contract drafting, search engine optimization, and Alzheimer's research.

ChatGPT is an AI program designed to generate conversation. Developed by OpenAI, this advanced chatbot utilizes machine learning algorithms to analyze and process vast amounts of data, enabling it to respond to user questions. With its language processing capabilities, it comprehends both spoken and written human language, allowing it to interpret the information it receives and provide relevant answers. A student can enter a question, and ChatGPT will return a clear response in various formats, tailored to specific requirements. (Lieberman, 2023)

Statement of The Problem

The integration of artificial intelligence tools like ChatGPT into language education presents a promising avenue for enhancing writing skills among English as a Foreign Language (EFL) learners. However, the specific impact of the ChatGPT application on improving writing proficiency, particularly in addressing common grammatical errors, remains inadequately explored. Current research does not sufficiently assess how ChatGPT's personalized feedback compares to traditional teacher feedback in fostering EFL learners' writing development. Furthermore, the perceptions and attitudes of EFL students towards using AI in their writing processes are not well-documented, raising concerns about its effectiveness and acceptance in the classroom. This study aims to fill these gaps by examining the impact of the ChatGPT application on EFL learners' writing skills and understanding students' experiences with AI-assisted feedback.

Significance of The Study

This research explores teachers' and students' perceptions of ChatGPT, contributing to a broader understanding of how AI tools can be integrated into language learning, especially in EFL contexts. By examining the effectiveness of ChatGPT, the study provides valuable insights that can help educators develop strategies to enhance writing skills, ultimately improving language proficiency and boosting learners' confidence in writing. The findings also inform pedagogical practices by guiding teachers on how to adapt their instructional approaches to incorporate technology in ways that meet students' needs and perceptions, enhancing the overall teaching and learning experience. Additionally, the study addresses potential concerns and misconceptions about AI, offering opportunities for targeted interventions and training to maximize the benefits of these tools. Furthermore, it lays the groundwork for future research into the impact of AI in language education, encouraging

further exploration of innovative teaching methods. Lastly, the findings may support institutional policies on the integration of technology in language programs, ensuring that universities stay aligned with contemporary educational needs and advancements in AI.

Aims of The Study

The present study aims

- To investigate the perceptions of teachers regarding the use of ChatGPT in enhancing writing skills among EFL learners.
- To explore the attitudes of master's students at Mohamed Khider University towards using ChatGPT as a writing improvement tool.
- To identify the potential benefits and challenges of integrating ChatGPT into writing instruction.
- To provide insights that can inform effective pedagogical practices and support the development of writing proficiency in EFL learners.

Research Questions

RQ1 : How do EFL teachers and students perceive the impact of ChatGPT on writing skills development?

RQ2: What are the main benefits of using Chatgpt as a writing tool in EFL learning?

RQ3 : What challenges do EFL teachers and students face when integrating Chatgpt into writing instructions?

Methodology

This study employs a purely qualitative research approach due to the nature of the study which is based on descriptions rather than measurements . A case study design is used to investigate teachers' and students' perceptions and attitudes towards the use of ChatGPT in enhancing EFL learners' writing skills. The study focuses specifically on master's students at Mohamed Khider University, providing an in-depth exploration of their experiences and views within a specific academic setting. A qualitative approach has been chosen to capture the nuances of participants' attitudes and beliefs, enabling the study to explore the broader implications of integrating AI tools, such as ChatGPT, into language learning, particularly in writing. This method allows for a deeper understanding of how AI can influence language education, particularly in writing skill development. The study will utilize two primary data collection methods: unstructured interview for teachers and Semi-structured questionnaire for students. The open-ended format for both instruments encourages detailed, context-specific responses, allowing participants to share their experiences in a rich and comprehensive way.

Research Tools

The study uses two primary research tools: unstructured interview for teachers and Semi-structured questionnaire with students. The questionnaire provides students with the flexibility to describe their experiences and perceptions of using ChatGPT to support their writing skills. Instead of a fixed set of questions, the questionnaire contains broad, open-ended prompts encouraging students to reflect on their use of ChatGPT, its effectiveness in improving their writing, any challenges or advantages they have encountered, and their general attitudes towards integrating AI into language learning. The nature of the questionnaire allows for a more free-flowing, personal account of each student's experience.

The interview with teachers is unstructured , allowing for open-ended discussions of their experiences with ChatGPT in the classroom. Teachers are asked to reflect on their perceptions of the tool's effectiveness in enhancing students' writing skills, the integration of AI in their teaching methods, and the challenges they face when incorporating technology into their pedagogical practices. The unstructured interview format allows the teachers to provide in-depth, thoughtful responses and elaborate on specific issues they have encountered or strategies they have employed when using ChatGPT with students.

Sample Population

The study focuses on a specific group of participants from Mohamed Khider University

Students: The student sample will consists of 20 master's students enrolled in an EFL program at the university. These students have varying levels of experience with using ChatGPT in their language learning, particularly for writing. The students are selected purposively based on their familiarity with or exposure to the tool, ensuring a diverse range of perspectives.

Teachers: The teacher sample includes 4 EFL instructors at the university who have either used ChatGPT in their teaching or are familiar with its use in language learning. These teachers have varying degrees of experience with integrating technology into their classrooms, and their insights help provide a comprehensive view of the role of AI tools in EFL education.

Analysis Procedure

To analyze the data from the questionnaires and the interview, a descriptive and thematic analysis is used for both data sets. For the student questionnaire, the responses are first transcribed, and then the data is coded by identifying recurring themes related to their perceptions of ChatGPT's role in improving their writing skills, its effectiveness, and any challenges they encountered. This involves clustering responses into thematic categories, such as "improvement in writing," "ease of use," or "limitations of ChatGPT." The goal is to identify common patterns and differences in experiences across the sample.

For the teacher interview, the conversations are also transcribed and a similar thematic analysis is employed, coding for themes such as "teaching strategies," "challenges in integration," and "perceived benefits of ChatGPT." The open-ended nature of the interview allows teachers to elaborate on their experiences, and the analysis focuses on how their insights align or contrast with the students' perceptions. The analysis is inductive, allowing themes to emerge naturally from the data rather than being constrained by pre-defined categories. Ultimately, the integration of the student and teacher data offers a comprehensive view of the role of ChatGPT in enhancing writing skills in the EFL context at Mohamed Khider University.

Dissertation Structure

Chapter 1: Artificial Intelligence in Education (AI)

This chapter introduces AI and its role in education, focusing on tools like ChatGPT for language learning. It covers the benefits and challenges of AI integration and its impact on writing skills.

Chapter 2: Writing Skills in the EFL Context

This chapter discusses the importance of writing skills in EFL learning, common challenges, and traditional vs. modern teaching methods. It also explores how AI tools can enhance writing skills.

Chapter 3: Methodology and Data Analysis

This chapter outlines the qualitative approach and case study design. It explains data collection via the questionnaire and the interview, followed by thematic analysis to identify key themes, with ethical considerations and study limitations.

Chapter One:
Artificial Intelligence and Education
(AI)

Chapter One :Artificial Intelligence and Education (AI)

Introduction

Technology has become an integral part of modern life, influencing various fields, including education. Among the most transformative advancements is artificial intelligence (AI), which has redefined the ways we approach teaching and learning. To start, it is important to clearly define what is meant by artificial intelligence. At its essence, AI involves the creation of computer systems capable of carrying out tasks that typically require human intelligence, such as learning, reasoning, and making decisions. These systems can be trained to perform various functions, including identifying objects in images and translating text between languages.

The origins of artificial intelligence date back to the 1950s, a time when researchers began investigating the feasibility of designing machines that could replicate human cognitive abilities. Over the years, substantial advancements have been made in AI development. Today, AI plays a crucial role in education by enabling personalized learning experiences, streamlining administrative processes, enhancing language learning through diverse applications, and delivering instant feedback to help students improve their writing skills.

This chapter explores the integration of AI into educational settings and discusses its various applications, with a specific focus on tools like ChatGPT. It first presents an overview of AI, defining its key concepts, before examining its relationship with education. Additionally, the role of AI-powered tools, particularly ChatGPT, in enhancing educational experiences will be analyzed. Furthermore, the chapter will address the challenges associated with AI in education, including its limitations, ethical concerns, and potential impact on traditional learning methods.

1.Artificial Intelligence (AI)

Artificial intelligence (AI) has become a vital technological advancement in recent years, transforming various aspects of human interactions. From business to healthcare, AI is now integrated into nearly every sector, including education, where it has had a profound impact.

The incorporation of AI into educational institutions has led to the development of innovative teaching and learning tools that enhance the overall learning experience. These advancements include chatbots, personalized learning algorithms, and intelligent tutoring systems, among others. As a result, educators can deliver more engaging and interactive lessons, ultimately improving student learning outcomes.

Additionally, AI-powered educational tools have made learning more accessible and affordable for students from diverse socioeconomic backgrounds. By accommodating different learning styles and abilities, these technologies ensure that all students receive the support they need. Furthermore, AI has the potential to alleviate teachers' workloads, allowing them to focus on other essential aspects of their profession.

Overall, AI has significantly improved education by enhancing the efficiency, effectiveness, and inclusivity of the teaching and learning process. However, it remains essential to strike a balance between AI integration and the irreplaceable role of human educators in fostering meaningful learning experiences.(Siddiqui, 2024)

1.1. Definition of Artificial Intelligence

Artificial intelligence (AI) refers to the capability of a computer or a computer-operated robot to carry out tasks typically linked to human cognitive processes, such as

reasoning and problem-solving (Staff, 2024). John McCarthy, who first coined the term "Artificial Intelligence" in 1955, defined it as "the science and engineering of making intelligent machines," emphasizing that intelligence is the computational ability to achieve goals in the real world. He also described AI as the process of "making a machine behave in ways that would be called intelligent if a human were so behaving." Similarly, Demis Hassabis, CEO and founder of DeepMind, defines AI as "the science of making machines smart."

Beyond these foundational definitions, AI has been characterized in various ways by experts. Jim Sterne describes it as "the next logical step in computing: a program that can figure out things for itself... a program that can reprogram itself." Steven Struhl expands on this by stating that AI encompasses "anything a machine does to respond to its environment to maximize its chances of success." PwC further defines AI as "technologies emerging today that can understand, learn, and then act based on that information," while IBM broadens the concept, describing AI as "anything that makes machines act more intelligently."

In essence, AI is an evolving field that aims to create systems capable of learning, adapting, and making decisions with minimal human intervention. It is not merely about automating tasks but about enabling machines to interact with their environment, optimize outcomes, and continuously improve their performance. As AI continues to advance, its integration into various domains, particularly education, presents new opportunities and challenges that must be carefully navigated to maximize its benefits while maintaining human oversight. (marsden, 2017)

1.2. Types of Artificial Intelligence

The term "artificial intelligence" (AI) has become widely known. While many people are familiar with technologies like machine learning and natural language processing, they often assume these are the only forms of AI. However, AI is categorized into four main types: reactive AI, limited memory AI, theory of mind AI, and self-aware AI—concepts that remain largely unfamiliar to those outside the tech industry.

According to Marr (2021), the four types of artificial intelligence can be explained as follows:

1.2.1. Reactive Artificial Intelligence

According to Marr (2021), reactive AI is the simplest yet highly useful form of artificial intelligence, as it functions solely by responding to environmental stimuli. A well-known example of reactive AI is Deep Blue, the IBM supercomputer developed in the 1980s, which famously defeated chess world champion Garry Kasparov.

Reactive AI operates within its programmed parameters, consistently delivering predictable outcomes based on the input it receives. These systems respond in the same manner to identical scenarios but lack the ability to learn from past experiences or exhibit creativity. Other common examples of reactive AI include email spam filters that prevent unwanted messages from reaching users' inboxes and Netflix's recommendation algorithm, which suggests content based on predefined patterns.

1.2.2. Limited Memory AI

Limited memory AI, unlike reactive AI, has the ability to learn from past experiences and improve over time, similar to how human neurons form connections. This type of AI is

widely utilized today and continuously refined. It is particularly effective in complex classification tasks and relies on previously gathered data to make informed predictions.

One of the most notable applications of limited memory AI is in self-driving cars. These vehicles operate based on trained algorithms that help them understand their surroundings and perform essential driving functions. Additionally, they analyze real-time data to adapt to changing conditions, enhancing safety and efficiency on the road. The integration of limited memory AI has significantly improved the responsiveness of autonomous vehicles, making them more reliable in real-world scenarios.

1.2.3. Theory of Mind AI

Theory of mind AI represents an advanced stage of artificial intelligence, where machines are designed to understand human emotions and social behaviors. This type of AI would require systems to recognize emotions, store them in memory, and adjust their responses accordingly in various social interactions. Although fully developed theory of mind AI has yet to be achieved, early examples include Kismet (introduced in 2000) and Sophia (introduced in 2016), both of which exhibit certain human-like interactions.

A key challenge for this AI is the ability to rapidly adapt to human emotions, as people do in real-time conversations. If successfully developed, theory of mind AI could lead to machines that offer human-like companionship and provide personalized assistance in daily life.

1.2.4. Self-Aware AI

Self-aware AI represents the most advanced and theoretical stage of artificial intelligence, where machines would not only understand human emotions and mental states

but also develop their own self-awareness. This would mean that AI systems possess human-like intelligence, emotions, desires, and needs. However, current technology, including hardware and algorithms, is not yet capable of supporting such an advanced form of AI.

If self-aware AI were to become a reality, it could introduce both opportunities and risks. Some experts warn that artificial super-intelligence (ASI) could surpass human intelligence, potentially leading to scenarios where machines dominate decision-making. On the other hand, it could foster new forms of human-machine collaboration. Looking ahead, the possibility of a fifth type of AI remains speculative, but for now, researchers continue to refine limited memory AI and work toward achieving theory of mind AI.

2. Artificial Intelligence (AI) in Education

Artificial intelligence (AI) has become a transformative force across various industries, with education being one of the fields most profoundly impacted by its advancements. The integration of AI in education has evolved over decades, beginning with early computer-assisted learning tools in the 1960s and 1980s that focused on automating repetitive tasks and providing programmed instruction. Over time, the development of intelligent tutoring systems (ITS) and natural language processing (NLP) has led to more interactive and adaptive learning environments. Today, AI-powered tools such as language learning platforms and writing assistants play a crucial role in enhancing educational experiences by offering real-time feedback, personalized learning pathways, and deeper engagement with content.

Among these advancements, ChatGPT, developed by OpenAI, has emerged as a widely adopted AI-powered language model that has revolutionized language learning and academic writing. Since its release in November 2022, ChatGPT has gained immense

popularity, reaching millions of users worldwide within days. Its ability to generate human-like responses and assist with a wide range of linguistic tasks has positioned it as a valuable tool for both students and educators. The introduction of ChatGPT-4 in May 2023 further expanded its capabilities, allowing it to process both text and image inputs, including documents, photos, and diagrams. According to OpenAI, this version demonstrates performance levels comparable to human abilities in various professional and academic benchmarks, making it a powerful asset in education.

The growing presence of AI in education, particularly through tools like ChatGPT, has reshaped traditional approaches to teaching and learning. AI-driven platforms now offer dynamic and personalized instruction, enabling students to receive immediate feedback on their writing, refine their linguistic skills, and improve their academic performance. Educators, in turn, can utilize AI to streamline grading, assess student progress more efficiently, and provide tailored support based on individual learning needs. As AI technology continues to advance, its role in education will likely expand further, fostering more efficient, accessible, and interactive learning environments. ChatGPT, as a leading example of AI's capabilities, represents the ongoing shift toward intelligent, technology-enhanced education, empowering both students and teachers to engage with content in innovative and meaningful ways. (Mayer, 2023)

2.1. ChatGPT

ChatGPT is an artificial intelligence (AI) chatbot developed by OpenAI, which was officially released on November 30, 2022. It uses natural language processing to generate human-like conversational dialogue, enabling it to respond to user questions and produce a variety of written content, such as articles, essays, social media posts, emails, code, and more (Hetler, 2025). This software allows users to interact with the AI by asking questions in a

conversational, natural language format, and it will generate coherent, contextually appropriate responses. The name ChatGPT stands for Chat Generative Pre-Trained Transformer, and it is based on a language model that processes human language using deep learning techniques. Essentially, ChatGPT serves as a chatbot interface, powered by a series of complex models that can generate both natural language and code across a wide range of tasks (NYU Libraries, 2025). The "GPT" in ChatGPT refers to the "general pre-trained transformer," which is a specific type of deep learning model designed to understand and generate human-like text. This allows ChatGPT to not only answer questions but also create content, such as recipes, write code, and offer advice on a variety of subjects. When it was first introduced, the capabilities of ChatGPT caused a stir among academics, journalists, and others who were concerned that it would become increasingly difficult to distinguish between human-generated and AI-generated writing. This fear arose because the software can mimic human writing so convincingly that it blurs the lines between what is created by a person and what is generated by an AI. According to tech industry analyst Jeff Kagan, ChatGPT allows users to communicate with AI in a way that feels natural, and it also gives the AI the ability to respond in a way that simulates human thought. As Kagan explains, ChatGPT represents a form of "computer thinking," in which the AI not only processes information but produces responses that mimic human-like cognition. (glover, 2024)

2.1.1. Overview of ChatGPT Application

ChatGPT operates through its Generative Pre-trained Transformer (GPT) system, which employs advanced algorithms to identify patterns in data sequences. Initially, ChatGPT utilized the GPT-3 model, a neural network-based machine learning architecture and the third iteration of the Generative Pre-trained Transformer series. The transformer processes vast amounts of data to generate appropriate responses based on the patterns it has learned.

Currently, ChatGPT offers access to the GPT-3.5 version and limited availability of the more advanced GPT-4 model. For users subscribed to ChatGPT Plus, full access to GPT-4 is available. GPT-4 is capable of handling more complex tasks compared to its predecessor, GPT-3.5. It can interpret and describe images, generate captions for visuals, and provide more elaborate responses that can extend up to 25,000 words.

ChatGPT relies on deep learning, which is a subset of machine learning, to generate text that mimics human language. This is done through transformer neural networks, which predict and generate text—whether it's the next word, sentence, or paragraph—based on typical patterns in the training data it has been exposed to. The training process begins with general data to give the model foundational knowledge, and then gradually shifts toward more specific data for particular tasks. Initially trained on large amounts of online text to understand human language, ChatGPT was further refined with conversation transcripts to grasp the structure and nuances of dialogue.

To fine-tune the chatbot's responses, human trainers evaluate and rank the answers it generates, using reward models to identify the most accurate and appropriate replies. Users can also contribute to this ongoing training by rating responses through thumbs-up or thumbs-down icons, providing additional written feedback to help improve the chatbot's performance over time.

ChatGPT is versatile in answering a wide range of questions, from straightforward inquiries to more complex ones, such as "What is the meaning of life?" or "What year did New York become a state?" The system is particularly proficient in STEM (Science, Technology, Engineering, and Mathematics) fields and can assist with tasks like debugging or writing code. There are no limits to the types of questions users can pose to ChatGPT, making it a highly flexible tool for a variety of applications.(Hetler, 2025)

2.1.2. How Does ChatGPT Work

ChatGPT operates through a complex and highly advanced large language model that is driven by neural networks. These neural networks have been meticulously trained on an enormous variety of information, ranging from Wikipedia articles, academic research papers, and books, to other diverse sources of written content found across the internet. This broad base of information allows ChatGPT to gain a deep understanding of how language functions, how words and phrases relate to one another, and how to generate coherent, contextually appropriate responses. This is done by processing and analyzing vast quantities of text data, from which the system learns not just basic syntax, but also the subtleties of human communication. When users interact with ChatGPT, they often input partial sentences or incomplete thoughts, and the system draws upon its extensive training to predict the next word or phrase that best completes the given input. Essentially, ChatGPT can “fill in the blanks” by selecting the most statistically likely continuation based on the context around the user’s words—similar to a highly advanced version of auto-complete. This process is iterative, meaning that ChatGPT progressively builds upon individual words, forming sentences, then paragraphs, and ultimately entire pages of text that flow logically and naturally, emulating human-like responses in conversation.(glover, 2024)

In order to sift through massive amounts of data—often measured in terabytes—ChatGPT employs a cutting-edge technique known as transformer architecture, which is at the core of its functionality. The "T" in the name ChatGPT stands for this transformer architecture, a revolutionary model designed to handle large-scale language processing tasks with remarkable precision. The transformer architecture excels at managing and interpreting complex relationships between words, phrases, and entire blocks of text. By using this design, ChatGPT can predict what comes next in a sequence of words or sentences, not just by

analyzing a short context, but by understanding larger contextual patterns over longer spans of text. This allows the system to generate responses that are coherent and contextually appropriate, even for longer and more complex inputs.

ChatGPT's ability to generate high-quality, human-like dialogue is made possible by the way it has been trained specifically for conversational purposes. While earlier language models were trained on general text data, ChatGPT's models were specifically optimized for dialogue. The key to its conversational abilities lies in a technique called reinforcement learning from human feedback (RLHF). This method goes beyond traditional machine learning by incorporating human evaluators into the process, allowing ChatGPT to learn from direct feedback on its responses. This feedback is invaluable in ensuring that the model generates answers that are not only accurate but also sound natural and appropriate within the context of a conversation. As human trainers provide guidance, they rank and evaluate the chatbot's responses, helping it improve its ability to align its output with user expectations and intent. Through this process, ChatGPT gradually becomes better at understanding conversational cues, maintaining a coherent flow of dialogue, and responding in a way that is more reflective of how humans naturally communicate.(glover, 2024)

Sam Stone, the director of product management, pricing, and data products at Opendoor, explains how RLHF integrates human input into the training process, saying, "It actually integrates and systematizes humans' subjective judgment into the model training process." He further elaborates that this approach not only assists in helping the model select the most relevant output but also plays a critical role in enhancing the entire training process. This integration of human feedback ultimately allows ChatGPT to improve its capacity to generate more precise and contextually accurate answers. As a result, ChatGPT can evolve to respond more effectively, providing better answers to users' inquiries. The iterative nature of

this reinforcement learning ensures that the system continuously becomes better at understanding nuanced questions, grasping context, and generating answers that feel more conversational, accurate, and useful.

This ongoing refinement process also contributes to ChatGPT's versatility and its ability to handle a wide range of topics. Whether users pose simple questions like, "What is the capital of France?" or delve into more complex, abstract topics such as "What is the meaning of life?" ChatGPT can offer well-formed and coherent responses. Furthermore, ChatGPT has proven particularly proficient in STEM (Science, Technology, Engineering, and Mathematics) fields, where its ability to analyze and generate technical responses is highly valuable. It can assist users with tasks such as writing code, debugging, solving mathematical problems, and explaining scientific concepts. There is, in fact, virtually no limit to the types of questions ChatGPT can handle, making it a powerful tool for anyone seeking quick information, creative solutions, or thoughtful discussions.

The beauty of this system lies not only in its capacity to handle a vast array of questions, but also in its ability to engage in meaningful and nuanced dialogue. As it continuously learns from human feedback, ChatGPT is becoming increasingly adept at simulating human thought processes, responding in ways that feel intuitive and natural to users. With each interaction, the system becomes more refined, and its ability to provide relevant, helpful, and contextually appropriate responses improves, making it an invaluable resource for a wide variety of uses.(glover, 2024)

2.1.3. What Can ChatGPT Do

ChatGPT has proven to be an incredibly versatile tool, especially in the realm of business applications. Its impact is already being felt in significant ways, transforming how

individuals and organizations interact with the internet and access information. According to Raghu Ravinutala, the co-founder and CEO of Yellow.ai (2016), a customer experience startup, the influence of ChatGPT on our daily internet experiences is “profound.” Ravinutala emphasized that while the technology is already making a considerable difference, we are just beginning to see the scope of its potential as it continues to evolve and gain widespread adoption. “We’ve already seen it,” Ravinutala noted in an interview with Built In, adding, “And I think we are in for much bigger things as this technology develops and gets adopted.”

2.1.3.1. Creating Content

One of ChatGPT’s most remarkable capabilities is its proficiency in content creation. It has become a valuable tool for generating various types of written material, ranging from news articles, blog posts, and press releases to college essays and sales emails. The process is simple and efficient: users need only to input a brief prompt, and ChatGPT will generate a draft for them. For instance, if a user wishes to write a blog post about the health benefits of sweet potatoes, all they have to do is ask, "Write an article about the benefits of sweet potatoes," and ChatGPT will provide a comprehensive draft. Users can then further refine and edit the content, ensuring that it meets their specific needs or preferences. This ease of use and the speed with which it generates content has made ChatGPT a valuable tool for writers, marketers, and businesses seeking to produce high-quality written material in less time.(glover, 2024)

2.1.3.2. Editing, Translating, and Summarizing Content

ChatGPT's utility doesn't stop at content creation; it also excels in a variety of other writing-related tasks. The model can assist users with translating text between languages, summarizing lengthy documents into concise paragraphs, completing incomplete sentences,

and even generating dialogue for scripts or other creative works. Additionally, ChatGPT can be fine-tuned for more specialized uses, such as assisting with legal documents or medical records, by training it on domain-specific data. This versatility makes ChatGPT not just a content generator, but a tool that can handle a wide range of writing and communication tasks, saving users significant time and effort.(glover, 2024)

2.1.3.3. Writing Code

ChatGPT's capabilities extend beyond traditional text-based tasks; it is also an impressive tool for programming. It can generate fully functional computer code in a variety of programming languages, translate code from one language to another, and even debug existing code. Thanks to its extensive training, ChatGPT has processed more documentation and coding examples than any individual developer could reasonably manage, allowing it to write code quickly and accurately. Additionally, it can provide step-by-step explanations of its coding processes, helping developers understand how to improve or correct their own code. The speed and efficiency with which ChatGPT can produce code have led some developers to use it for creating entire applications. For example, a developer might use ChatGPT to create a spreadsheet assistant capable of performing complex calculations, simply by providing it with a straightforward request.(glover, 2024)

2.1.3.4. Answering Questions

Another way ChatGPT is being utilized is as a more advanced version of a search engine. While traditional search engines return a list of websites, ChatGPT directly answers questions posed by the user. If you ask ChatGPT a question like, "What sites should I see in my upcoming vacation to Paris?" or "What are some gift ideas for Father's Day?" it will provide tailored responses without the need for the user to sift through multiple websites.

Beyond general information, some users have turned to ChatGPT for more personal or nuanced advice, including topics related to relationships, finances, or decision-making.(glover, 2024)

2.1.3.5. Customer Service Assistance

ChatGPT and similar AI-driven conversational models have generated significant interest within the customer service industry. These technologies offer businesses an efficient way to automate customer service interactions, reducing the need for human agents to respond to every query. Ravinutala explained that companies can leverage chatbots like ChatGPT to automate responses and more effectively understand customer intent. This automation enables companies to respond quickly and accurately to customer inquiries. At Yellow.ai, Ravinutala's sales team has already begun using ChatGPT to compose emails to customers. While humans still review and make minor edits to these emails, the use of AI significantly streamlines the communication process. This use case demonstrates how AI can enhance productivity and improve customer service experiences, while allowing human workers to focus on more complex tasks that require personal attention.

Overall, ChatGPT's versatility spans a wide range of applications, from content creation and language translation to customer service automation and coding. As it continues to develop, its potential to revolutionize industries and improve productivity across various sectors seems boundless. Whether it's assisting with writing tasks, generating complex code, or providing personalized advice, ChatGPT is reshaping how people interact with digital tools and the internet at large. As Ravinutala suggests, the best is yet to come as this technology matures and becomes even more integrated into our daily lives.(glover, 2024)

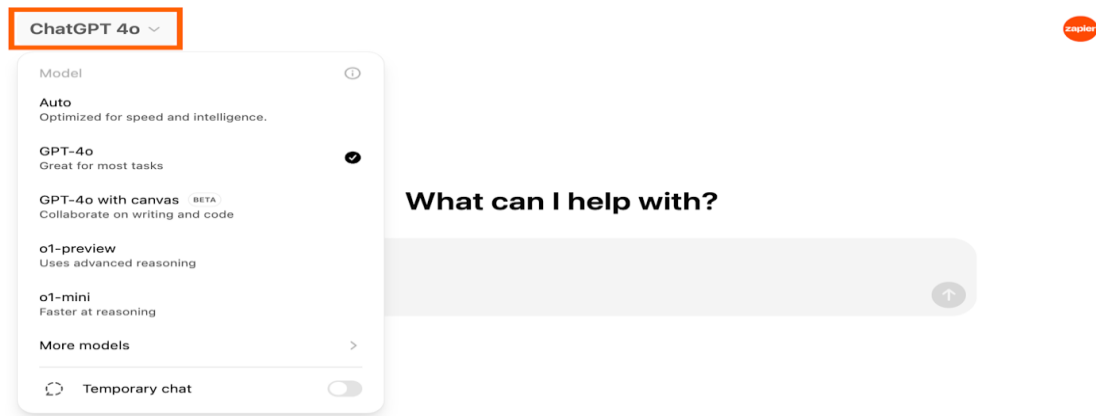
3. Steps for Applying ChatGPT Application

3.1. How to Access ChatGPT

ChatGPT is an accessible AI tool designed to assist with various tasks, including answering questions, content creation, coding, and customer support. Users can access it through a web browser at <https://chat.openai.com> or via mobile apps for iOS and Android. If the platform is at capacity, users can opt to receive notifications when space becomes available. To use ChatGPT, individuals must create a free OpenAI account, either with an email, Google, or Microsoft login, and complete phone verification for security. Once registered, they can engage with ChatGPT effortlessly, receiving AI-generated responses in real time on any supported device.(Lau, 2024)

3.2. Choose Your AI Model

Selecting the right AI model in ChatGPT enhances the user experience based on specific tasks. By default, it runs on GPT-4o mini for efficiency, but paid users can switch models via the dropdown menu. The **Auto** setting optimizes speed and intelligence, while **GPT-4o** handles general tasks. **GPT-4o with Canvas (beta)** supports collaborative content creation, and **o1-preview** excels in coding and logical reasoning. For faster performance, **o1-mini** offers speed with strong capabilities. Choosing the right model ensures optimal accuracy and efficiency.(Lau, 2024)



3.3. Ask ChatGPT a Question

Interacting with ChatGPT is a dynamic and versatile experience, offering multiple modes of engagement through text, voice commands, and image uploads. Users can type queries directly into the message bar and press Enter or click the Send icon for instant responses. For hands-free interaction, the platform also supports voice input—by tapping the microphone icon, users can activate speech-to-text functionality, making it easier to communicate in situations where typing is impractical. This feature enhances accessibility, particularly for those who prefer verbal communication or require a more natural, conversational exchange.

In addition to text and voice interactions, ChatGPT allows users to upload images for visual analysis. By clicking the paperclip icon or using drag-and-drop functionality, users can easily share images and provide an accompanying text prompt for additional context. This enables ChatGPT to describe, analyze, and respond to visual content, assisting with tasks such as object recognition, image interpretation, troubleshooting, and answering questions based on provided visuals. The ability to incorporate images expands ChatGPT's functionality, making it a valuable tool for a wide range of applications, including academic research, creative projects, technical problem-solving, and professional tasks.

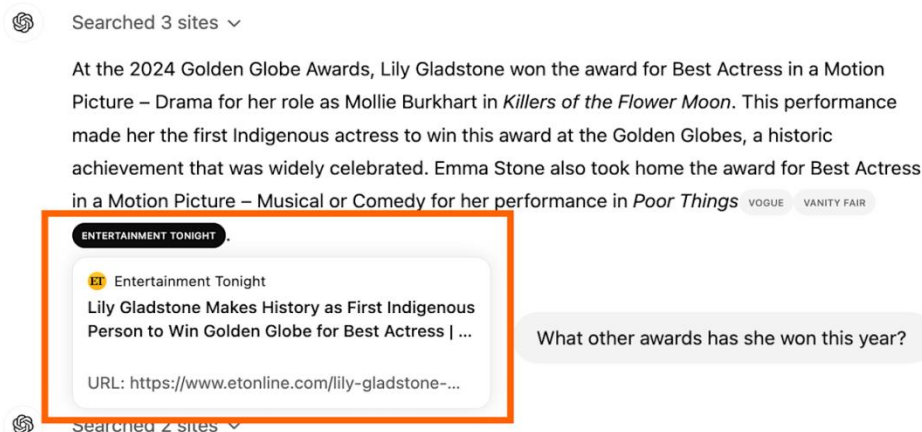
By combining text, voice, and image inputs, ChatGPT provides a seamless and adaptive user experience, catering to different needs and preferences. Whether engaging in research, brainstorming ideas, generating content, or analyzing visual data, users can interact with ChatGPT in the most convenient and effective way, ensuring a more comprehensive and interactive AI-powered experience.(Lau, 2024)

3.4. Interact with ChatGPT's Responses

ChatGPT generates responses within seconds, which users can read as text or listen to via voice output. Beyond receiving answers, users can refine their prompts by editing their original query instead of starting a new conversation. By clicking the Edit icon, they can modify and resubmit their input for a more precise response, streamlining interactions for research, creative prompts, or technical inquiries.

Another key feature is ChatGPT's ability to maintain conversation context, making interactions feel natural and continuous. Users can ask follow-up questions without repeating details, as the AI remembers key points and builds on them. This enhances long discussions, research inquiries, brainstorming, and problem-solving, ensuring a more dynamic and efficient user experience.

ChatGPT does not always conduct live web searches; it primarily relies on pre-existing training data from books, articles, and publicly available sources. While it provides well-informed responses, it may lack real-time updates. To access current information, users must enable the web search feature by clicking the "Search the Web" icon. This is useful for retrieving the latest news, trends, or real-time data. Understanding this distinction helps users choose between general knowledge from ChatGPT's training data or updated insights from live web searches based on their needs.(Lau, 2024)



Copy The Response : To easily share ChatGPT's response, users can click the Copy icon below the answer, instantly copying it to their clipboard. This eliminates the need for manual selection and pasting. Once copied, the icon changes to a checkmark for confirmation. This feature streamlines sharing, making it convenient for research, notes, or social media posts.

Get a New Response : If ChatGPT's response isn't satisfactory, users can click the Switch Model icon and select "Try Again" to generate a new answer without retyping the prompt. This feature helps refine responses by offering alternative wording, more details, or improved clarity.

Like or Dislike The Response : ChatGPT relies on user feedback to improve since it can't interpret non-verbal cues. Users can rate responses using the thumbs-up or thumbs-down icons, helping refine the AI's accuracy and relevance over time. (Lau, 2024)

4. Challenges and Ethical Considerations

While AI offers numerous opportunities for educational institutions, its integration into education also presents several risks and challenges. These concerns range from potential

impacts on individual learners to broader issues affecting the integrity of the entire educational system.

4.1. Over-Reliance

One of the primary concerns regarding the integration of AI in education is the potential over-reliance on this technology, raising debates similar to those surrounding the use of calculators, computers, and smartphones in classrooms. While these tools enhance efficiency, their widespread use also raises questions about their impact on students' cognitive and problem-solving abilities.

AI offers a vast range of applications in education, providing students with tools to streamline various academic tasks. It can generate essays, create presentations, summarize readings, and even assist in completing assignments, significantly reducing the time and effort required for these activities. By automating complex tasks, AI has the potential to enhance productivity and improve learning experiences.

However, excessive dependence on AI poses risks to the traditional learning process. Education is not just about obtaining correct answers; it is about critical thinking, perseverance, and personal growth. If students allow AI to handle most of their academic workload, they may lose essential skills such as problem-solving, independent decision-making, and analytical reasoning. Furthermore, relying too heavily on AI could foster passivity and diminish the sense of achievement that comes from overcoming challenges through effort and critical engagement. Instead of encouraging intellectual development, unchecked AI use may lead to complacency, reduced motivation, and a decline in essential cognitive skills.

Therefore, while AI can be a powerful tool for enhancing education, it must be integrated thoughtfully to ensure it complements, rather than replaces, the fundamental aspects of learning. Striking a balance between leveraging AI's capabilities and maintaining active student engagement is crucial to preserving the integrity of the educational experience.(Luna, 2024)

4.2. Lack of Human Interaction

Education is not solely about the transmission of knowledge; it also serves as a crucial foundation for students' social, emotional, and cognitive development. Over-reliance on AI in educational settings may significantly reduce direct, face-to-face interactions between students and teachers, interactions that are essential for cultivating key skills such as effective communication, emotional intelligence, critical thinking, and problem-solving abilities. Traditional classroom environments foster engagement, discussion, and collaboration—elements that contribute to a well-rounded learning experience.

While AI can be a valuable tool for facilitating personalized learning, automating administrative tasks, and enhancing accessibility, it lacks the depth of human connection that is integral to education. AI systems cannot fully replace the mentorship, encouragement, and individualized support that teachers provide, nor can they replicate the nuances of human judgment, adaptability, and emotional understanding. Educators play a vital role in guiding students, offering tailored feedback, and fostering a supportive learning atmosphere that promotes intellectual curiosity and personal growth.

To maintain a comprehensive and enriching educational experience, it is essential to find a balanced approach that integrates AI technology while preserving the irreplaceable human elements of teaching and learning. Combining AI-driven innovations with meaningful

teacher-student interactions ensures that education remains not just a process of acquiring information but also a transformative journey that nurtures personal and academic development.(Admin_ismrpune)

4.3. Bias and Fairness in AI

AI systems operate by analyzing vast amounts of data, learning patterns, and making predictions based on that information. However, if the data used to train these systems is biased, the technology may unintentionally perpetuate or even magnify these biases. This presents a significant challenge in the educational sector, where fairness, inclusivity, and equal access to learning opportunities are paramount.

In an academic setting, biased AI can lead to various unintended consequences. For example, AI-powered grading systems might systematically favor students from particular backgrounds due to disparities in the training data, leading to unfair assessments. Similarly, automated recommendation systems designed to personalize learning experiences may inadvertently reinforce existing inequalities by directing high-quality resources to certain groups of students while overlooking others. Additionally, AI-driven language models may unintentionally reflect societal biases in the way they present historical events, cultural narratives, or career guidance, thereby reinforcing harmful stereotypes.

These biases can widen educational gaps, disadvantage underrepresented groups, and create systemic inequalities if left unchecked. To mitigate such risks, it is crucial to adopt a responsible approach to AI development and implementation. This involves curating diverse and representative training data, continuously auditing AI systems for biases, and incorporating human oversight in decision-making processes. Furthermore, educators and

policymakers must remain actively engaged in evaluating AI tools to ensure that they uphold principles of fairness, inclusivity, and equal opportunity for all learners.

By prioritizing ethical AI practices and maintaining rigorous monitoring mechanisms, the education sector can harness the benefits of artificial intelligence while minimizing the risks of bias and discrimination. This ensures that AI serves as a tool for enhancing, rather than hindering, equitable access to quality education .(Admin_ismrpune)

4.4 Content Quality and Relevance

The effectiveness of AI in education is highly dependent on the quality, accuracy, and relevance of the content it delivers. AI-powered tools are increasingly being used to assist in various aspects of learning, from generating study materials and summarizing complex concepts to providing personalized feedback and assessments. However, one of the primary challenges in integrating AI into education is ensuring that the content it produces is not only accurate and up-to-date but also aligns with educational curricula and pedagogical objectives.

A significant concern is the potential for misinformation or outdated knowledge to be presented as fact. Since AI systems draw from vast datasets, they may inadvertently generate content that includes errors, lacks contextual depth, or does not reflect the most recent advancements in a given field. Inaccurate or misleading information can hinder students' understanding of key concepts and contribute to gaps in their knowledge. Moreover, if AI systems fail to adapt to evolving academic standards, they may provide outdated insights that no longer align with current educational practices.

Beyond accuracy, another critical issue is the risk of excessive standardization in AI-driven education. AI tools often operate on predefined algorithms that streamline content delivery to maximize efficiency. While this can enhance accessibility and simplify learning

processes, it may also lead to a homogenized educational experience where diverse perspectives and critical thinking are undervalued. A one-size-fits-all approach to education, driven by AI-generated content, could limit students' exposure to different viewpoints, cultural contexts, and interdisciplinary approaches, which are essential for fostering creativity and intellectual curiosity.

To mitigate these challenges, educators must play an active role in overseeing AI-generated content. They should regularly review and verify the accuracy and relevance of AI-produced materials, ensuring they align with curriculum standards and broader educational goals. Additionally, AI should be used as a complementary tool rather than a sole source of information. Encouraging students to engage with a variety of learning materials—including textbooks, academic articles, and discussions with teachers and peers—can help maintain a well-rounded and dynamic educational experience.

Furthermore, integrating human oversight into AI-assisted education can help preserve essential aspects of learning, such as analytical thinking, debate, and independent research skills. AI should serve as a support system rather than a substitute for human instruction, allowing educators to leverage its efficiency while ensuring that students continue to develop the ability to critically assess information, explore alternative viewpoints, and apply knowledge in real-world contexts.

By maintaining a balance between AI-generated content and traditional learning methods, educators can harness the benefits of AI while safeguarding against its limitations. This approach ensures that AI contributes to meaningful, high-quality education that fosters both intellectual growth and independent thinking in students.(Admin_ismrpune)

5 . Challenges of Using ChatGPT in Education

While ChatGPT offers numerous advantages in education, its use also raises several concerns, particularly regarding academic integrity and ethical responsibility. One of the primary challenges is ensuring that students use AI-generated content appropriately and uphold academic honesty in their work.

A major issue arises when students incorporate ChatGPT-generated responses into their assignments without proper citation. If students fail to acknowledge their use of AI assistance or the sources referenced in the content, it may result in academic misconduct. Educational institutions emphasize the importance of original work, and presenting AI-generated material as one's own can blur the lines between acceptable assistance and plagiarism. This not only affects individual academic performance but also undermines the credibility of the overall education system.

Additionally, recent studies suggest that advanced AI tools like ChatGPT can bypass conventional plagiarism detection software, such as Turnitin. Unlike traditional cases of plagiarism, where copied content can be directly traced to a published source, AI-generated text does not always match existing documents, making it more difficult for instructors to identify improper use. This loophole may inadvertently encourage some students to misuse AI, relying on it to complete their assignments without engaging in the critical thinking and effort necessary for meaningful learning.

Furthermore, research indicates that students who use ChatGPT for academic tasks without proper guidance are more likely to engage in plagiarism compared to those who do not use AI tools. This highlights the importance of implementing clear policies and guidelines on AI usage in educational settings. Schools and universities must develop strategies to

educate students on ethical AI use, including proper citation methods, responsible integration of AI-generated content, and the importance of maintaining academic integrity.

To address these concerns, educators should take a proactive approach by integrating AI literacy into curricula, promoting transparency in AI-assisted work, and encouraging students to view ChatGPT as a learning aid rather than a shortcut to completing assignments. By fostering responsible AI usage, institutions can maximize the benefits of ChatGPT while minimizing the risks to academic integrity. (Radeva, 2024)

5.1. Masking Learning Deficiencies

Some scholars contend that the use of ChatGPT in education may obstruct educators' ability to accurately assess students' comprehension and academic progress. When students rely on AI-generated responses, it can become challenging for teachers to gauge their true understanding of the subject matter. As a result, learning gaps may be concealed, preventing educators from identifying areas where students struggle. This lack of clarity makes it more difficult to provide timely support or implement effective intervention strategies, ultimately impacting the overall learning process . (Radeva, 2024).

5.2. Ineffective Development of Core Skills

Because of ChatGPT's ability to generate quick and comprehensive responses, students may rely on its output entirely, bypassing the need to engage their own analytical and decision-making skills. Some researchers argue that excessive dependence on ChatGPT can hinder the development of crucial competencies such as critical thinking, problem-solving, creativity, and research skills. Consequently, integrating ChatGPT into academic settings without proper guidance may have adverse effects on students' intellectual growth, ultimately impacting both their academic achievements and future professional success. (Radeva, 2024)

5.3. Inaccurate Information

Some critics argue that ChatGPT is susceptible to generating inaccurate or misleading information, including fabricating articles and citing non-existent URLs and references in its responses. Additionally, since ChatGPT is trained on data available only up until 2021, it lacks access to recent developments, making it less reliable for topics that require up-to-date information or real-time accuracy. (Radeva, 2024)

Conclusion

In conclusion, ChatGPT stands as a powerful AI-driven tool that facilitates human-like interactions through advanced natural language processing. Its applications span various fields, including content creation, language translation, coding assistance, and customer support, making it a versatile and accessible technology. One of its most significant contributions is in education, where it assists both students and teachers by enhancing learning experiences, providing instant feedback, generating study materials, and supporting language acquisition. Additionally, ChatGPT plays a crucial role in improving writing skills by helping users refine their ideas, correct grammatical errors, and structure their texts more effectively. With features such as contextual memory, voice interaction, image recognition, and response refinement, ChatGPT offers an interactive and dynamic user experience. However, while it presents numerous advantages, its limitations—such as occasional inaccuracies and dependence on pre-existing data—must be considered. As AI continues to advance, ChatGPT is poised to further transform education, writing, and various professional fields, reinforcing its role as a valuable digital assistant in the modern world.

Chapter Two:

Writing Skills in The EFL Context

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Introduction

Throughout history, writing has played a fundamental role in human civilization, serving as a primary medium for communication, knowledge preservation, and cultural exchange across generations. In the context of language learning, particularly for EFL students, writing is an indispensable skill that solidifies the learning process. However, mastering writing is a complex and demanding task that requires continuous effort and practice to achieve proficiency. It goes beyond producing error-free texts; it involves developing the ability to communicate effectively across various genres and contexts.

Both traditional and modern approaches have been employed to enhance writing skills, ranging from structured grammar instruction to process-based and communicative methods. With advancements in technology, artificial intelligence—particularly ChatGPT—has emerged as a valuable tool in supporting EFL learners. AI-driven applications provide interactive feedback, personalized guidance, and real-time assistance, contributing to improved writing proficiency and greater engagement with the language beyond the classroom.

This chapter explores the significance of writing in EFL learning and examines the common challenges EFL learners face in developing writing skills. It also provides a comparative analysis of traditional and modern teaching methods in EFL writing, highlighting their advantages and limitations. Finally, the chapter discusses the role of ChatGPT in enhancing EFL learners' writing skills, demonstrating how AI can serve as an innovative and effective tool in language education.

1. Definition of Writing

According to Cowie et al (1994), writing is the act or skill of forming letters and words on a surface, as distinguished from activities such as reading and speaking. In its broadest sense, writing can be defined as converting sounds into a combination of letters. It is a form of nonverbal communication that enables individuals to convey their thoughts, ideas and information through the written word on paper.

Writing can be described as a structured system of symbols or signs used to represent spoken language. Unlike speech, which is fleeting, writing provides a tangible and lasting form of communication. While both speaking and writing rely on the fundamental structures of language, writing serves to make language visible and more enduring.(R.olson, 2025)

Writing is the process of conveying thoughts and ideas through symbols, including letters, punctuation, and spaces, in a readable format. It serves as a medium of human communication by representing language through written symbols. While not all languages have a writing system, those that do can enhance and extend spoken language by preserving information in durable forms, such as libraries or public records. Additionally, writing has been recognized for its knowledge-transforming effects, as it enables individuals to externalize their thoughts, making them easier to analyze, reflect upon, and refine.(Al-Atabi, 2020)

This definition emphasizes that writing primarily represents language rather than directly conveying thought. Spoken language consists of multiple structural levels, including sentences, words, syllables, and phonemes—the smallest units of speech that differentiate words or morphemes. A writing system can be designed to correspond to any of these levels. The evolution of writing reflects the process of identifying and encoding these linguistic

structures to create an efficient, versatile, and practical system for communication. Literacy, in turn, refers to proficiency in using a writing system and understanding its specialized functions within a given society.

1.1 History of Writing Systems

Unlike spoken or signed language, which is a natural and universal human capability that has been intrinsic to the species from its very origins and is typically acquired effortlessly without formal instruction, writing is a learned skill that represents a relatively recent technological advancement in human history. Every generation must undergo a deliberate process of education to master the ability to read and write, as these skills do not develop instinctively in the way that spoken or signed communication does.

The development of writing systems has been a subject of historical study for centuries. Until recently, most scholarly accounts of the evolution of writing have primarily focused on one key aspect: the increasing efficiency of these systems over time. In this regard, the creation of the **Greek alphabet** has often been regarded as the pinnacle of this evolutionary process, marking a significant breakthrough in the way language could be represented visually. What made the Greek alphabet so revolutionary was its ability to encode the full range of linguistic sounds using a relatively small, systematic, and easily manageable set of symbols. This innovation allowed for greater precision in recording language and facilitated literacy among a broader population.

The shift toward a more efficient and accessible writing system had profound implications for communication, education, and intellectual advancement. Earlier writing systems, such as cuneiform or hieroglyphics, often relied on complex sets of symbols that required specialized training to master, limiting literacy to a select group of scribes or elites.

In contrast, the Greek alphabet streamlined this process, making writing more adaptable and practical for widespread use.(R.olson, 2025)

As the British classicist **Eric A. Havelock** observed, *“At a stroke the Greeks provided a table of elements of linguistic sound not only manageable because of economy, but for the first time in the history of homo sapiens, also accurate.”*

1.2.Types of Writing

Writing comes in various forms, each with its own purpose, tone, style, and content. However, all types of writing generally fall into four main categories: narrative, descriptive, persuasive, and expository.

1.2.1. Narrative Writing

Narrative writing is essentially storytelling in written form, aimed at motivating, educating, or entertaining the audience. Whether the story is based on real events or entirely fictional, narrative writing is often one of the most engaging for readers but also one of the most challenging for writers. Readers rely on their imagination and comprehension to immerse themselves in the story, while writers must craft it in a way that draws readers into their world and keeps them captivated.

To effectively convey a story, five fundamental elements must be present: plot, characters, theme, conflict, and setting. Additionally, stories follow a structured flow with a beginning, middle, and end. The conclusion can be either definitive, providing clear closure, or open-ended, allowing room for interpretation or continuation in a sequel.

Another crucial aspect of narrative writing is the point of view from which the story is told. This can be through a character within the story, whose perspective is limited to their

own experiences, or through an omniscient narrator who has insight into all characters' thoughts, motives, and reactions.

Narrative writing is a broad and versatile genre that encompasses various forms, including adventure, fantasy, mystery, tragedy, comedy, fairy tales, myths, drama, fables, legends, science fiction, romance, biography, autobiography, historical accounts, epic poetry, memoirs, jokes, novels, anecdotes, and screenplays.(Imed Bouchrika, 2025)

Examples :

•**Biography:** A comprehensive account of a person's life, covering essential details such as childhood, education, relationships, family, career, and death. When written by someone other than the subject, it is referred to as a biography, whereas if the individual writes their own life story, it is called an autobiography.

•**Fable:** A short narrative that often features animals acting and speaking like humans, conveying a moral lesson typically stated at the end .These stories frequently use animal characters to illustrate human flaws and foolishness.

•**Myth:** A symbolic tale that recounts events involving gods or supernatural beings in an indeterminate past, often depicting extraordinary circumstances. Although myths present events that defy natural laws, they do not attempt to rationalize them but instead assert their significance with authority .(Imed Bouchrika, 2025)

1.2.2. Descriptive Writing

Descriptive writing is similar to painting a picture with words, aiming to give readers a vivid and immersive impression of places, characters, events, and more. Beyond simply describing appearances, it engages multiple senses, including smell, sound, and touch, to

create a rich sensory experience. To achieve this, writers must be well-versed in the use of imagery as a literary device.

Precision in language is essential in descriptive writing, as vague adjectives, adverbs, or verbs can make it difficult for readers to visualize the subject clearly. The more detailed and vivid the descriptions, the more relatable and engaging they become. While descriptive writing can convey positive or negative imagery, its purpose is purely to depict, not to persuade or influence the audience.

This writing style is often integrated into other forms of writing, as the need to describe settings or events frequently arises in literature. Common elements of descriptive writing include adjectives and adverbs, though literary devices such as similes and metaphors are also used to enhance imagery. Writers looking to refine their skills in this style should develop a strong understanding of these figurative techniques.

Descriptive writing is prevalent in many fictional works, including poetry, prose, song lyrics, and plays. However, it is also widely used in nonfiction, appearing in journals, travel diaries, and memoirs to provide detailed and evocative accounts of real-life experiences.(Imed Bouchrika, 2025)

Examples

•**Poems:** A form of literary expression that relies on rhythm and the interplay of words, often following specific rules that dictate syllable count and line arrangement. However, modern poetry sometimes abandons these traditional structures, opting for free verse without rhyme or meter.

•**Memoir:** Derived from the French word for "memory," a memoir is a literary work in which the author reflects on personal experiences, sometimes dating back to childhood. While memoirs are commonly written by celebrities, world leaders, and other notable figures, anyone can create one to document their own life stories.

•**Diary:** A personal record used to document experiences, thoughts, and emotions, often providing a chronological account of one's feelings in relation to events (Snowden, 2015). In addition to its traditional purpose, diaries have also become valuable tools for organizing both personal and professional aspects of life.(Imed Bouchrika, 2025)

1.2.3. Persuasive Writing

Persuasive writing, as the term implies, is a literary form designed to convince readers to adopt the writer's perspective or take a specific action. The author presents a firm position—whether supporting or opposing a particular idea—and encourages the audience to align with that viewpoint. Essentially, it seeks to influence readers' beliefs or behaviors in favor of the writer's argument.

Since the primary objective is to persuade, this form of writing is typically reinforced with thorough research, logical reasoning, analysis, and credible evidence. Although the piece reflects the author's biases and personal opinions, it remains structured with justifications, explanations, and arguments to maintain a sense of objectivity and credibility.

In addition to logical arguments, appealing to the audience's emotions is equally vital. A compelling persuasive text does not rely solely on facts and figures but also establishes an emotional connection with readers. When the audience is emotionally engaged, they are more likely to be swayed and respond to the writer's call to action.

Common examples of persuasive writing include newspaper editorials, reviews of books, films, products, and music, as well as argumentative essays, cover letters, letters of complaint, recommendation letters, and advertisements. (Imed Bouchrika, 2025)

Examples

•**Argumentative Essay:** A form of persuasive writing that constructs and evaluates arguments to engage readers in critical discussion. It serves to initiate, represent, or simulate various textual and interpersonal interactions for the audience to consider (Wu & Allison, 2003, cited in Fung & Mei, 2015).

•**Cover Letter:** A formal document typically submitted alongside a job application. It highlights an applicant's qualifications, skills, and interest in the position, complementing the resume by explaining why they are the best candidate for the role.

•**Editorial:** A newspaper or magazine section where writers express their opinions on current issues, which may or may not align with the stance of the entire publication. In cases where the opinion differs from that of the publishing house, a disclaimer is provided. Unlike most newspaper articles, editorials do not fall under expository writing. (Imed Bouchrika, 2025)

1.2.4. Expository Writing

Expository writing is a style of writing that aims to clarify a concept, convey information, or provide guidance on a specific subject. It is one of the most prevalent forms of writing and is often integrated into other writing styles. Since its primary function is to deliver information to readers, it is sometimes referred to as **informative writing**. This style focuses

on presenting facts and explaining topics in a structured and logical manner, making it essential in academic, professional, and instructional contexts.

Unlike **persuasive writing**, expository writing remains neutral and does not reflect the author's personal opinions. If a piece of writing contains factual information but is structured in a way that influences the reader's perception or promotes a particular viewpoint, it is considered persuasive rather than expository. For instance, an article titled *"Five Reasons Why Studying Abroad is a Bad Idea"* may include data and statistics, but since it conveys a negative stance, it falls into the category of **persuasive writing** rather than expository writing.

Additionally, expository writing is sometimes confused with **descriptive writing** due to its ability to explain and elaborate on subjects. However, the two have distinct purposes. Descriptive writing captures an individual's personal perception or emotional response to a subject at a specific moment, whereas expository writing objectively explains external processes, situations, and facts. Furthermore, expository writing is characterized by a **matter-of-fact, neutral tone**, ensuring clarity and impartiality in its delivery.

Common examples of expository writing include non-editorial newspaper and magazine articles, instruction manuals, textbooks, educational resources, and nonfiction books. Other examples include how-to books, cookbooks, recipes, self-help guides, scientific research papers, business and technical documents, medical journals, and other informative writings designed to educate and inform without presenting a biased perspective.(Imed Bouchrika, 2025)

Examples

- How-to Articles:** These nonfiction pieces offer a step-by-step guide to help readers complete a specific task or achieve a goal. With the expansion of the internet, this type of

content has gained significant popularity, as people increasingly seek to share instructional information with a broad audience.

•**News Articles:** Commonly published in newspapers and online news platforms, these articles provide factual accounts of real-life events. They are structured to answer key questions such as *Who? What? When? Where? and Why?*. In addition to traditional news outlets, many blogs and independent publications also produce news articles.

•**Scientific Research:** A structured and methodical investigation designed to advance scientific knowledge. Before being conducted, scientific research must be carefully planned to ensure systematic data collection, analysis, and evaluation. Its primary objective is to contribute to the ongoing development of scientific understanding through rigorous inquiry.(Imed Bouchrika, 2025)

2. The Importance of Writing Skills in EFL Learning

Writing, among other essential skills, is regarded as a fundamental necessity for human beings, as it is intricately connected to their daily lives. It serves as a vital tool for communication and documentation, enabling individuals to carry out various transactions and record essential information. Writing, as a craft, has developed alongside human civilization, playing an integral role in accomplishing numerous tasks and facilitating different forms of expression throughout history (McArthur, 1992). However, as McArthur points out, “writing as a creative activity ... has been a regular paid form of employment only in recent centuries” (ibid: 1130). This suggests that while writing has always been a crucial skill for human interaction and record-keeping, its recognition as a professional and artistic endeavor is a relatively recent development.(Nasser1, 2016)

Beyond being a technical skill or a creative endeavor, writing is also perceived as a defining characteristic that sets apart an individual with precision and clarity in thought from others. This perspective is emphasized by the renowned philosopher Francis Bacon, who underscores the significance of writing in intellectual development. He asserts that “reading maketh a full man, conference a ready man and writing an exact man” (cited in Mandal, 2009: 95). This statement highlights how reading enriches knowledge, conversation sharpens verbal skills, and writing cultivates accuracy and analytical precision. Writing, therefore, is not merely an activity but a powerful means of refining thought and ensuring clarity in communication.

In addition to the general importance of writing, proficiency in writing in English is particularly crucial in today’s interconnected world. English has become one of the primary elements of intercultural communication, making it a key component of global interactions. In the modern era, characterized by increasing globalization, the role of English as a medium of communication has expanded significantly. As Crystal (2003) discusses in his book *English as a Global Language*, “English is now so widely established that it can no longer be thought of as ‘owned’ by any single nation” (p. 26). This statement underscores the idea that English has transcended national boundaries, becoming a global lingua franca that connects people from different cultural and linguistic backgrounds. Consequently, writing in English has become essential for facilitating cross-cultural dialogue, international business, academic exchanges, and global cooperation. (Nasser1, 2016)

Writing in English holds a significant role, particularly in fostering intercultural communication. This importance is evident in the necessity of English writing for various purposes, including international correspondence, which enables people from different countries to connect and exchange information effectively. The widespread use of English

writing in such contexts highlights its relevance in bridging linguistic and cultural gaps across the world.

Up to this point, the discussion has focused on the overall significance of writing. However, this broad perspective has been intentionally provided to establish a contextual foundation for understanding its deeper implications. Beyond its general importance in human life, writing also plays a crucial role at an individual level. More specifically, it is fundamental in the fields of language learning and teaching. In order to emphasize the significance of writing in these areas, the following discussion will explore its impact in more detail.(Nasser1, 2016)

As previously mentioned, writing plays a vital role in language itself. More precisely, it contributes to both the preservation and development of language. Language, as a discipline, relies on written texts to store and organize knowledge. The fundamental aspects of language are documented in written materials, such as books, which serve as essential resources for linguistic study and reference. For instance, dictionaries function as repositories of vocabulary, preserving words and their meanings. Therefore, writing plays a key role in maintaining language over time. Furthermore, it facilitates the transmission of language from one generation to the next and from one community to another, ensuring its continuity and adaptation.(Nasser1, 2016)

When it comes to the role of writing in learning, scholars and researchers in the field emphasize its significance. For example, Zamel (1982: 197) highlights the importance of writing, explaining that it represents the process of "exploring one's thoughts and learning from the act of writing itself what these thoughts are." This suggests that writing serves as a cognitive tool that enables individuals to clarify and develop their ideas. Similarly,

Raimes(1983a) emphasizes that writing aids in discovering what one intends to express. She further elaborates on the role of writing in reinforcing learning, stating:

First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with language—to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. (Raimes, 1983b: 3).

Raimes' statement underscores how writing strengthens language acquisition by reinforcing linguistic elements and encouraging learners to experiment with new expressions. Through the process of writing, students engage deeply with the language, which enhances their comprehension and overall learning experience. Thus, writing is not only a means of communication but also an essential tool for linguistic and cognitive development.(Nasser1, 2016)

Writing is one of the fundamental skills necessary for language learning, yet it remains one of the most complex and challenging abilities for EFL/ESL learners to master. Many students find it relatively easy to understand spoken language when listening or to comprehend written text while reading. However, they often encounter significant difficulties when it comes to expressing their thoughts coherently through speaking or writing. Writing, as a skill, has gone through extensive transformations and advancements over time, evolving into an essential means of communication.(RAO, 2017)

In this regard, Harmer (2007: 1) explains, “Human activity of writing is a fairly recent development in the evolution of men and women ... some of the earliest writing found so far dates from about 5,500 years ago.” In the earliest stages of human history, individuals primarily depended on visual representation to communicate their ideas and experiences.

They used paintings, carvings, and other symbolic illustrations to depict objects, events, and aspects of their daily lives rather than relying on written text. During this period, writing in its conventional form had not yet emerged, and communication was largely pictorial. As Yule (2010: 212) states, “Human beings started to write some 20,000 to 25,000 years ago.” Similarly, linguist David Crystal points out that early civilizations made use of pictograms—symbolic representations of objects or concepts—to convey meaning. Over time, these pictograms evolved into ideograms, which played an essential role in shaping early writing systems.(RAO, 2017)

Thus, the journey of writing, from its primitive pictorial representations to the sophisticated alphabetical and logographic systems used today, highlights its importance in human civilization. Over centuries, the evolution of writing has not only facilitated communication but has also shaped the development of societies, education, and intellectual progress.(RAO, 2017)

2.1. Common Challenges of Writing in EFL Writing

As previously established, writing is a crucial skill, making the need for its effective instruction essential. Consequently, teachers must ensure that students acquire this skill proficiently. However, teaching writing comes with various challenges, which stem from multiple factors. These challenges are primarily related to linguistic and cultural differences between the target language and the learners' native language, as well as issues concerning students, teachers, and the overall teaching environment. Such difficulties exist in different educational settings across the world and can vary depending on the specific context.

The nature of these challenges may differ between ESL (English as a Second Language) and EFL (English as a Foreign Language) contexts. Likewise, even within EFL

environments, challenges can vary from one setting to another due to the unique characteristics of each educational system. (Nasser1, 2016)

2.1.1. Linguistic and Cultural Challenges

The structural differences between a learner's native language and the foreign language they are acquiring create significant challenges in writing. These challenges, in turn, make the process of teaching writing more complex. Regarding this issue, Al-Hammadi and Sidek (2014) highlight that "in Yemen and other Arab countries, English is taught as a foreign language at schools and universities. This only complicates the problem of written English proficiency." Since English operates under a distinct linguistic system that differs from Arabic, mastering it as a foreign language presents considerable difficulties for learners. This complexity extends to the instructional approach, making the task of teaching writing particularly demanding for educators.(Nasser1, 2016)

Beyond linguistic differences, cultural disparities also contribute to the difficulties associated with both learning and teaching writing. Arab EFL learners are accustomed to a writing style that differs from that of native English speakers. Arabic writing tends to incorporate repetition and digression, whereas English writing follows a more linear structure (Grabe and Kaplan, 1996). As a result, instructors face challenges in teaching English writing due to the cultural interferences that frequently appear in students' work.(Nasser1, 2016)

In summary, teaching English writing to EFL learners, particularly those with an Arabic linguistic and cultural background, presents numerous difficulties. These challenges arise from the fundamental differences in language structure and writing conventions between Arabic and English. Consequently, educators encounter linguistic and cultural interferences in students' writing, making their role more demanding. To effectively address these issues,

teachers must navigate and overcome these complexities through strategic instructional approaches.

3. Traditional vs. Modern Teaching Methods in EFL Writing

3.1. Modern Methods

The integration of technology into language learning serves as an effective approach to engaging students both inside and outside the classroom. Rather than relying solely on traditional textbooks, incorporating innovative and stimulating activities can enhance students' motivation to study the English language. Scott and Mouza (2007) emphasize the significance of writing skills across all age levels, highlighting their critical role in language acquisition. Numerous studies have demonstrated that students find it easier to articulate their thoughts and emotions when they have the opportunity to write them down using digital tools. The accessibility of platforms such as Wikis, e-Writing, blogs, and online chats allows learners to express themselves freely without the fear of immediate verbal criticism in class. Utilizing these resources enhances students' ability to produce meaningful and well-structured written content. Moreover, technology serves as a powerful educational tool that, in most cases, fosters improvements in writing skills. According to David, Keaton, Morris, Murphy, and Stapley (2008), the effective integration of technology should be guided by instructional needs. (Pongpatchara Kawinkoonlasate, 2019)

Motivation plays a crucial role in education, influencing both how students learn and how they approach different subjects. It directs students toward specific goals, encourages increased effort and enthusiasm, and significantly impacts their overall learning experience. Educational psychologists have long acknowledged the importance of motivation in fostering student learning. Prakash (2007) highlights that motivation is at the core of effective learning

at any age. When motivation levels are high, students grasp new concepts more quickly. Conversely, when motivation is low, they require more time to develop writing skills and are more prone to making errors while learning. Additionally, students' attitudes toward learning serve as strong predictors of their academic success.(Pongpatchara Kawinkoonlasate, 2019)

In the context of foreign and second language learning, learner autonomy has become a key focus in recent decades. It refers to students' ability to take charge of their own learning process. The shift from traditional, teacher-centered instruction—where students play a passive role—to learner-centered approaches has emphasized the importance of autonomy in language education. According to Zarei and Gahremani (2010), autonomous learners tend to be more engaged, proactive, and efficient in language acquisition. They are also more motivated to participate in a variety of learning activities. However, the extent to which learner autonomy develops varies based on the role of teachers and the overall classroom environment. As a result, educators should implement diverse technological tools in language classrooms to foster autonomy and enhance learning outcomes. By integrating technology effectively, teachers can create an engaging and dynamic learning environment that supports both independent learning and skill development.(Pongpatchara Kawinkoonlasate, 2019)

3.2. Traditional Methods

Over the years, teaching styles have undergone significant transformations. Traditionally, education was based on recitation and memorization techniques, whereas modern approaches emphasize interactive learning. Traditional learning provides a single, structured path that helps learners maintain a clear direction and goal, reducing the likelihood of confusion or difficulty (Martin, 2008). Additionally, the traditional approach is primarily teacher-centered, often involving whole-class instruction where teacher talk dominates student participation, and class time is largely controlled by the teacher. Furthermore, Qian

(2010) highlighted that one of the most influential traditional methods for organizing language instruction follows the 3Ps model: presentation, practice, and production. The first stage typically introduces a specific grammar rule explicitly to ensure comprehension and internalization, leading to the development of declarative knowledge. This is followed by practice activities, which aid in converting declarative knowledge into procedural knowledge. Finally, during the production stage, learners apply their understanding by expressing their thoughts and completing writing tasks independently.(Pongpatchara Kawinkoonlasate, 2019)

However, in contemporary English language teaching, writing is often overlooked, making it a weak point in both instruction and learning. Despite the widespread use of traditional, teacher-centered methods, students still struggle to grasp the essence of writing (He, 2015). While they acquire some knowledge of English writing through traditional instruction, many are unable to effectively communicate their ideas. The primary issues stem from a limited vocabulary and a lack of creativity in writing, which pose major challenges for students (Adas & Bakir, 2013). Traditional teaching is rooted in a humanistic approach, with teachers acting as moderators to facilitate interaction and enhance communication skills. However, the traditional mode of instruction is rigid, focusing on systematic coverage and task completion, often leaving little room for students to think critically and creatively.(Pongpatchara Kawinkoonlasate, 2019)

On the other hand, traditional teaching can become monotonous for learners due to time constraints and a lack of engagement. Writer Staff (2011) noted that the traditional teaching method is not always suitable for every subject, as it does not accommodate all learning styles. In many cases, teachers prioritize examinations and results over conceptual understanding, adopting the role of knowledge dispensers rather than facilitators (Nazzal, 2014). However, Kelly (2018) maintained that the traditional teaching approach remains a

time-tested instructional method, where an instructor with expertise in a given topic delivers relevant information directly to students. Ultimately, while the traditional teaching method has certain advantages, such as its simplicity and ease of classroom management, it also has limitations that may hinder student engagement and creativity in learning.(Pongpatchara Kawinkoonlasate, 2019)

4. The Role of ChatGPT in Enhancing EFL Writing Skills

The incorporation of ChatGPT as a writing assistant presents a significant opportunity to enhance the writing proficiency of EFL learners. By providing real-time support and constructive feedback throughout the writing process, ChatGPT plays a crucial role in refining grammatical accuracy, improving vocabulary choices, and strengthening overall composition skills. The utilization of advanced language analysis tools in quantitative assessments of writing samples has demonstrated substantial improvements in both grammatical precision and lexical diversity. AI-generated recommendations and corrections contribute extensively to the refinement of sentence structures and the expansion of learners' vocabulary, ultimately elevating the linguistic quality of their compositions.(Safdar, 2023)

Furthermore, qualitative findings derived from learner surveys and interviews indicate a favorable reception of ChatGPT as a valuable writing aid. Students acknowledge the immediacy and personalized nature of the feedback provided by the AI tool, which appears to foster greater confidence and motivation while encouraging a more positive perspective towards writing tasks. A notable outcome of this integration is the development of a balanced approach that merges AI support with the cultivation of autonomous writing abilities. As learners gradually transition from heavy dependence on ChatGPT to a more moderate and strategic utilization of the tool, this progression exemplifies the successful blending of

technological assistance with the retention of individual control and agency in the writing process.(Safdar, 2023)

The findings of this study carry significant pedagogical implications for EFL instruction, suggesting that the integration of AI, particularly ChatGPT, has the capacity to transform the landscape of writing education. Educators may consider adopting AI-powered writing tools as essential resources that can considerably enhance language learning by delivering timely and customized feedback to students. This study also advocates for a shift towards more personalized and differentiated writing instruction. The flexibility of ChatGPT in tailoring suggestions based on individual learner needs underscores its potential for customization in teaching, allowing educators to accommodate diverse proficiency levels and learning preferences. As a result, this adaptability may contribute to a more inclusive and effective educational environment.(Safdar, 2023)

A key implication of this research is the need for well-defined guidelines to ensure the smooth integration of ChatGPT into the EFL curriculum. These guidelines, informed by empirical data and comprehensive analysis, are designed to offer educators valuable insights into the most effective strategies for incorporating AI as a writing aid. By adhering to these recommendations, educators can maximize the benefits of AI integration and further enhance learners' writing competencies.(Safdar, 2023)

Moreover, the study's outcomes may inspire further research and refinements in the field of AI-assisted language education. Future studies may explore more intricate aspects, such as a longitudinal examination of AI's lasting impact on writing proficiency, the potential variations in outcomes based on learners' language proficiency levels, and comparative analyses of different AI models to comprehensively improve various dimensions of writing skills. These future investigations could provide deeper insights into optimizing AI tools for

language learning, ultimately contributing to more effective and innovative approaches in EFL instruction.

4.1. ChatGPT in EFL Writing Classrooms

The incorporation of ChatGPT into EFL writing classrooms has garnered considerable interest in recent educational research. This section provides a critical analysis of ChatGPT's role in improving writing skills and assessment practices within EFL contexts, drawing insights from ten recent studies.

Studies focused on specific writing tasks indicate that ChatGPT can greatly support the writing process. Guo et al. (2024) investigated the effectiveness of ChatGPT in aiding five Chinese EFL undergraduate students with argumentative writing. Their findings revealed that ChatGPT played a crucial role in scaffolding the writing process. Likewise, Su et al. (2023) examined the potential of ChatGPT in assisting EFL students' argumentative writing within classroom settings. The results demonstrated that ChatGPT helps students with outlining, revising, editing, and proofreading tasks, making it a valuable tool in writing instruction. (Junfei Li, 2024)

An important research area contrasts ChatGPT's performance with that of human instructors. Guo and Wang (2023) analyzed ChatGPT's feedback in comparison to that of five EFL teachers on 50 Chinese undergraduate students' argumentative essays. Both ChatGPT and the teachers provided feedback on language, content, and organization. The comparison of the quantity and type of feedback revealed that ChatGPT outperformed human teachers in this aspect. Similarly, Zhang et al. (2023a) explored ChatGPT's perceived effectiveness in comparison to web-based learning for developing 15 Chinese EFL students' understanding of logical fallacies and motivation in writing. The findings indicated that while ChatGPT was

slightly less effective in enhancing students' knowledge, it proved more beneficial in increasing their motivation to learn. Further research by Zhang et al. (2023b) examined the impact of ChatGPT training on students' ability to recognize logical fallacies in EFL writing and reported positive outcomes.(Junfei Li, 2024)

Lu et al. (2024) explored the extent to which ChatGPT can complement classroom teachers in assessing English academic writing tasks among 46 Chinese undergraduate students. Their findings suggested that ChatGPT serves as a valuable tool in enhancing traditional teacher assessments, offering substantial support in evaluative processes.(Junfei Li, 2024)

4.2. Benefits of Using ChatGPT in EFL Writing Instruction

The potential advantages of incorporating ChatGPT into EFL writing instruction are extensive and multifaceted, offering valuable support for both teaching and learning. These benefits encompass personalized feedback, enhanced student engagement and motivation, and the development of language skills.(Baskara, 2023)

ChatGPT's capability to generate human-like text makes it a powerful tool for providing individualized feedback to EFL writing students. By delivering real-time guidance on vocabulary, grammar, and syntax, it enables students to refine their writing skills in a manner tailored to their specific needs and proficiency levels.(Baskara, 2023)

Additionally, the interactive and dynamic nature of ChatGPT enhances student engagement and motivation in writing instruction. By creating an immersive learning experience, it helps sustain students' interest and encourages active participation in the writing process.

Furthermore, ChatGPT plays a crucial role in language development through consistent practice and reinforcement. By offering students opportunities to hone their writing skills while receiving immediate feedback, it facilitates improvements in vocabulary, grammar, and sentence structure, thereby contributing to overall linguistic proficiency.(Baskara, 2023)

4.3. The Challenges of Using ChatGPT in EFL Writing Instruction

Integrating ChatGPT into EFL writing instruction presents several challenges and concerns that require careful attention. These challenges include the necessity of thoughtful design and implementation, the potential biases in AI and NLP technologies, and the ethical considerations associated with its use.

To ensure effectiveness, the implementation of ChatGPT in writing instruction must be well-structured, involving the development of suitable learning activities and tasks. Providing students with clear instructions and guidance on how to use ChatGPT for writing practice is essential to maximize its benefits.(Baskara, 2023)

Additionally, AI and NLP technologies, including ChatGPT, may exhibit biases that can influence the accuracy and quality of the generated text. Such biases could impact students' language learning and overall development. Addressing this issue requires identifying potential sources of bias and implementing strategies to minimize or eliminate their effects.

Furthermore, the use of ChatGPT in EFL writing instruction raises important ethical concerns, particularly regarding the handling of personal data and the protection of students' privacy and rights. These ethical implications must be carefully considered, and appropriate

safeguards should be established to ensure the responsible and ethical use of ChatGPT in educational settings.(Baskara, 2023)

Conclusion

In summary, this chapter explored the significance of writing skills in EFL learning, emphasizing their crucial role in effective language acquisition and communication. The discussion highlighted the complexity of writing as a cognitive and linguistic process, along with the various challenges EFL learners face, such as linguistic and cultural differences. Traditional and modern teaching methods were examined, outlining their strengths and limitations in developing students' writing proficiency.

The integration of AI technologies, particularly ChatGPT, has emerged as a promising tool to support EFL learners in improving their writing skills. ChatGPT's ability to provide real-time feedback, personalized guidance, and interactive practice opportunities offers valuable assistance in vocabulary development, grammar accuracy, and overall composition. However, while AI tools can enhance writing instruction, they are not intended to replace traditional teaching methods. Instead, they serve as complementary aids that empower both teachers and learners, fostering greater learner autonomy and motivation.

As writing remains a fundamental skill in language education, the effective incorporation of AI tools like ChatGPT holds transformative potential in enhancing learning outcomes. The following chapter will outline the methodology and data analysis employed in this study, detailing the research design, data collection instruments, and procedures used to investigate the impact of ChatGPT on EFL learners' writing skills.

Chapter Three:

Methodology and Data Analysis

Chapter three :Methodology and Data Analysis

Introduction

This chapter presents the research methodology adopted for the study, detailing the qualitative approach and case study design employed to investigate teachers' and students' perceptions of ChatGPT in enhancing EFL learners' writing skills. It explains the data collection process, which includes Semi-structured questionnaire distributed to students and unstructured interview conducted with teachers. The collected data are analyzed through descriptive and thematic analysis to identify recurring patterns and key themes. Furthermore, ethical considerations are addressed to ensure the integrity of the research, along with an acknowledgment of the study's limitations. By outlining these methodological aspects, this chapter provides a structured framework for understanding the research process and the validity of its findings.

1. Research Methodology

This research adopts a qualitative approach with a case study design to examine the perceptions and attitudes of teachers and students regarding the use of ChatGPT in improving the writing skills of English as a Foreign Language (EFL) learners. The focus will be on master's students at Mohamed Khider University, offering a detailed analysis of their experiences and perspectives within a specific academic environment. A qualitative method is selected to capture the subtleties of participants' views and beliefs, allowing the study to investigate the broader implications of incorporating AI tools like ChatGPT into language learning, particularly in writing. This approach facilitates a deeper understanding of AI's potential impact on language education, especially in the development of writing skills. The research will employ two main data collection techniques: Semi-structured questionnaire for students and unstructured interview with teachers. The open-ended format of both tools

encourages participants to provide rich, context-driven responses, sharing their experiences in a detailed and comprehensive manner.

2. Data Collection Tools

The study employs two research tools: Semi-structured questionnaire for students and unstructured interview with teachers. The questionnaire features open-ended prompts, allowing students to freely express their experiences, perceptions, and challenges in using ChatGPT to enhance their writing skills. Similarly, the interview enable teachers to discuss ChatGPT's effectiveness, its integration into their teaching, and the challenges of incorporating AI in language learning. The flexible formats encourage detailed, reflective responses, providing deeper insights into both students' and teachers' perspectives.

3. Population and Sample

The study focuses on master's students at Mohamed Khider University. **Students:** A sample of 20 master's students in an EFL program is selected based on their familiarity with ChatGPT in language learning, particularly writing, ensuring diverse perspectives.

Teachers: The sample includes 4 EFL instructors who use or are familiar with ChatGPT in teaching. Their varying experiences with technology integration provide insights into AI's role in EFL education.

4. Students' Questionnaire

The questionnaire is designed to investigate students' perceptions and experiences with using ChatGPT to enhance their EFL writing skills. It also examines the tool's effectiveness, challenges, and impact on students' writing development and learning process.

4.1. Description of Students' Questionnaire

The main purpose of the students' questionnaire is to explore their perceptions and experiences regarding the use of ChatGPT in improving EFL writing skills. This questionnaire consists of 17 questions divided into two main sections, each addressing a specific aspect of the study. It incorporates multiple-choice and open-ended questions, allowing students to express their thoughts in detail while also ensuring structured data collection.

The **first section** gathers general background information about the participants. It includes questions about age, gender, and prior experience with ChatGPT. These demographic details provide context for analyzing the responses.

The **second section** focuses on students' experiences with ChatGPT in writing tasks. It covers various aspects, such as the frequency of use, perceived effectiveness, challenges encountered, and the impact on grammar, vocabulary, and writing organization. Additionally, students are asked to compare ChatGPT's feedback with traditional teacher feedback and reflect on their reliance on AI while maintaining their own writing style. The section also investigates their trust in ChatGPT's corrections and its influence on their confidence in writing.

By combining different question types, including follow-up prompts (e.g., "Explain why" or "If yes, how?"), the questionnaire ensures that participants provide comprehensive and insightful responses, contributing to a deeper understanding of the role of ChatGPT in EFL writing development.

4.2. Analysis of The Students' Questionnaire

This section provides a thorough analysis of the results obtained from the questionnaire.

Section One : General Information

Item 1 :Age.

Options	Frequency	Percentage (%)
18-22	5	25%
22-26	14	70%
26 and above	1	5%
Total	20	100%

Table one : Students' Age

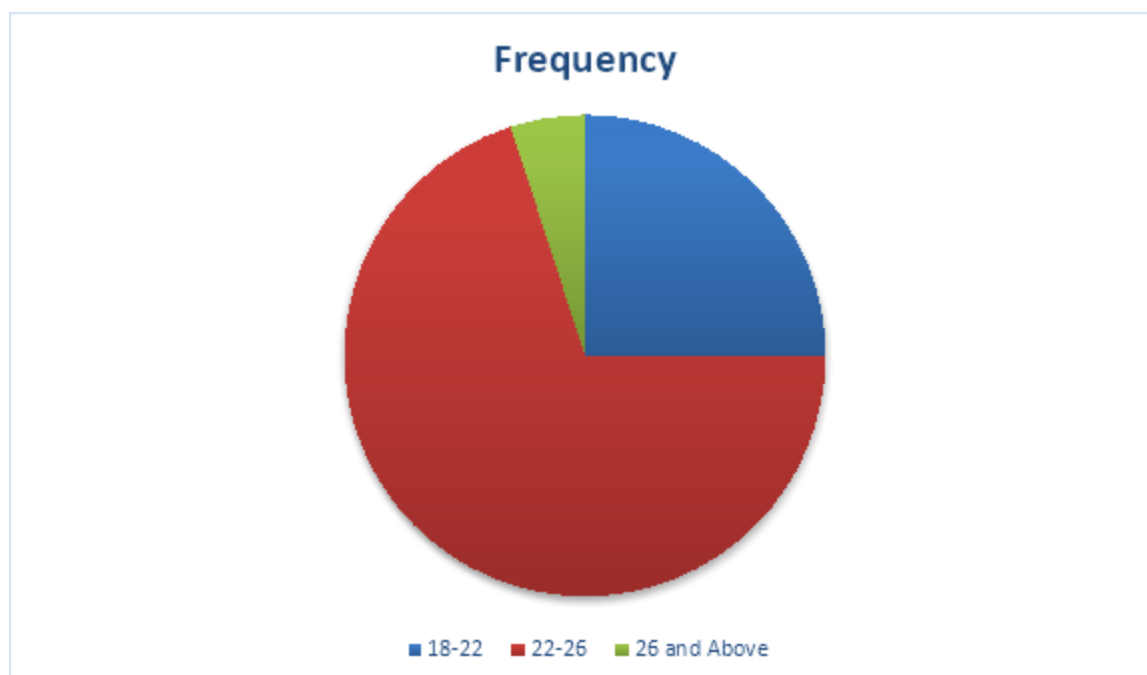


Figure 1 : Students' Age.

Item 2 :Gender.

Gender	Frequency	Percentage%
Female	17	85%
Male	3	15%
Total	20	100%

Table 2 : Srudents' Gender.

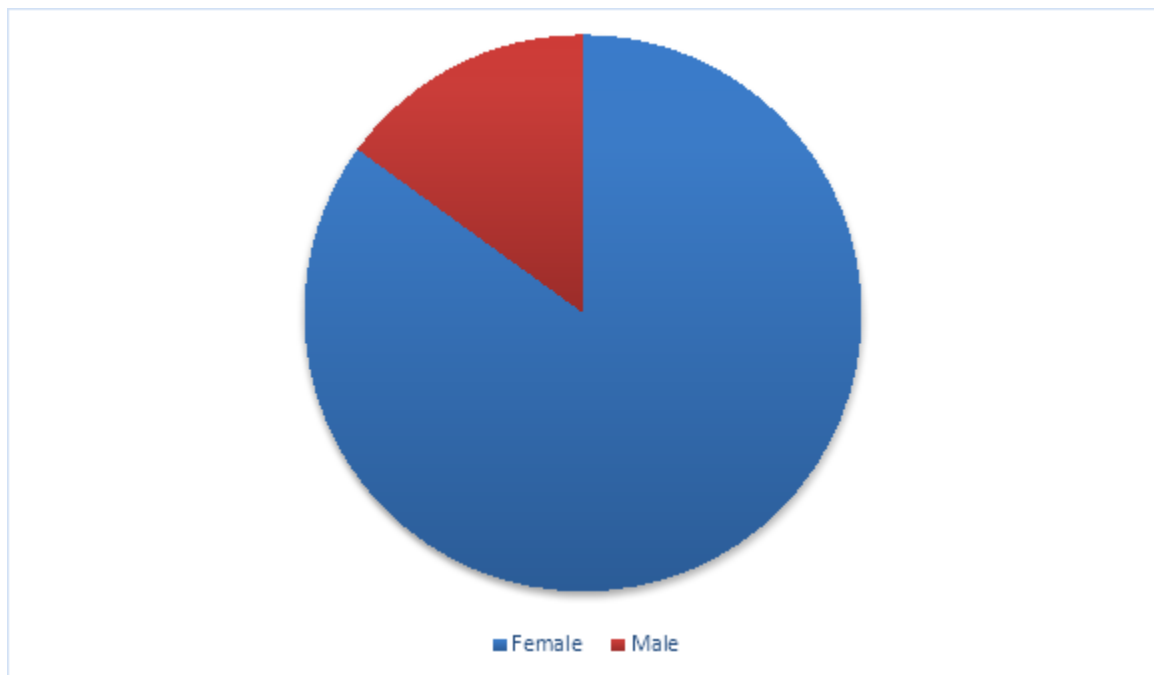


Figure 2 : Students' Gender.

According to figure 2 , the sample is devided among the selected participants in the following way : 85% female participants and 15% male participants.

Section Two : Students' Experiences and Perceptions of ChatGPT in Writing Tasks

Item 3 :Have you ever used ChatGPT before ?

Options	Frequency	Percentage (%)
Yes	20	100 %
No	0	0
Total	20	100 %

Table 3 :Students' Prior Use of ChatGPT.

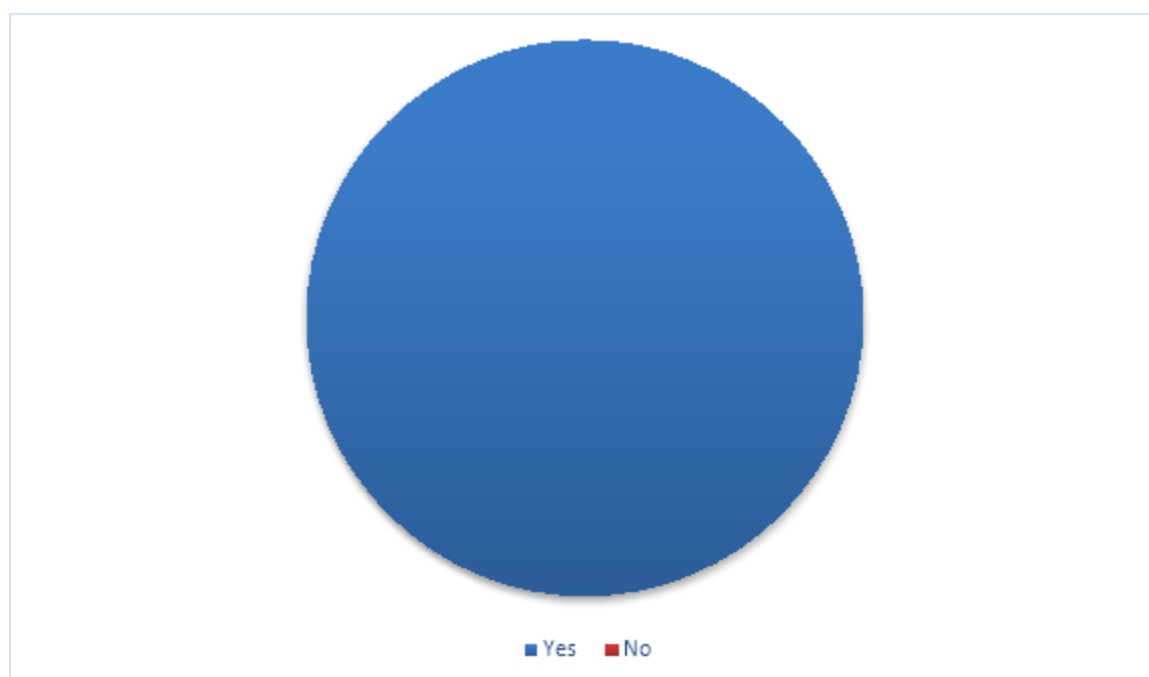


Figure 3 :Students' Prior Use of ChatGPT.

The results indicate that all **20 participants (100%)** have used ChatGPT before, while none reported having no experience with the tool. This suggests that the sample consists entirely of students who are familiar with ChatGPT, making them well-positioned to provide insights into its role in enhancing writing skills. Their prior exposure ensures that their

responses are based on direct interaction with the tool, contributing to a more informed evaluation of its effectiveness, challenges, and impact on EFL writing development.

Item 4 :How often do you use ChatGPT for writing tasks ?

Options	Frequency	Percentage (%)
Frequently	14	70 %
Occasionally	5	25 %
Rarely	1	5 %
Never	0	0
Total	20	100 %

Table 4 :Frequency of ChatGPT Usage for Writing Tasks.

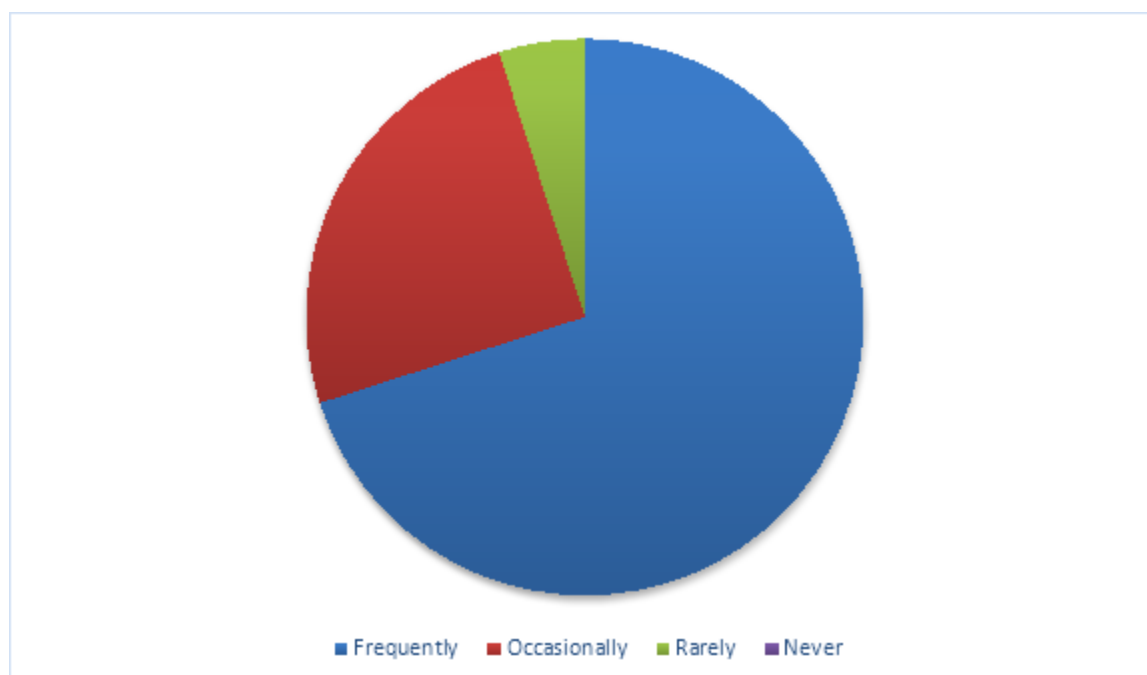


Figure 4 : Frequency of ChatGPT Usage for Writing Tasks.

According to the table which presents the frequency of students' use of ChatGPT for writing tasks. The majority of participants, **14 out of 20 (70%)**, reported using ChatGPT

frequently, indicating a strong reliance on the tool for writing assistance. Additionally, **5 students (25%)** use it **occasionally**, while only **1 student (5%)** reported **rarely** using it. Notably, none of the participants selected "Never," confirming that all students have engaged with ChatGPT for writing tasks to some extent.

These results suggest that most students actively incorporate ChatGPT into their writing process, reflecting its perceived usefulness in EFL learning. The varying frequency of use may be influenced by individual needs, writing proficiency, or preferences for AI-assisted learning.

Item 5 :Why do you use ChatGPT ?

Options	Frequently	Percentage (%)
To improve grammar	2	10%
Generate ideas	14	7 %
Organize Content	2	1 %
To increase Productivity	1	5%
For writing assessment	1	10%
Total	20	100%

Table 5 : Students' Reasons for Using ChatGPT.

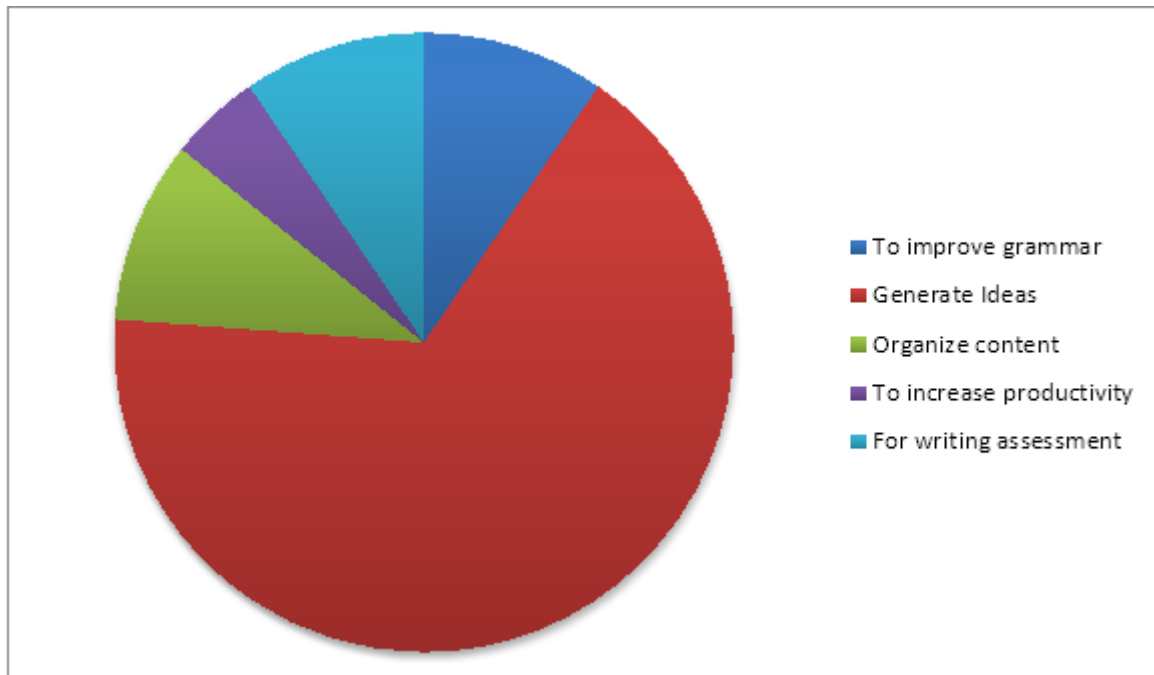


Figure 5 : Students' Reasons for Using ChatGPT.

The data reveal that the primary reason students use ChatGPT is **idea generation**, with **14 out of 20 students (70%)** selecting this option. This suggests that ChatGPT is widely valued for helping students brainstorm and develop their writing content. Additionally, **10%** of students use it **to improve grammar**, while another **10%** rely on it **for writing assessment**, indicating its role in refining language accuracy and evaluating written work.

A smaller percentage of students use ChatGPT for **content organization (5%)** and **productivity enhancement (5%)**, reflecting its supplementary role in structuring and streamlining writing tasks. These findings highlight that students primarily leverage ChatGPT as a creative tool while also benefiting from its assistance in grammar correction, organization, and assessment.

Item 6 :Do you find ChatGPT easy to use for learning purposes ? If Yes, How ?

Options	Frequency	Percentage%
Yes	20	100%
No	0	0%
Total	20	100%

Table 6: Students' Perceptions of ChatGPT's Ease of Use for Learning Purposes.

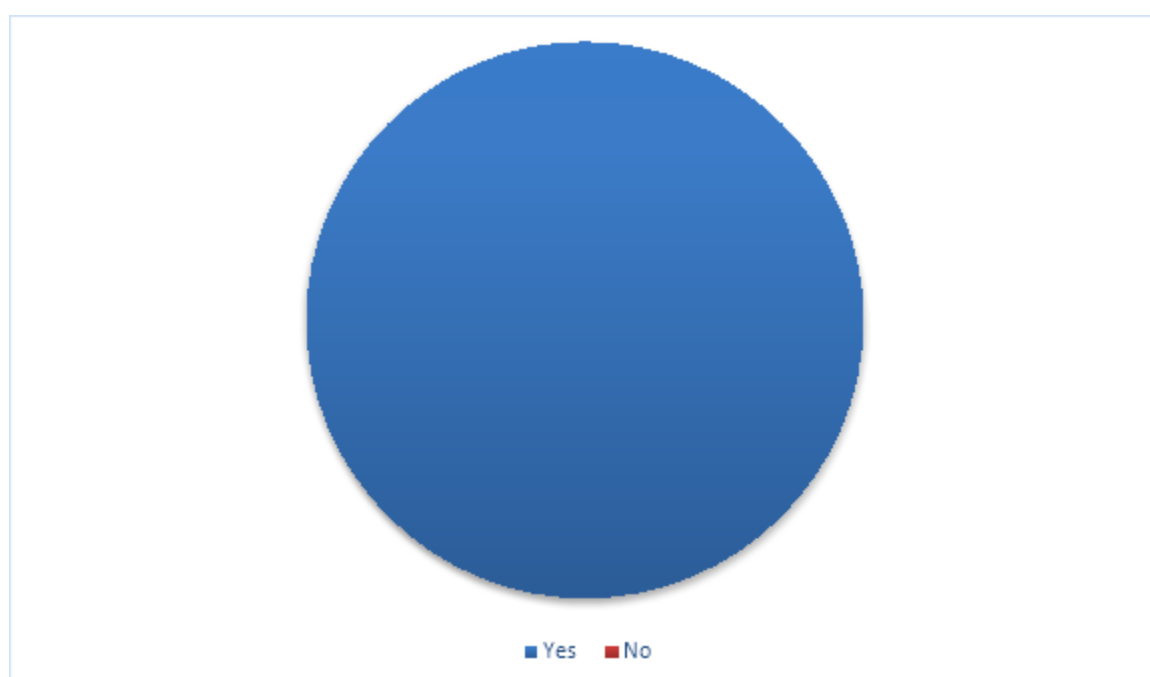


Figure 6: Students' Perceptions of ChatGPT's Ease of Use for Learning Purposes.

The answers :

- yes, you just need to enter the order related to your learning and chatgpt will just generate and order ideas
- Yes it is easy because you can find any topic you want to know about
- Yes , it gives the learner simplified and rapid answers.
- Yes it helps a lot

- Yes, it provides specific information if asked willingly.
- Yes, it helps generate ideas and improve learning.
- Easy, time consuming, the quality of writing
- Yes ,ChatGPT is easy to use because it has a simple, intuitive interface that requires no technical knowledge
- Yes,it helps students to do their presentations and assignments quickly
- Because it helps us to develop our ideas and make them much more appropriate to use.
- Yes.it simplifies information and provide extra explanation and examples
- Yes, it helps alot in writing
- Yes , it's given me direct answers for my questions
- Yes , it helps a lot to make new ideas and help a lot in the tasks and essays
- Yes , I find ChatGPT easy to use for learning purposes. It provides clear, and concise explanation on a wide range of topics , can answer specific questions or can break down complex concepts which helps me deepen my understanding.
- Yes, ChatGPT provides learners with a brief and simple explanation about any given question.
- Yes. It organizes one's thoughts and guides him or her towards a better understanding of a given lesson
- For my perspective, Chat GPT is somehow easy to use for learning purposes in giving good, well- organized and structured ideas and insights, which makes the learner find it easy.
- yes if you use the right prompts
- Yes it is easy to use since it provides you with any information you want

The responses indicate that all 20 participants find ChatGPT easy to use for learning purposes . Many highlight its intuitive interface and simplicity, stating that it requires no technical knowledge and is accessible to any learner. A key advantage mentioned is its ability to provide quick, direct, and simplified explanations, helping students grasp complex concepts with extra examples and clarifications. Additionally, several responses emphasize ChatGPT's role in idea generation and content organization, making it particularly useful for writing tasks, presentations, and assignments. Students also appreciate how it guides their learning process, offering structured insights and well-organized information on a wide range of topics. Some note that using the right prompts enhances its effectiveness, allowing them to get more precise and relevant responses. Overall, these findings suggest that students view ChatGPT as an efficient and supportive tool that enhances their learning experience by providing accessible, well-structured, and easy-to-understand content.

Item 7 :Do you find ChatGPT difficult to use or not ? please explain.

Options	Frequency	Percentage%
Yes (Easy to use)	17	85%
No (Not easy to use)	3	15%
Total	20	100%

Table 7 :Students' Perceptions of ChatGPT's Difficulty of Use.

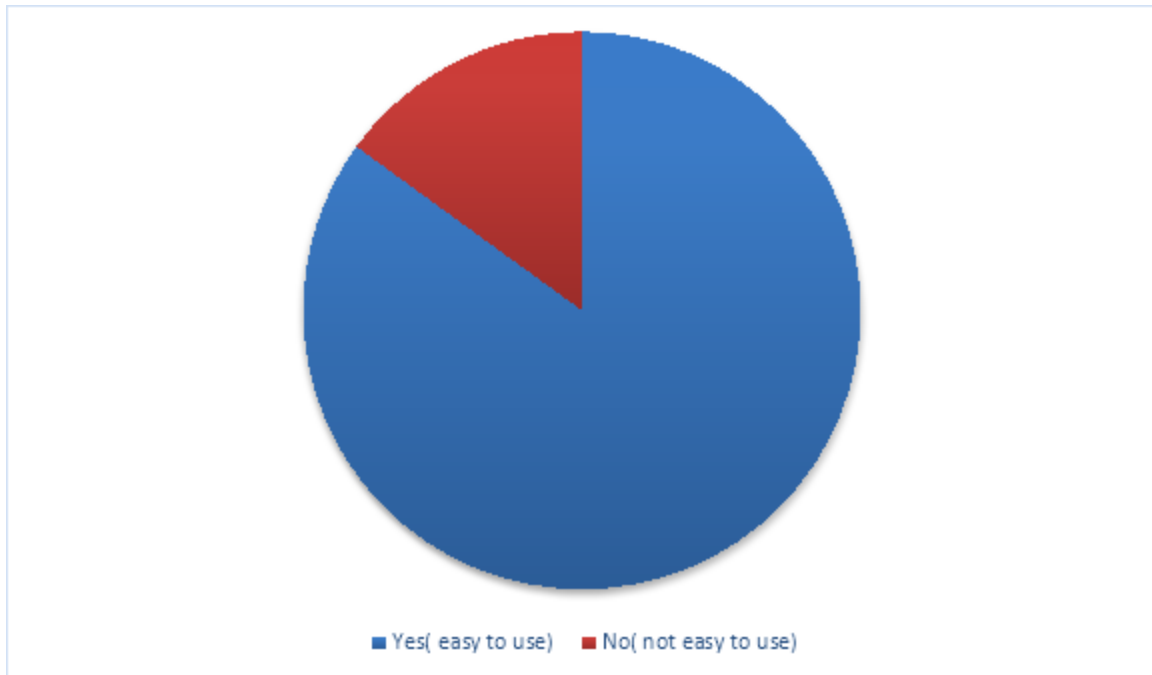


Figure 7: Students' Perceptions of ChatGPT's Difficulty of Use.

The answers :

- No
- ChatGPT is very easy to use
- Yes it's easy you just need to give the topic and it will give you the full information about it
- I do not find chatgpt difficult to use because I believe that it was created by humans and instead of letting it controls you , you control it.
- I think a little bit when comes to search and the key words
- Actually it is not difficult to use, well atleast for me, i am aware of technology tools, also ChatGPT interface is user-friendly.
- Not difficult at all
- No , because I know how I use it

- I find it so easy to use because it understands exactly what we ask for ,provides us with the exact thing we need , and it gives us another ideas that we didn't know before.
- Not really.it just that you need to precise your instraction so it can provide what you want
- No, it's very easy to use
- No , all you need is a right question to give the correct answer
- No it's not
- No, I do not find ChatGPT difficult to use . I can easily ask questions or request explanations in a way that suits my learning style.
- Not at all.
- ChatGPT is totally safe and easy to access in mobile or pc. It is in forms of a website or an app that uses chats between Ai tool and the user.
- It's not difficult as it's not easy. The difficulty occurs in choosing the appropriate terms to ask questions to receive accurate answers
- It is not difficult. We just must learn the basics of prompt engineering
- I don't find it difficult to use because you only have to type the question and press Ok

The students' responses indicates that the majority do not find ChatGPT difficult to use, describing it as intuitive, user-friendly, and easily accessible. Many highlight that it requires no technical expertise, as users simply enter a query and receive structured responses. Some emphasize that as long as one understands how to control the tool, it remains highly beneficial for learning. However, a few students acknowledge minor challenges, particularly in formulating precise prompts to obtain accurate answers. They note that choosing the right keywords and structuring questions effectively can sometimes be tricky, as the quality of

ChatGPT's responses depends on how well the input is crafted. Others suggest that learning basic prompt engineering could enhance the user experience by improving the relevance of responses. Additionally, some students mention that familiarity with technology and AI-based tools plays a role in determining ease of use, with tech-savvy users finding it more straightforward. Despite these minor difficulties, the overall consensus is that ChatGPT is an accessible and efficient tool, with challenges mainly linked to how users phrase their inquiries rather than the tool itself.

Item 8 :How would you describe your experience using chatGPT to improve your writing skills, did it help you with grammar, ideas or structure ?

Options	Frequency	Percentage%
Positive experience (helped with grammar, ideas, or structure)	18	90%
Mixed experience (helpful but with drawbacks)	2	10%
Total	20	100%

Table 8: Students' Experiences Using ChatGPT to Improve Their Writing Skills.

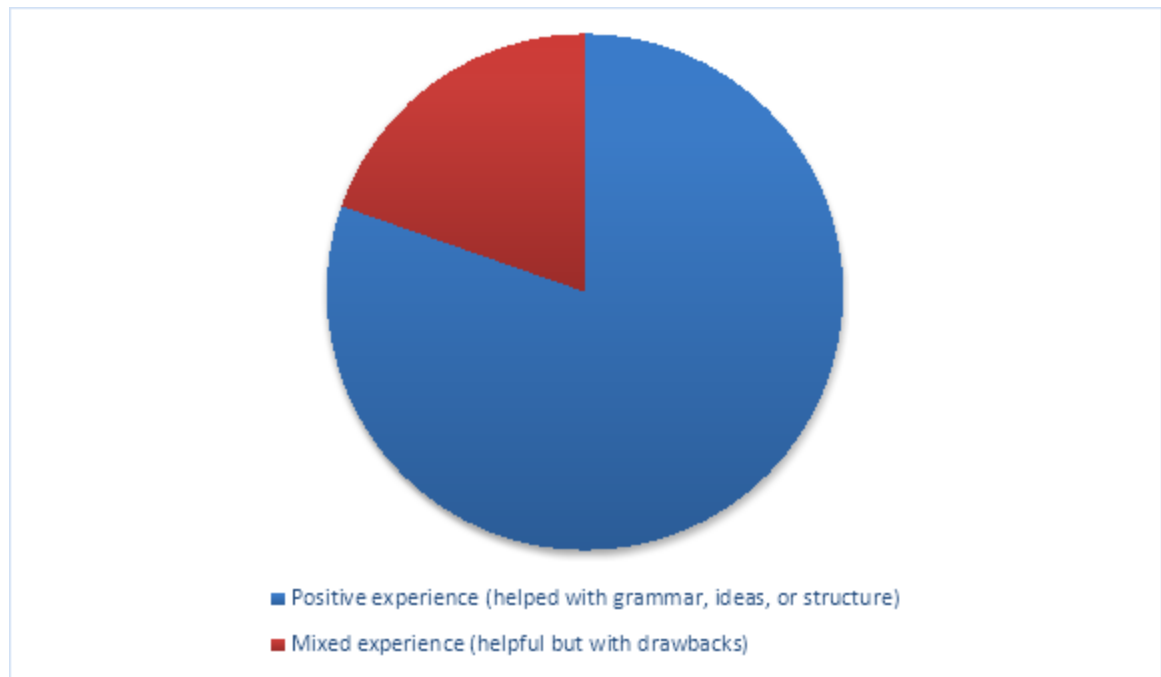


Figure 8: Students' Experiences Using ChatGPT to Improve Their Writing Skills.

The answers :

- ChatGPT greatly helped me in generating ideas in relevance to my command
- Yes, it did because when write something wrong it will correct automatically so you'll learn
- Actually chatgpt gives me new ideas all time which is something really helpful.
- Yes somehow i learned from it
- Definitely, if chatgpt is asked to spot mistakes and grammar it'll instantly respond to your request, on the other hand, it does correct you anyways.
- Yes, it helps a lot
- It was very good..I learned new terms..more technical words
- Yes ,ChatGPT helps with grammar by correcting mistakes, explaining rules, and improving sentence structure
- It helps a lot even it gives many suggestions to find the suitable one ,it helps to find ideas

- Yes, it did helps me a lot with improving my writing skills ,correcting my grammar mistakes and especially providing me with academic vocabularies.
- It helped me in obtaining ideas which enrich my writing
- Yes, it helps me a lot
- Its helpful when comes to giving a new ideas that maybe wouldn't come to my mind
- My experience was so good because chatgpt helps in everything not only grammar or ideas i found it in everything
- Using ChatGPT has been very helpful in improving my writing skills. It has assisted with grammar by pointing out mistakes and suggesting corrections. For ideas, it often helps me brainstorm and develop my thoughts further, and for structure, it offers suggestions on organizing paragraphs or enhancing coherence between sections. Additionally, the ability to ask for examples or explanations of writing techniques has made it easier for me to improve both my academic and creative writing.
- Yes. It helped me alot to improve my grammar and punctuation. It gives clear insights on how one can refine their written works, performing like a teacher, instructor, and a facilitator.
- It did. Yet, it somehow killed my writing skills as I was fully relying on the structure given by it. One thing I don't like about ChatGPT generated answers is the fact that it sounds so robotic without any flaws
- Yes, it helps me a lot. Specially in structuring the ideas and differentiate between using tenses. Also, it helps me in writing skill such as spelling mistakes, how to write the terms right.
- My experience was exceptional in the case of generating ideas.

- Using chatgpt has affected me in two sides , the positive one it helped me gain new knowledge and academic vocabuy. And the negative aspect is that it killed my creativeness and critical thinking

Students' responses indicate that ChatGPT has significantly helped improve their writing skills, particularly in grammar, idea generation, and structure. Many students highlighted that it corrects grammar mistakes automatically, helping them learn from their errors and refine their accuracy in writing. Others emphasized its effectiveness in generating ideas, as it provides new perspectives, brainstorming assistance, and content expansion, which they find valuable for academic and creative writing. Additionally, ChatGPT was praised for offering structural guidance, helping users organize their paragraphs more effectively and enhance coherence between ideas. While most students had a positive experience, some expressed concerns about over-reliance on AI-generated content, stating that it could diminish creativity and critical thinking. A few also mentioned that ChatGPT's responses sometimes feel robotic and unnatural, making it necessary to refine and personalize the content. Despite these concerns, the overall sentiment suggests that ChatGPT is a valuable tool for writing improvement, providing instant feedback, corrections, and enhanced vocabulary while serving as a learning facilitator.

Item 9 :Do you think that ChatGPT would contribute in improving your grammar and vocabulary? If Yes please explain how?

The answers :

- ChatGPT really develops the use of grammar rules and leads to correct grammatical structure, and develops my lexical level and introduces to broad vocabularies
- It is a real-time interaction with a technology that does facilitate your tasks whenever it is asked to do so.

- While reading and searching about answers
- Because it gives clear answers without mistakes
- Sometimes when learning English for example you need to talk to natives in order to practise language somehow ChatGPT does that since you can discuss with it in the discussion box so it's a useful tool to improve vocabulary for me
- By providing corrections and explanation and new information
- Yes, ChatGPT helps improve both vocabulary and grammar by providing immediate corrections and suggestions when errors are made.
- ChatGPT uses various vocabulary in accordance to the type of question one asked. In fact, if one asks an academic question, the answers of the latter will use academic vocabulary instead of flourishing vocabulary.
- It makes a hard task easy. Instead of searching for the grammar rule and checking whether it was properly applied or nah, using ChatGPT would make the task easier

The majority of students believe that ChatGPT plays a significant role in improving their grammar and vocabulary. Many emphasized that it provides immediate corrections and explanations, allowing them to learn from their mistakes and apply grammar rules more accurately. Some students noted that ChatGPT enhances their lexical knowledge by introducing them to a wide range of vocabulary, tailored to different contexts, such as academic or casual discussions. Others highlighted its interactive nature, comparing it to conversing with a native speaker, which helps them practice language skills in a dynamic way. Additionally, ChatGPT was praised for simplifying complex grammar rules, making the learning process more efficient and less time-consuming. However, one student disagreed, suggesting that it may not be as beneficial. Overall, the responses indicate that ChatGPT is a valuable tool for language development, offering real-time feedback, expanding vocabulary, and facilitating easier access to grammatical structures.

Item 10 :Do you consider that the feedback provided by ChatGPT is effective ?if Yes, in which ways ?

The answers :

- feedback of chatgpt helps in my learning by pointing out the mistakes i have made and ways to solve them
- Chatgpt can mislead you sometimes but not giving you the exact answers.
- It depends sometimes provides wrong answers
- ChatGPT is effective and accurate due to its carefully developed algorithms and data-base information.
- In improving the answers and explaining lessons
- Because it gives instant , personalized and detailed explanations
- In all ways , because it give axamples and explanation and context based suggestions to enhance grammar and vocabulary
- Yes, the feedback is effective as it helps identify and correct grammatical mistakes , offers alternative phrasing and suggests improvements for clarity and style.
- Not all the time is effective because we do not know the references are, so that it's somehow not academic.
- it is effective but not always accurate
- they way it corrects your mistakes is helpful to gain more knowledge

The responses regarding the effectiveness of ChatGPT's feedback show a mix of positive and cautious opinions. A majority of students (37%) consider ChatGPT's feedback effective, stating that it helps them identify and correct grammatical mistakes, improve clarity and style, and enhance their vocabulary through detailed explanations, examples, and context-based suggestions. Many appreciate its instant and personalized responses, which allow for

immediate learning and revision. However, a portion of students (10%) disagreed, arguing that ChatGPT can sometimes provide misleading or incorrect answers, making it unreliable at times. Other participants expressed a more nuanced view, acknowledging that while ChatGPT's feedback is generally useful for improving writing and understanding lessons, its accuracy is not always guaranteed. Some pointed out concerns regarding the lack of reliable references, which makes its feedback less academically credible. Overall, while ChatGPT is seen as a beneficial tool for refining writing skills, students remain cautious about its occasional inaccuracies and limitations.

Item 11 :Which one do you find more effective for your writing, teachers traditional feedback or ChatGPT feedback ? and Why ?

Options	Frequency	Percentage%
ChatGPT Feedback	6	30%
Teachers' Traditional Feedback	7	35%
Both	7	35%
Total	20	100%

Table 9: Students' Preferences Between ChatGPT Feedback and Teachers' Traditional Feedback for Writing Improvement.

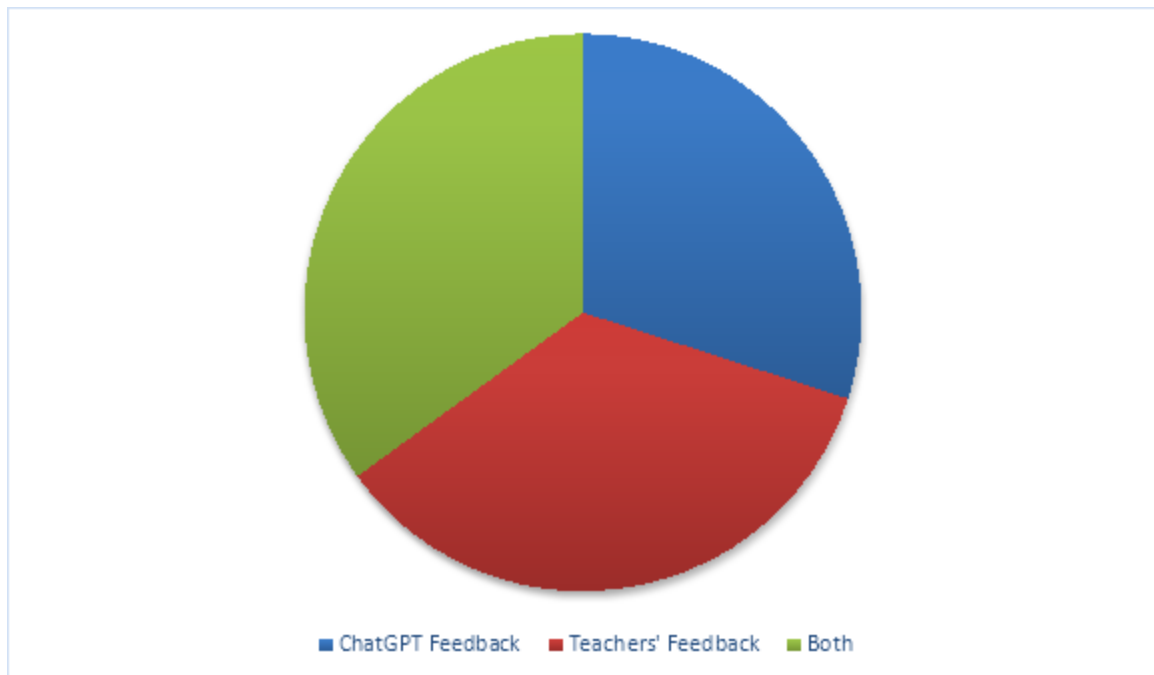


Figure 9 :Students' Preferences Between ChatGPT Feedback and Teachers' Traditional Feedback for Writing Improvement.

The Answers :

- chatgpt feedback is more effective because it highlights every one of your mistakes , and provides more than one solution for each mistake
- I think teachers traditional feedback is better
- Teachers traditional feedback, because teachers gives you the instructions of how to be a teacher in the future and more honest than chatgpt while chatgpt serves you what you only asked for.
- Teachers provide us the informations we need in easy way
- It depends, i would prefer chatgpt due to its ability to re-explain for you whenever you feel your understanding is clouded and not fully comprehended.
- I think chatgpt is better in terms of explaining
- Both of them
- Teachers feedback because it's more effective and specific

- Teacherstraditional feedback
- ChatGPT can be more effective for quick corrections and explanations, while traditional feedback gives deeper and personalized insights.
- Teachers traditional feedback .Beacause chat gpt still an AI programmewitought sensation in contrast, recieving feedback from teachers who are humans make you feel proud of yourself and motivates you to give more
- Both
- Me personally I prefer Traditional feedback because they will be more helpful than chat gbt
- Both are effective but maybe chatgpt is more quick and accessible corrections as it provides detailes responses and detailed explanation
- ChatGPT is often more immediate and accessible, making it particularly useful for quick revisions or when I want to experiment with different word choices or sentence structures.
- Both are effective, but I would say ChatGPT promotes autonomy and self-reliant writing making it easier for a motivated learners to boost their writing ability, yet perform better in academic settings.
- I would choose both as relying on ChatGPT one hundred percent isn't the best choice
- Teachers traditional feedback is more effective than chat gpt because of the uncertainty of the data gathered by chatgpt and without references, I think that teachers feedback is better.
- Both are good but a written version is always better
- I think the chatgpt feedback is more effective since it is precise and accurate

The responses reveal a divided perspective on the effectiveness of ChatGPT feedback versus traditional teacher feedback. Some students find ChatGPT feedback more effective, highlighting its ability to provide instant corrections, multiple solutions for mistakes, and detailed explanations that can be revisited for better understanding. They appreciate its accessibility and the way it allows for independent learning and self-improvement. Others, however, argue that teachers' traditional feedback is more beneficial because it is more specific, honest, and personalized. They believe that teachers not only correct mistakes but also guide students on how to develop their writing skills holistically, preparing them for future roles, especially in academia. Some respondents acknowledge the strengths of both, stating that while ChatGPT is useful for quick revisions, teacher feedback offers deeper, more meaningful insights. A few also express concerns about ChatGPT's reliability, emphasizing that without verified sources, it may not always be the best tool for academic purposes. Overall, while ChatGPT is praised for its efficiency and accessibility, many still value the human touch and expertise of traditional teacher feedback.

Item 12 :Would you recommend using chatGpt to other EFL learners to improve their writing ? Why or Why not ?

Options	Frequency	Percentage%
Yes, recommend using ChatGPT	16	80%
No, do not recommend using ChatGPT	4	20%
Total	20	100%

Table 10: Students' Recommendations on Using ChatGPT for EFL Learners to Improve Writing

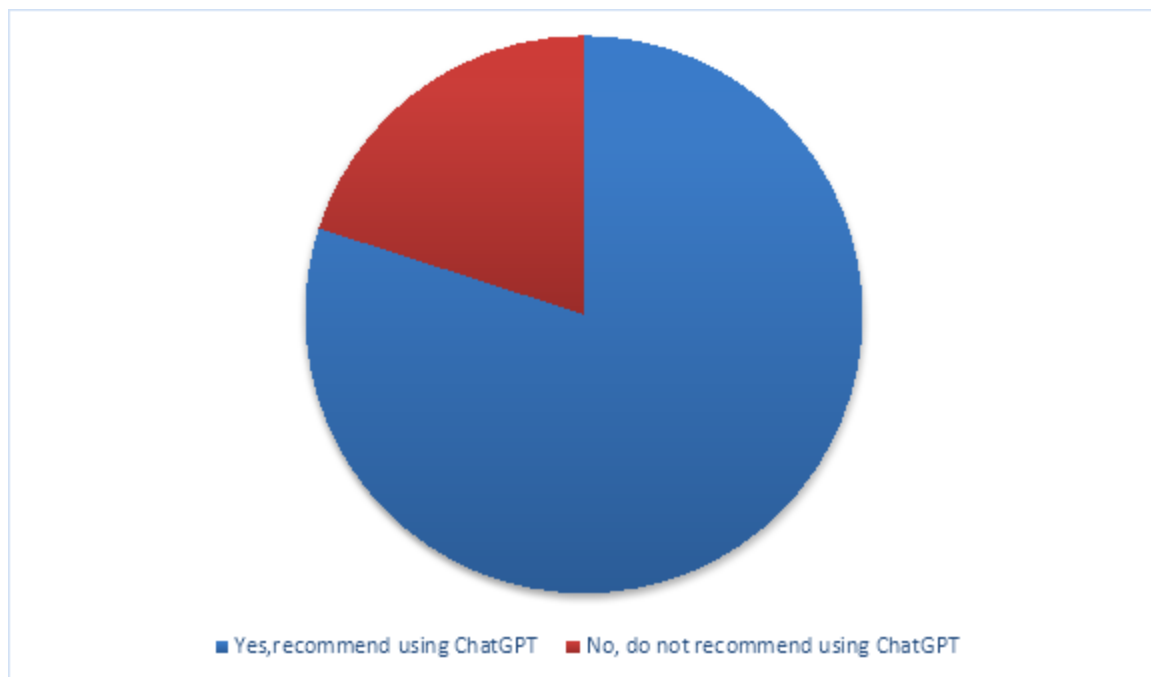


Figure 10: Students' Recommendations on Using ChatGPT for EFL Learners to Improve Writing

The Answers :

- Yes
- yes, because they can provide their own writings and ask chatgpt for feedback which would be very helpful to improve their level
- No i don't recommend it because it will do the whole job and you'll always deppend on it
- I do not , because chatgpt gives direct answers and doesn't give instructions like teachers do and by that they won't improve their writings and they'll be lazy learners.
- Yes it helps them a lot because it is to us according to learners level
- Definitely yes, i would recommend ChatGPT for everybody who wants to conduct academic tasks.
- Yes, but in terms in generating ideas and improving the writing

- Yes , it offers immediate feedback, helps improve language skills, and provides explanations for grammar, vocabulary, and sentence structure.
- No it gives ideas for writing but reading improve writing
- Yesi would. Because it would help them save time, and obviously would help them to write better then usual
- Yes. I don't advise to use it all the time so we neglect the critical thinking but we can use it if we don't find teachers to ask or good resources to learn from.
- Yes I would but if the teach available is better to ask him or her
- Yes because it will help them a lot
- Yes, I would recommend ChatGPT to other EFL learners. It is an excellent tool for improving writing skills, as it offers immediate, detailed feedback on grammar, vocabulary, and structure.
- Definitely yes. Because chatGPT is a contemporary tool for learning that aligns with new EFL learners' generation orientations (technology usage...). Therefore, using chatgpt really offers them with a good opportunity to improve their overall learning skills.
- I wouldn't recommend it because using ChatGPT is addictive and it kills all personal efforts and skills. Novice EFL learners should first rely on their own efforts and the help of professionals then when improved, they can use ChatGPT as a tool to guide them
- Yes, I do. Chat GPT is for improving writing skills and grammar, but it is not for giving data to gather.
- Yes, I would because it is practical
- Yes I would recommend it but they shouldn't rely on chatgpt only .. they may use it only when necessary

The majority of respondents would recommend using ChatGPT to other EFL learners to improve their writing, citing its ability to provide immediate feedback, enhance grammar and vocabulary, and generate ideas efficiently. Many believe that it is a practical and contemporary learning tool that aligns with modern technological advancements, making writing tasks easier and more accessible. Some highlight that ChatGPT is particularly useful when teachers are unavailable or when students need quick explanations and structured guidance. However, a few respondents express concerns about overreliance on the tool, warning that it may lead to a lack of personal effort, reduced critical thinking, and dependency on AI-generated content. They argue that novice learners should first develop their writing skills independently or with the help of teachers before using ChatGPT as a supplementary tool. While some respondents acknowledge the risks of dependency, they suggest using ChatGPT in moderation, ensuring that it remains a support tool rather than a complete replacement for traditional learning methods.

Item 13 :How do you use ChatGPT while still developing your own ideas and writing style. Do you rely on it for suggestions or do you prefer to create your own ideas?

The Answers :

- i rely on chatgpt for suggesting simple and brief ideas , which are easy to comprehend
- I relyit for ideas
- I personally do rely on it for extra details and new suggestions.
- Yes sometimes i rely on it for suggestions
- Ocassionaly yes, having an external opinion is always a good idea.
- Of coursei create my own ideas but i use chatgpt to improve it
- It dependes...sometimes my ideas..sometimeschatgpt

- While using ChatGPT, it's best to rely on it for suggestions, explanations, or brainstorming to spark your creativity, but always aim to develop your own ideas and writing style.
- Rely on it to find ideas
- I use ChatGPT for suggestions and clarity but rely on my own ideas to develop my writing style.
- Sometimes I rely on it to have new ideas or to pay attention to some ideas that I have forgotten
- I rely on it in everything
- I prefer creating my own ideas but sometimes you can't organise your thoughts so i use it mostly for organising
- I use chatgpt as a supportive tool i rely on it fo suggestions and clarification but i make sure to integrats its input into my original thoughts
- I prefer to create my own ideas and writing style but use ChatGPT for refining and enhancing my work.
- I use ChatGPT frequently, especially when asking for assessment and refinement, as some of our ideas are not clearly represented or can be vague. Therefore, chatgpt really helps in refining these ideas and make them more clear and suitable to present.
- I create my own ideas and I ask ChatGPT to reorganize them
- Creating my own ideas is better because you can create another time and be more created not like AI .
- I prefer to create my own ideas
- In my case .. I only rely on it yet I create my own ideas when I'm not able to use it

The responses indicate a diverse approach to using ChatGPT while maintaining individual creativity and writing style. Many respondents use ChatGPT primarily for suggestions, extra details, idea generation, and organization, while still ensuring that their writing remains original. Some view it as a supportive tool for brainstorming and refining their thoughts rather than a source to fully depend on. Others prefer to create their own ideas but occasionally turn to ChatGPT when they need clarity, better structure, or additional perspectives. A few individuals acknowledge relying heavily on ChatGPT, especially when they struggle to generate ideas independently. However, some emphasize the importance of originality, arguing that developing their own ideas fosters creativity and critical thinking, which AI cannot replace. Overall, while most respondents appreciate ChatGPT's assistance, they recognize the need to balance AI-generated input with their own thought processes to maintain an authentic writing style .

Item 14 : Have you ever found ChatGPT feedback about your writing useless or less helpful ?

Options	Frequency	Percentage%
Always Helpful	7	35%
SometimesLessHelpful	5	25%
LessHelpful / useless	6	30%
Total	18	90%

Table 11: Students' Perceptions on the Usefulness of ChatGPT Feedback.

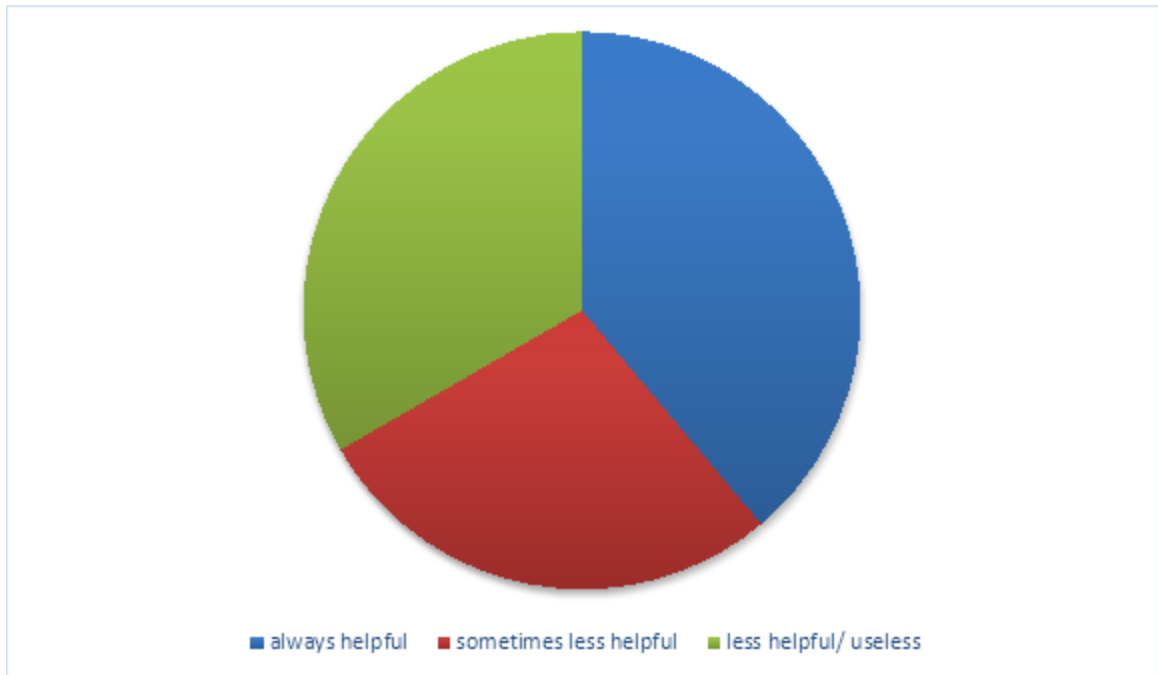


Figure 11: Students' Perceptions on the Usefulness of ChatGPT Feedback

The Answers :

- Sometimes
- Yes
- Never
- no, chatgpt feedback always has been very helpful
- It's less helpful
- Sometimes.
- Yup sometimes
- No, most of times is accurate.
- Yes always
- Yes, sometimes it is less helpful when the context is too general
- Less helpful
- No it's always helpful

- There have been a few instances where I found ChatGPT's feedback less helpful, especially if the feedback was too general or did not directly address the specific issues I was facing.
- Never!
- ChatGPT's feedback is always useful for me personally, it really helped me to develop my writing skill and correct my mistakes.
- Yes, multiple of times
- Not for me.
- No it is always helpful

The responses reflect mixed opinions regarding the usefulness of ChatGPT's feedback on writing. While some respondents find its feedback consistently helpful, others mention instances where it was less effective. A significant portion of users believe ChatGPT's feedback is generally useful, helping them improve their writing and correct mistakes. However, some users express concerns that it can sometimes be too general or fail to directly address specific writing issues. A few respondents find it less helpful in certain situations, while others feel that it is always beneficial. A small number of users report frequently finding the feedback unhelpful. Overall, while ChatGPT's feedback is largely seen as a useful tool for writing improvement, its effectiveness depends on the context and the specificity of the feedback provided.

Item 15 :Has using ChatGPT improved your confidence in specific areas of writing such as grammar, organizing ideas, or developing content ? if yes please explain How ?

Options	Frequency	Percentage%
Yes, it improved confidence in writing	16	80%
No, it did not improve confidence	2	10%
Not exactly/ Mixed feelings	2	10%
Total	20	100%

Table 12: Impact of ChatGPT on Students' Confidence in Writing

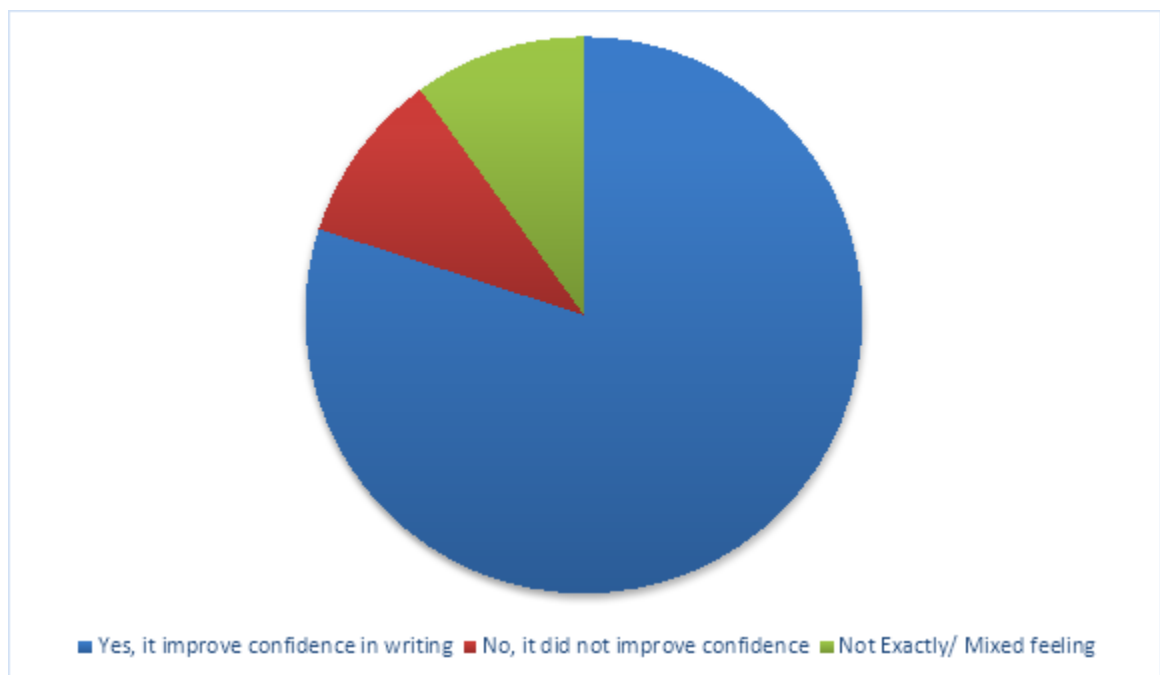


Figure 12: Impact of ChatGPT on Students' Confidence in Writing

The Answers :

- yes , chat gpt helped me to put every relevent idea and try expanding it , then organizing its content and keeping only main sub ideas
- Yes because it orginize, give you a lot of ideas
- No

- I guess in developing content, helped me a lot to think about generat and think in new way
- Yes, whenever chatgpt is asked to correct you it might provide you an detailed explanation under the mistake you've made
- Yes, as i said before it really helps in terms of writing because it's like you have a free tutor
- Yes
- Not exactly
- Yes it helps by giving the outlining of the content or orgnizing the ideas
- Yes it improves my confidence by offering instant corrections and clear explanations.
- Yes.it simplifies ideas and organize them
- Yes, it motivats me and improves my confidence because when I perform I'm sure that I have less grammar mistakes...
- Yes , sometimes i use an ideas that i did found while using chat gpt
- Yes , it helps in grammar by providing clear corrections and make me more aware of common mistakes and how to avoid them .
- Yes, using ChatGPT has significantly improved my confidence, especially in grammar and organizing ideas.
- Yes definitely.
- Chatgpt improved my writing through constant and immediate feedback.
- No, in the contrary it made me feel disappointing about my writing skills
- Yes, GPT giving the correct grammar and well- organized ideas, which gave to the learner confidence.
- Yes, it did by giving bright ideas

- Yes especially in organizing ideas

The responses indicate that most users believe ChatGPT has positively impacted their confidence in writing, particularly in areas such as grammar, organizing ideas, and content development. Many users appreciate its ability to provide structured feedback, clear corrections, and well-organized ideas, which helps them improve their writing skills and gain confidence. Some users specifically mention that ChatGPT simplifies complex ideas, offers detailed explanations of mistakes, and serves as a useful tool for structuring content. However, a few respondents express skepticism, stating that it has not significantly improved their confidence or, in some cases, has even made them feel discouraged about their writing abilities. This suggests that while ChatGPT is generally seen as a valuable support tool, its effectiveness in boosting confidence depends on individual user experiences and expectations.

Item 16 :Has ChatGPT changed the way you work on writing tasks ? if Yes, How ?

Options	Frequency	Percentage%
Yes, ChatGPT has changed my Writing Approach	13	65%
No, ChatGPT has not changed my Writing Approach	5	25%
Not sure / Mixed Feelings	2	10%
Total	20	100%

Table 13 :Effect of ChatGPT on Students' Approach to Writing Tasks

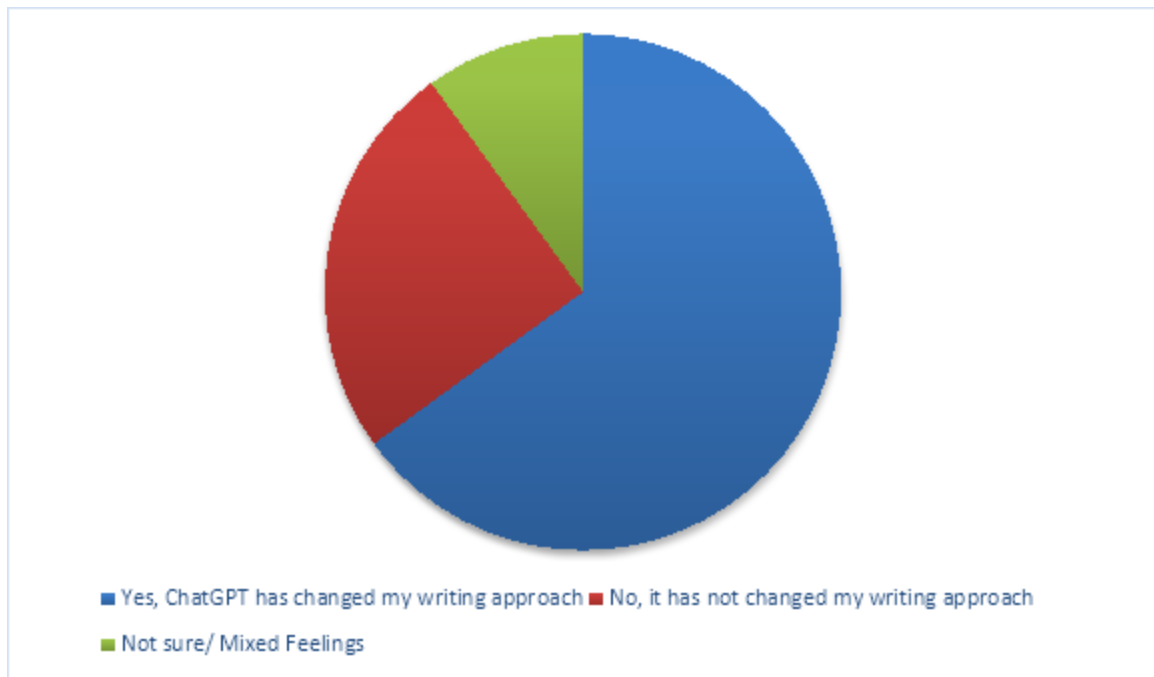


Figure 13: Effect of ChatGPT on Students' Approach to Writing Tasks

The Answers :

- No
- No
- Yes , directly using ai to get the work done faster
- I don't know yet
- Yes, technology is made to facilitate our lives not only writing tasks, therefore i find chatgpt is useful and good search-engine to look for sources and writing topics.
- Yes, i used to do tasks alone but now i always use chatgpt
- Yes
- Yes it makes it more structured
- No
- Yes, it speeds up my writing process by providing quick feedback.
- Not really
- Yes, it facilitats writing tasks and improve it

- Yes somehow , maybe because it makes me create outlines and refine drafts more quickly
- Yes, ChatGPT has changed the way I approach writing tasks. I now use it as an initial step in the writing process to brainstorm ideas, get feedback on drafts, and refine my arguments.
- Yes definitely.
- I started to be more careful about my writing skills in accordance to ChatGPT feedback which helped me ameliorate my task performance.
- Through following a specific organized structure of writing, ChatGPT helped me to organize my thoughts in a comprehensive manner
- Not really.
- Yes, I am a teacher and I use it to generate sentences for my students
- Yes by using academic vocabulary

The responses suggest that ChatGPT has influenced the writing process for many users, although some remain unaffected. A significant number of respondents state that ChatGPT has made their writing tasks more structured, efficient, and organized. Users highlight how it helps with brainstorming, refining drafts, generating outlines, and providing quick feedback, which streamlines their workflow. Some mention that they now rely on ChatGPT more than before, indicating a shift in their writing habits. Additionally, a teacher in the responses acknowledges using ChatGPT to generate sentences for students, showing its role in educational settings. However, a few respondents indicate that ChatGPT has not significantly changed their approach, demonstrating that its impact varies based on individual preferences and writing habits.

Item 17 :Do you trust the information and corrections provided by ChatGPT ?why or why not ?

Options	Frequency	Percentage%
Yes, I trust ChatGPT's Information	7	35%
No, I do not trust ChatGPT's Information	7	35%
Depends on The Context	6	30%
Total	20	100%

Table 14: Trust in ChatGPT's Information and Corrections

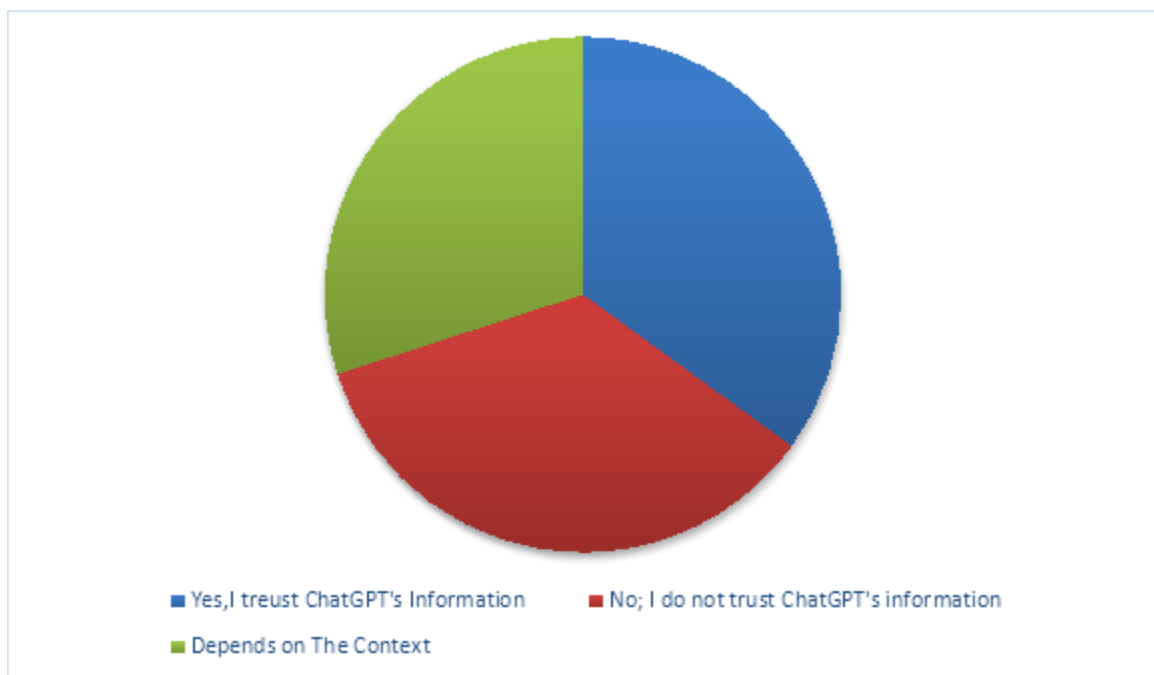


Figure 14 : Trust in ChatGPT's Information and Corrections .

The Answers :

- yes, all of its information is from credible trustworthy sources extracted from books and relevant sources
- No i don', it's not always right , because it's subjective
- It depends actually, because as I said it is controlled by humans and it can make errors

- No because it provides wrong informations i kept check whether it is true or not
- I do believe chatgpt's provided information/answer is carefully depended on reliable sources and eligible websites which makes its response an easy shortcut instead of searching on trusted sources.
- Yes, since i provide a clear instruction
- No, cuz they do not provide reliable sources
- When I asked it in specific ways
- Yes
- For general guidance, yes i do. But I verify each information in complex topics
- Yes I do. In the cases I used it it provided me with correct answers
- Most of the time yes
- No I don't because alot of times i find a wrong informations for topics that i know
- Yes because they are based on extensive language training and often align with standard grammar and writing conversations
- I generally trust ChatGPT's grammar and writing suggestions, as they are accurate and helpful. However, for more complex or specialized topics, I cross-check the information to ensure it is up-to-date and precise, as ChatGPT may not always have the latest details.
- Yes.
- The information of the app is similar to teacher's information. The app uses the same structures of teaching.
- I don't fully trust ChatGPT as sometimes it may provide false information or even non existant sources
- No, chat gpt is uncertain information because is not mentioning the reference.
- Not always because it's a language model that can be sometimes inaccurate

- Not all the time , if it is something important I have to check the authenticity of it by checking the references

The responses indicate a mixed level of trust in ChatGPT's information and corrections. While some users fully trust its responses, believing that they are derived from credible sources and reliable linguistic models, others remain skeptical due to occasional inaccuracies and the lack of verifiable references. Many users adopt a cautious approach, trusting ChatGPT for general writing assistance, grammar, and structure but cross-checking facts when dealing with complex or specialized topics. A few responses highlight that ChatGPT's reliability depends on how specific the prompt is, suggesting that well-phrased questions yield more accurate results. Others explicitly state that they do not trust ChatGPT because it sometimes provides false or unverifiable information. Overall, while ChatGPT is valued as a helpful tool, users recognize its limitations and emphasize the importance of verifying its outputs for accuracy.

4.3. Synthesis and Discussion of The Results

The results reveal that ChatGPT has a notable impact on EFL learners' writing skills, particularly in areas such as grammar, vocabulary expansion, content organization, and idea development. A majority of respondents acknowledged the effectiveness of ChatGPT's feedback, appreciating its ability to provide instant corrections, detailed explanations, and multiple suggestions for improvement. Many participants found it useful for structuring their writing and refining their ideas, making the writing process more efficient. However, some respondents pointed out that ChatGPT's feedback could sometimes be too general, misleading, or lacking depth, which makes it necessary to verify its accuracy, especially for academic writing. While a significant portion of learners recommended using ChatGPT as a helpful tool, a few expressed concerns about potential over-reliance, arguing that it may

hinder learners' ability to think critically and develop their writing independently. Additionally, the debate over AI versus traditional teacher feedback was evident in the responses. Some learners preferred ChatGPT for its accessibility and instant feedback, while others valued teachers' guidance for its depth, accuracy, and motivational impact.

Many advocated for a balanced approach that combines both sources of feedback for optimal learning outcomes. The findings also highlight that ChatGPT has changed the way some learners approach writing tasks by making the process more structured and accessible, while others remain skeptical about its overall reliability. Trust in ChatGPT's corrections and information varied, with some respondents fully relying on it due to its data-driven responses, whereas others expressed doubts about its credibility, especially since it does not always provide references or the latest information. Ultimately, while ChatGPT serves as a valuable supplementary tool for enhancing writing skills, its effectiveness depends on how learners utilize it. Those who use it critically, cross-check information, and integrate it with traditional learning methods benefit the most, whereas those who rely solely on it risk developing dependency and limiting their ability to refine their writing skills independently.

5. Teachers' Interview

5.1. Description of Teachers' Interview

The interview consists of eight questions, organized to progressively explore teachers' perceptions and experiences with ChatGPT in EFL writing instruction. The first question aims to determine whether teachers are familiar with ChatGPT and their initial impressions of it as a learning and teaching tool. The second question seeks to understand their overall experience with ChatGPT in enhancing students' writing skills. The third question focuses on identifying the key benefits of using ChatGPT in EFL writing instruction. Question four examines whether teachers have encouraged their students to use ChatGPT and for which specific tasks.

The fifth question aims to identify any observed improvements in students' writing due to ChatGPT usage. The sixth question addresses ethical concerns related to students' reliance on ChatGPT, such as plagiarism and over-dependence on AI tools. In question seven, the focus is on comparing ChatGPT's feedback to traditional teacher feedback and its effectiveness in improving students' writing. Finally, the eighth question explores the limitations of ChatGPT, specifically the writing challenges it may not effectively address.

5.2. Analysis of Teachers' Interview

Question1 :Have you heard of ChatGPTbefore ?what do you think of it as a learning/teaching tool ?

Teacher A :Yes, I did. It is an artificial intelligence (AI) application. It is an effective learning and teaching tool only if it is well-used.

Teacher B :Yes, of course I have heard of ChatGPT since 2022, but now I know more about it not like the beginning , chat gpt belongs to AI tools I believed that I have cleared judgement to AI tools and I say it also to my students since AI tools are beneficial they can be very helpful to us in teaching and learning but we should not rely on them simply because a machine can never replace the mind of humans.

Teacher C :Yes , well i think it is helpful for both learners and teachers as well it can help learners in developing their knowledge concerning learner experiences it can help them of course in diffecult concept they have , as for teacher also can help them in designing courses and in designing materials activities.

Teacher D :Yes, I have heard of ChatGPT, and I think it is an excellent tool for both learning and teaching. It provides quick access to explanations, helps with generating ideas, and offers writing assistance. For learners, it can function as a supplementary resource for practicing

language skills, while for teachers, it can help streamline feedback and guide students through different writing processes.

All the interviewed teachers are familiar with ChatGPT and recognize its potential as a learning and teaching tool, though their perspectives vary in terms of its effectiveness and appropriate use. Teacher A believes that ChatGPT can be effective only if used correctly, highlighting the importance of proper guidance. Teacher B acknowledges its benefits but warns against over-reliance, emphasizing that AI cannot replace human intelligence. Teacher C sees it as a valuable tool for both learners and educators, assisting students with complex concepts and helping teachers design materials. Similarly, Teacher D views it as an excellent educational aid that facilitates explanations, idea generation, and writing support for students while streamlining feedback for teachers. While all teachers appreciate ChatGPT's capabilities, they stress the need for responsible use to maximize its benefits without diminishing critical thinking and independent learning.

Question2 :How would you describe your overall experience with ChatGpt as a tool for improving students writing skills?

Teacher A :Personally,I do not use it .I do not encourage my learners to use It . They do not know how to use it. They usually tend to plagiarise information instead of taking notes and reformulate them in their own style.

Teacher B :I have not urge my students to use chatgpt but I may discussed with my students that they can use it specially for looking for sources navigating the literature but do not advice them to rely on chatgpt in writing because this still are novice researchers they need to devolep their writing skill first and then if they use chatgpt is not problem but if they don't have a good level in writing and they rely on it this will make their writing skills worse

Teacher C : I think i have not like experience chatgpt with writing with students but within sometime in the classrommi can see that students use chatgpti think it is helpful in terms of data generation it helps generate knowledge get new ideas, learn new things but in terms of writing i think it can be helpful to certain degree in using very specific vocabulary but with very carful consideration according to what I have learned from research papers it is quiet helpful and there is other issues like over relying on ai tools which may cause more problems than solutions to students

Teacher D :My experience with ChatGPT has been very positive in terms of improving students' writing skills. It aids students in organizing their thoughts, refining their grammar, and enhancing overall writing quality. It's especially helpful for students who need extra guidance or for those looking for immediate feedback when they don't have access to a teacher. The tool can also be used for practice, helping students strengthen specific aspects of their writing, such as structure and word choice.

The teachers' experiences with ChatGPT as a tool for improving students' writing skills vary significantly. Teacher A does not use ChatGPT and discourages its use among students, as they often misuse it for plagiarism rather than developing their writing skills. Teacher B also refrains from actively promoting ChatGPT, believing that novice researchers should first build their writing skills independently before using AI tools, as reliance on ChatGPT without a solid writing foundation could be detrimental. Teacher C acknowledges its usefulness for data generation and vocabulary expansion but remains cautious, emphasizing that over-reliance on AI may create more problems than solutions. In contrast, Teacher D has had a positive experience with ChatGPT, highlighting its role in helping students organize thoughts, refine grammar, and receive immediate feedback, particularly when teachers are unavailable. While some teachers recognize its benefits for writing, others

are more concerned about students' dependence on AI and the risk of undermining their ability to develop writing skills independently.

Question 3 :In your opinion, what are the key benefits of using ChatGPT in EFL writing instruction?

Teacher A :Using ChatGPT in EFL writing instruction may have several benefits provided that it is well implemented. It can enrich learners' vocabulary. It teaches them the writing process. For instance, the essay structure, brainstorming ideas and so on.

Teacher B :I said that they can assist you , they can help you to look for different sources perhaps when to have a piece of writing to look for the different writing strategies but again I think I assist on the fact that you should not over rely on it

Teacher C :in instructions, I think as for teacher I believe they can use chatgpt in when you explain to chatgpt very good what your objective is it can really help in designing activities and providing and suggesting some techniques or approaches in teaching writing of course , and they are quite helpful sometimes

Teacher D :The key benefits of using ChatGPT in EFL writing instruction are its accessibility, immediacy, and adaptability. It offers instant feedback, which is helpful for students to identify and correct mistakes in real time. Additionally, it provides personalized suggestions based on the student's writing, and it makes it a useful tool for students at different levels.

The teachers highlight several potential benefits of using ChatGPT in EFL writing instruction, although their perspectives vary. Teacher A emphasizes that ChatGPT can be beneficial if properly implemented, as it helps students enrich their vocabulary and guides them through the writing process, including brainstorming and structuring essays. Teacher B acknowledges that ChatGPT can assist students in finding sources and exploring different

writing strategies but warns against over-reliance on AI tools. Teacher C sees value in ChatGPT's ability to assist teachers in designing activities and suggesting instructional techniques, making it a supportive tool in teaching writing. Teacher D focuses on its accessibility, immediacy, and adaptability, noting that ChatGPT provides instant feedback, helps students identify and correct mistakes in real time, and offers personalized suggestions based on individual writing needs. Overall, while teachers recognize ChatGPT's role in enhancing writing instruction, some stress the importance of responsible usage to prevent dependence.

Question4 :Have you ever encouraged your students to use ChatGPT ?if yes, for what specific tasks ?

Teacher A :I encourage only those who are effective academic writers because they are aware of ethical issues such as plagiarism.

Teacher B :I have advised them not to rely on chatgpt because it may cause some harms and it will not help them to improve their writing but they can be assisted by chatgpt just to get inspired from the different written provided by chatgpt

Teacher C :Usually , inside the classroom yes but not all the time i mean sometimes when generating data for a specific topic when they are not knowligibale about , this the only task which they are alouw to use chatgpt.

Teacher D :Yes, I have encouraged my students to use ChatGPT, particularly for tasks like brainstorming, drafting, and improving grammar and style. For example, they can input their drafts into ChatGPT to receive suggestions for enhancing sentence structure or vocabulary. It also helps with overcoming writer's block by offering creative prompts or helping students develop their ideas further.

The teachers have varying perspectives on encouraging students to use ChatGPT, with some advocating for selective use while others remain cautious. Teacher A supports its use only among proficient academic writers who understand ethical concerns like plagiarism. Teacher B discourages reliance on ChatGPT, warning that it may hinder writing skill development, though they acknowledge it can serve as inspiration. Teacher C allows students to use ChatGPT selectively, particularly for generating data on unfamiliar topics, but not as a general writing tool. Teacher D, on the other hand, actively encourages students to use ChatGPT for brainstorming, drafting, and refining grammar and style, emphasizing its role in overcoming writer's block and enhancing sentence structure. Overall, while some teachers recognize ChatGPT as a useful tool for specific tasks, concerns about over-reliance and ethical considerations remain prevalent.

Question 5 :Have you observed any specific improvement in students writing as a result of using ChatGPT ?if yes , what are they ?

Teacher A :When well-exploited ,learners become more autonomous writers.They can generate ideas, have ready summaries and learn about others' works. They can also edit and proofread their work.

Teacher B :No answer

Teacher C : It is difficult to say because experiences for talking generally i think it is helpful as i said before in generate ideas meand how to get more ideas to write , i think this might be helpful in having very robost contents in their writing , i think this is the only thing i have noticed in using chatgpt for writting

Teacher D :Yes, I've observed specific improvements in students' writing as a result of using ChatGPT. These improvements include clearer sentence structures, better organization of

ideas, and more accurate grammar. Some students have also become more confident in their writing.

Teachers have noted mixed observations regarding improvements in students' writing due to ChatGPT. Teacher A highlights that when properly used, ChatGPT helps learners become more autonomous by assisting with idea generation, summarization, editing, and proofreading. Teacher C acknowledges its role in enhancing content richness by providing more ideas but remains cautious about generalizing its impact. Teacher D has observed tangible improvements, particularly in sentence structure, organization, and grammatical accuracy, and mentions increased student confidence in writing. However, the absence of a response from Teacher B suggests either a lack of clear evidence or hesitation in attributing writing improvements to ChatGPT. Overall, while some improvements are recognized—particularly in organization, idea generation, and grammar—teachers emphasize that proper use is key to maximizing its benefits.

Question 6 : Do you have any ethical concerns about students relying on ChatGPT, such as plagiarism or over-dependence on AI tools?

Teacher A :Plagiarism and overreliance on technology are drawbacks of using Chat GPT application.The first risk is unethical and prevents learners from producing writing and being original.

Teacher B :This is what I am saying or said it so far the over relying on chatgpt may cause not good things for students so I usually advice them not to rely on chatgpt , it can assist them but not to rely on it like I said in the beginning the machine can never replace human minds .

Teacher C :Yes , this is the most important issues we are facing nowadays which are ethical issues and I have seen this many times especially plagiarism , overdependence I think we all know that relying on chatgpt especially in writing tasks , but plagiarism I have seen this

many times and students still do not understand that is so clear , because teacher can detect and notice the plagiarism and know clearly that this an AI work

Teacher D :While ChatGPT is a valuable tool, I do have ethical concerns regarding its use. The primary concern is the potential for plagiarism or over-dependence on AI for writing tasks. If students rely too much on the tool without developing their own writing skills, it may hinder their academic growth.

All four teachers express ethical concerns regarding students' reliance on ChatGPT, particularly in terms of plagiarism and over-dependence. Teacher A emphasizes that plagiarism is unethical and prevents students from developing originality in their writing. Teacher B also warns against over-reliance, stressing that AI should assist rather than replace human thinking. Teacher C highlights that plagiarism is a growing issue, stating that teachers can easily detect AI-generated content, yet students often fail to realize this. Teacher D shares similar concerns, noting that excessive dependence on AI could hinder students' academic development. Overall, while acknowledging ChatGPT's benefits, the teachers caution against its misuse, stressing the importance of maintaining ethical writing practices and ensuring that students develop their own writing abilities.

Question 7 : In what ways do you think the feedback provided by ChatGPT is similar to or different from traditional teacher feedback, particularly in terms of its effectiveness for improving students writing ?

Teacher A :Feedback that is provided by Chat GPT can not be similar to the one given by traditional teaching. In a classroom, the teacher will give feedback and explain why mistakes are done. However, with Chat GPT, no explanations are provided.

Teacher B :When we say AI tools means technology sometimes it means time consuming and sometimes it effective in the sense it helps you to progress quickly rather than when you

are in face to face teaching but I think usually I repeat and insist on the fact that one has be very careful when using this AI tool

Teacher C :I think feedback is feedback I mean whatever types and whatever form of feedback provided to the learner is important , now the main different between the two is humanizing the classroom or we can say the teacher provide feedback for learner is more personalized than using AI tool even if using chatgpt is very important in personalized in teaching and learning, so I think the combination between both is important and AI tools can provide a very interesting feedback especially outside the classroom

Teacher D :The feedback from ChatGPT is consistent and immediate, which can be helpful for students looking for quick improvements in their writing. However, unlike traditional teacher feedback, it lacks the personalized touch that comes from a teacher's understanding of the student's learning needs. Teacher feedback is more holistic, taking into account the student's learning progress, specific challenges, and individual voice.

The teachers highlight both similarities and differences between ChatGPT's feedback and traditional teacher feedback. Teacher A argues that ChatGPT's feedback lacks explanations, whereas teachers provide more detailed justifications for errors. Teacher B acknowledges that AI can save time and offer quick progress but warns about its careful use. Teacher C believes that all feedback is valuable but notes that teacher feedback is more personalized and humanized, whereas AI feedback is useful, especially outside the classroom. Teacher D also points out that ChatGPT offers immediate and consistent feedback but lacks the deep, individualized understanding that a teacher provides. Overall, the responses suggest that while ChatGPT can be a useful supplementary tool for feedback, it cannot fully replace the personalized, context-aware guidance offered by teachers. A balanced approach that combines both AI and human feedback appears to be the most effective.

Question 8 : Are there any specific writing challenges that you believe ChatGPT cannot address effectively ?

Teacher A :Some of the writing challenges that ChatGPT cannot address effectively are:

- Providing informational feedback for novice academic writers.
- Impacting negatively writers' critical thinking and analysis.
- Preventing writers from being accurate, credible and original.
- Avoiding the risk of plagiarism and overdependence on technology.

Teacher B :Yes so many challenges ,I believe that there are many challenges regarding the use of chatgpt first we have to rise our students awareness about its uses the good thing and the bad thing second we have to I think decision making are official we can say the people who are responsible I mean to high level have to devise the guide for ethical considerations in order to use AI tools including chatgpt appropriately and effectively for EFL learners

Teacher C :Even if chatgpt can provide personalized feedback I think it still important to note that it is not human I mean the teacher Inside the class can follow the progress of a learner even if nowadays AI in general do an impressive work I think that somethings might be misunderstood by AI and I think the only way is either to combine both or to rely on teachers feedback

Teacher D :While ChatGPT is a powerful tool, it has limitations when it comes to addressing more complex or creative writing challenges. For instance, it may not be as effective in helping students develop original ideas or a unique writing style. ChatGPT can assist with grammar and structure but may not fully understand the subtleties of a student's individual voice or creative expression, which is a key component of advanced writing skills.

The teachers identify several writing challenges that ChatGPT cannot effectively address. Teacher A highlights its inability to provide in-depth informational feedback for novice academic writers, its negative impact on critical thinking, and concerns about accuracy, credibility, and originality. Teacher B emphasizes the need to raise students' awareness about both the benefits and risks of AI tools, suggesting that higher authorities should establish ethical guidelines for its proper use. Teacher C points out that, despite its advanced capabilities, ChatGPT lacks human intuition and the ability to track a student's progress over time, reinforcing the importance of teacher feedback. Teacher D notes that while ChatGPT is useful for grammar and structure, it struggles with fostering originality, unique writing styles, and creative expression. Collectively, the responses suggest that while ChatGPT is a valuable writing aid, it cannot fully replace the nuanced guidance and critical thinking development that human teachers provide. A combined approach, integrating AI feedback with teacher support, seems to be the most effective way forward.

5.3. Synthesis and Discussion of The Results

The results of the teachers' interview reveal a nuanced perspective on the integration of ChatGPT in EFL writing instruction. While all teachers acknowledge its potential benefits, such as enriching vocabulary, providing instant feedback, and assisting with idea generation, they also express significant concerns regarding its limitations. Some teachers highlight its role in improving grammar, organization, and writing structure, while others caution against over-reliance, which may hinder students' critical thinking, originality, and ethical writing practices. Ethical concerns, particularly plagiarism and AI dependence, emerge as recurring issues, with teachers emphasizing the need for proper guidance on responsible usage. Additionally, while ChatGPT provides immediate and consistent feedback, it lacks the personalized touch and deep understanding that human teachers offer. The discussion suggests that ChatGPT can be a valuable supplementary tool when used appropriately, but it

should not replace direct teacher instruction. Instead, a balanced approach that combines AI assistance with human guidance appears to be the most effective way to enhance students' writing skills while preserving academic integrity and fostering independent thinking.

Conclusion

In conclusion, the purpose of this chapter is to analyze the results and discuss the data collected from both the students' questionnaire and the teachers' interview regarding the integration of ChatGPT in EFL writing instruction. The questionnaire was designed to assess students' experiences with ChatGPT, their perceptions of its effectiveness, and any improvements they noticed in their writing skills. The findings reveal that while many students find ChatGPT useful for generating ideas, refining grammar, and structuring their writing, some also acknowledge concerns about plagiarism and over-reliance on AI tools. On the other hand, the teachers' interview provided insights into their perspectives on ChatGPT's role in EFL instruction, highlighting its benefits, challenges, and ethical implications. While teachers recognize its potential to support students, they stress the importance of developing students' critical thinking and writing autonomy. Overall, the results suggest that ChatGPT can be a beneficial tool in EFL writing instruction if used responsibly and in combination with traditional teaching methods.

General Conclusion

General Conclusion

This study aimed to investigate the role of ChatGPT in enhancing EFL learners' writing skills, with a particular focus on the perspectives and attitudes of both students and teachers. The primary goal was to assess how ChatGPT could assist learners in improving aspects of writing such as grammar, vocabulary, idea generation, and overall structure. It also sought to explore the pedagogical implications of integrating artificial intelligence (AI) into the language acquisition process.

The theoretical foundation of the study was built through two key chapters. Chapter one explored the broader context of artificial intelligence in education, providing a detailed overview of its evolution, benefits, and challenges in enhancing language learning. This chapter highlighted how AI technologies, such as ChatGPT, are integrated into educational settings and their influence on various aspects of the learning process, especially in the development of writing skills. Chapter two focused specifically on ChatGPT and its potential impact on EFL learners. It analyzed how ChatGPT could support students by offering instant feedback, enhancing their vocabulary, and helping with idea generation, all of which contribute to improving their writing skills. The chapter emphasized the need for a balanced approach, suggesting that AI should complement traditional teaching methods, not replace them.

The methodology employed in this research was qualitative, involving interviews and surveys conducted with students and teachers from Mohamed Kheider University. The results revealed that ChatGPT was generally viewed as a helpful tool in improving writing skills. Respondents reported that ChatGPT was particularly useful for refining grammar, expanding vocabulary, and enhancing writing structure. However, concerns about plagiarism, over-reliance on the tool, and the potential inhibition of critical thinking were also noted. Teachers

acknowledged the tool's value but stressed the importance of balancing its use with traditional methods to maintain academic integrity and promote independent writing.

Based on these findings, several recommendations were made. It was suggested that teachers train students in the ethical use of AI and encourage them to apply critical thinking and individuality in their writing. ChatGPT should be used for specific purposes such as idea generation, grammar improvement, and structural refinement, rather than as a complete substitute for writing. Furthermore, students should engage in discussions with their peers and teachers to refine their ideas and improve their work. Lastly, collaboration between teachers and students should focus on finding ways to use AI responsibly and effectively to enhance writing development. Future research should investigate the long-term implications of AI-assisted learning and explore how such technologies can be seamlessly integrated into educational practices.

Recommendations

- teachers should train students in ethical ways to use AI and apply critical thinking and individuality in writing.
- ChatGPT should be the platform used by students to generate ideas, polish grammar, and ameliorate structure and not to function as a crutch for complete writing.
- students should endorse discussing with peer students and teacher feedback on their writing for more human ideas.
- Teachers and students will collaborate and discover ways by which AI can be effective and responsible for writing development.

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الملخص

يأتي الذكاء الاصطناعي (AI)، وخاصةً ChatGPT، ليحدث تغييرًا جذريًا في تعلم اللغة والكتابة. تهدف هذه الدراسة إلى استكشاف تصورات المعلمين والطلاب حول دور ChatGPT في تطوير مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية، مع التركيز بشكل خاص على طلاب الماجستير بجامعة محمد خيضر. ولتحقيق هذا الهدف، اعتمد الباحث على منهج نوعي إلى جانب تصميم دراسة حالة. استخدمت هذه الدراسة استبيانًا مفتوحًا ومقابلة شبه منظمة لجمع البيانات اللازمة. وتتبع إجراءات التحليل كلاً من التحليل الوصفي والموضوعي. وتشمل الفئة المستهدفة طلاب الماجستير ومعلمي اللغة الإنجليزية كلغة أجنبية بجامعة محمد خيضر، بينما تتكون العينة المختارة من 20 طالب ماجستير و4 معلمين للغة الإنجليزية كلغة أجنبية، تم اختيارهم من خلال أسلوب أخذ العينات الهادف. تُظهر نتائج البحث آراءً متباينة حول مزايا وعيوب البرنامج فيما يتعلق بتطوير مهارات الكتابة؛ فمن ناحية، يدّعي البعض أن ChatGPT يحسن مع الاستخدام المنتظم، ومن ناحية أخرى، يرى آخرون أنه يمثل ميلاً نحو الاعتماد المفرط. يقدم هذا البحث اقتراحات مهمة حول كيفية دمج الذكاء الاصطناعي بشكل فعال وتربوي في تدريس وتعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: (ChatGPT)، الذكاء الاصطناعي، مهارات الكتابة، التصورات.

Appendices

Appendix A : Students' Questionnaire

Dear participant,

Thank you for agreeing to participate in this study. The purpose of this questionnaire is to gather your thoughts and experiences regarding the use of chatGPT in improving writing skills in the context of EFL learning . Your responses will remain anonymous and will only be used for academic purposes .

Your honesty and insights are greatly appreciated.

Instructions

- For open-ended questions , please write your answers clearly in the space provided.
- For Multiple-choice questions, select the option that best represents your opinion or experience.

PART ONE :

The following questions aim to gather general information about you as a participant in this study . This information will help provide context to your responses and ensure accurate analysis of the result. Please answer each question as accurately as possible

1) Age :

- 18-22
- 22-26
- 26 and above

2) Gender :

- Female
- Male

3) Have you used ChatGPT before ?

- Yes
- No

4) How often do you use ChatGPT for writing tasks ?

- Frequently
- Occasionally
- Rarely
- Never

5) Why do you use ChatGPT ?

- To improve grammar
- Generate ideas
- Organize content
- Other please specify

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6) Do you find ChatGPT easy to use for learning purposes ?if Yes, How ?

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7) Do you find ChatGPT difficult to use or not ? please explain.

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8) How would you describe your experience using chatGPT to improve your writing skills, did it help you with grammar, ideas or structure ?

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9) Do you think that ChatGPT would contribute in improving your grammar and vocabulary? If Yes please explain how?

- Yes
- No

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10) Do you consider that the feedback provided by ChatGPT is effective ?if Yes, in which ways ?

- Yes
- No

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11) Which one do you find more effective for your writing, teachers traditional feedback or ChatGPT feedback ? and Why ?

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12) Would you recommend using chatGPT to other EFL learners to improve their writing ? Why or Why not ?

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13) How do you use ChatGPT while still developing your own ideas and writing style. Do you rely on it for suggestions or do you prefer to create your own ideas?

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14) Have you ever found ChatGPT feedback about your writing useless or less helpful ?

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15) Has using ChatGPT improved your confidence in specific areas of writing such as grammar, organizing ideas, or developing content ? if yes please explain How ?

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16) Has ChatGPT changed the way you work on writing tasks ? if Yes, How ?

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17) Do you trust the information and corrections provided by ChatGPT ?why or why not ?

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Appendix B: Teachers' Interview

Dear Professor / teacher ,

Thank you for taking the time to participate in this study. This interview is part of my research on the integration of ChatGpt in EFM writing instruction. the aim is to understand your perceptions and experiences with using chatGPT as a tool to enhance students writing skills. Your insights are invaluable and will contribute significantly to this research.

Structure of the Interview

This interview will consist of a series of open-ended questions designed to explore your views and experiences regarding the use of ChatGPT in EFL instruction. The questions will cover topics such as the tool's effectiveness, its benefits and challenges, and your observations of students engagement with it . Feel free to elaborate on your answers or share any additional insights that you believe are relevant.

The Questions

- 1)** Have you heard of ChatGPT before ? what do you think of it as a learning/teaching tool ?
- 2)** How would you describe your overall experience with ChatGpt as a tool for improving students writing skills?
- 3)** In your opinion, what are the key benefits of using ChatGPT in EFL writing instruction?
- 4)** Have you ever encouraged your students to use ChatGPT ?if yes, for what specific tasks ?
- 5)** Have you observed any specific improvement in students writing as a result of using ChatGPT ?if yes , what are they ?

- 6) Do you have any ethical concerns about students relying on ChatGPT, such as plagiarism or over-dependence on AI tools?
- 7) In what ways do you think the feedback provided by ChatGPT is similar to or different from traditional teacher feedback, particularly in terms of its effectiveness for improving students writing ?
- 8) Are there any specific writing challenges that you believe ChatGPT cannot address effectively ?