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The Use of ChatGPT in Enhancing Learner's Writing Skills: Case of Second-year EFL Students at Tlemcen University

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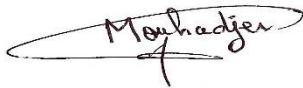
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Declaration of Originality

Hereby solemnly declare that the work I am presenting in this thesis, **The Use of ChatGPT in Enhancing Learners' Writing Skills: Case of Second-year EFL Students at Tlemcen University**, is my own to the best of my knowledge. It has not been submitted previously to any other institution or university for any degree, and all sources I have used and quoted are indicated with complete references. This work is to be carried out and completed at the University of Tlemcen.

A handwritten signature in black ink, appearing to read "Mouhadjer", written over a horizontal line.

Signature

Date: 23/06/2025

Dedication

To my dear father and mother, the source of love and support. Your encouragement has always been my strength, and I dedicate this work to you with gratitude and deep appreciation. To my beloved brothers and sisters, and my niece Yara Djinane, who bring joy and inspiration to my life. May God bless you all and keep you always.

Acknowledgement

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I am grateful to the esteemed board of examiners who kindly agreed to evaluate this research work. Their expertise, critical insights, and valuable feedback will undoubtedly contribute to the refinement and advancement of this study.

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Abstract

The current study is designed to investigate the use of ChatGPT in enhancing learners' writing skills. The objective of the study is threefold. First, it aims to assess the effectiveness and the role of ChatGPT in helping students improve their writing skills. Second, it seeks to examine the potential impact of using ChatGPT on the writing performance of second-year English students at Tlemcen University. Third, it examines learners' attitudes towards the use of ChatGPT as an assistant in writing production and development, exploring factors such as acceptance, perceived usefulness, and potential challenges. To meet these objectives, a case study was designed using a mixed-methods approach, employing methodological triangulation through a questionnaire with students as a quantitative tool, and interviews with teachers, along with a test, as qualitative tools. The test required students to write an essay, which was then analysed qualitatively to evaluate language accuracy, content structure, and personal expression. Results indicate that most students view ChatGPT positively, citing its help with improving form, fluency, and coherence, though concerns about over-reliance and plagiarism were noted. Teachers support its use as a supplementary tool but stress the importance of preserving academic integrity and critical thinking. Essay analysis showed that balanced use of ChatGPT enhances writing quality while retaining personal expression, supporting its role as an aid rather than a substitute.

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List of Abbreviations and Acronyms

AI: Artificial Intelligence

ChatGPT: Chat Generative Pre-trained Transformer

EFL: English Foreign Language

ESL: English as a Second Language

LLM: Large Language Model

NLP: Natural Language Processing

General Introduction

General Introduction

In recent times, the integration of technology into education has challenged traditional methods, sparking a significant debate in both the educational field and other domains. One of the most widely used technological tools among learners is ChatGPT, an Artificial Intelligence (AI)-powered writing tool developed by OpenAI, which is considered a primary writing assistant. Research has focused on using this tool to stimulate learners' writing skills by enhancing interaction, improving efficiency, expanding vocabulary, correcting grammar, boosting comprehension, facilitating language acquisition, and increasing learners' motivation to master writing and other skills.

The integration of artificial intelligence tools in education has become a focal point for revamping traditional pedagogies, with particular attention given to the enhancement of writing skills. However, there remains a gap in previous studies regarding the impact of AI tools like ChatGPT on the development of language skills, especially writing, in language specialisation contexts. Hence, this study aims to address that gap by clarifying the use of ChatGPT in enhancing learners' writing skills. It also seeks to provide valuable insights that can benefit educational curricula and teaching practices. Furthermore, this research contributes to the existing literature and offers a foundation for future studies by presenting findings on the interaction between ChatGPT and the stimulation of writing skills in learners.

The current study aims to investigate the use of ChatGPT in enhancing learners' writing skills and to explore the extent to which it can assist second-year students in overcoming challenges. Thus, the purpose of this study is to explore the use of ChatGPT to enhance learners' writing skills. Specifically, the study aims to achieve three main objectives. First, it assesses the effectiveness and role of ChatGPT in helping students improve their writing skills. Second, it examines the potential impact of using ChatGPT on the writing performance of second-year English students at Tlemcen University. Third, it investigates EFL learners' attitudes toward using

General Introduction

ChatGPT as a writing assistant by exploring factors such as acceptance, perceived usefulness, and potential challenges.

To address these objectives, the following research questions are raised:

- **Q1.** How can ChatGPT improve writing skills among students?
- **Q2.** How does ChatGPT influence students' writing skills?
- **Q3.** What are students' attitudes toward using ChatGPT in their writing?

The following hypotheses are formulated as potential answers to these research questions:

- **H1.** ChatGPT can enhance writing skills by improving grammar and writing style.
- **H2.** ChatGPT may negatively impact students' writing skills by promoting over-reliance on AI, leading to a decline in original thought and writing proficiency.
- **H3.** Students may have a positive attitude toward using ChatGPT in their writing, viewing it as a useful tool for improving their writing quality.

This dissertation contains two main chapters. Chapter One explores key concepts related to writing skills and examines the integration of ChatGPT as an AI tool, drawing on previous research and theoretical foundations to highlight its impact on learners' writing development. Chapter Two outlines the methodological framework, detailing data collection procedures, research instruments, and participant profiles. It then presents and interprets the results gathered through student questionnaires, teacher interviews, and writing tests, linking the findings to the theoretical framework, addressing the research questions, and evaluating the initial hypotheses.

Chapter One:
Literature Review

1.1 Introduction

Writing is an essential skill in learning a foreign or second language, as it allows learners to express thoughts and ideas in a clear and structured way. In EFL contexts, writing often presents challenges such as limited vocabulary, grammar issues, and a lack of coherent structure. With the emergence of Artificial Intelligence (AI), innovative tools like ChatGPT have been introduced to assist students in overcoming these obstacles by offering support and feedback. This chapter presents a literature review related to ChatGPT and writing. It explores the broader context of AI in education and examines how ChatGPT contributes to improving students' writing skills. Furthermore, it highlights the common challenges faced by learners, as well as the advantages and limitations of using ChatGPT in English as a Foreign Language education.

1.2 Writing Skills

Writing is one of the four essential macro skills that has drawn significant attention from researchers and English as a Foreign Language (EFL) educators. It is regarded as a critical skill that must be effectively taught and mastered, particularly in academic contexts where written communication plays a pivotal role. Hyland (2003) asserts that writing extends beyond linguistic competence; it serves as a vital tool for constructing meaning, engaging with ideas, and participating in academic and professional discourse.

Similarly, Byrne (1988) highlights writing as a complex process requiring learners to structure their thoughts in a coherent and logical manner. This skill involves multiple interconnected elements that necessitate careful planning and organisation. Writers must not only formulate clear ideas but also exhibit proficiency in grammar, punctuation, and spelling to ensure polished and comprehensible texts. This complexity underscores the need to consider both cognitive and rhetorical aspects of writing, a point reinforced by Flower and Hayes (1981). Their research emphasises the significance of audience awareness, noting that effective writing entails adjusting content and style to align with the expectations of readers.

Furthermore, Hyland (2003) stresses that writing proficiency develops through consistent practice, constructive feedback, and a thorough understanding of the writing process. These elements collectively contribute to the development of writing as a dynamic and evolving skill, integrating both linguistic accuracy and critical thinking

1.2.1 The Importance of Writing Skills in EFL Education

Writing is a complex and distinct skill in second-language learning, particularly within motivational psychology, due to the diverse roles and functions of language. Accurately describing its core aspects requires careful attention, as writing helps learners structure their ideas and conduct precise, systematic analyses of content. Consequently, writing serves as a powerful tool for enhancing critical thinking and fostering deeper comprehension.

Within the EFL context, writing involves various cognitive processes, including idea generation, organisation, and synthesis. Flower and Hayes (1981) argue that writing comprises a series of distinct mental operations that writers employ to create coherent texts. They also emphasise that writing functions as a fundamental means of communication, allowing learners to express their thoughts, emotions, and arguments effectively.

Building on this perspective, mastering writing skills offers learners a considerable academic and professional advantage. Understanding the writing process helps students overcome challenges and produce well-structured texts. Moreover, writing fosters creativity and self-expression while supporting the development of both cognitive and affective capacities. As students engage in writing, they develop intellectually, learn to generate and organise ideas, and sharpen their critical thinking. In particular, effective writing requires learners to acquire, comprehend, apply, and synthesise new knowledge. Therefore, EFL learners must be able to construct essays, draft reports, and follow conventions such as correct punctuation and paragraph structure, just as they would learn accurate pronunciation.

Bailey (2018) emphasises the importance of understanding the purpose of writing, as recognising its function is essential to producing well-structured texts. Typical purposes include reporting research findings, responding to questions, presenting personal perspectives, or synthesising existing literature on a particular topic.

Essentially, writing holds a central role in foreign language education due to its numerous benefits. It is also a key tool for evaluating learners' academic performance. Harmer (2001) asserts that writing must be explicitly taught because, unlike speaking, it is not acquired naturally. It serves as an essential medium for fostering students' thinking and learning while enabling teachers to assist learners in organising and developing their ideas logically. However, despite its significance, EFL learners frequently encounter challenges in acquiring effective writing skills.

1.2.2 Common Challenges Faced by EFL Learners in Writing

EFL learners face numerous difficulties in developing their written communication skills, which can significantly impact their academic performance and overall abilities. These challenges arise due to various factors, including language proficiency, writing mechanics, and instructional approaches. Additionally, mastering academic writing presents considerable difficulties, with many students struggling to grasp its complexities. As a result, they face obstacles in acquiring the skill, often leading to failure in achieving a passing grade (Al Mubarak, 2017). Recognising these challenges is essential for educators, as it enables them to implement effective strategies that enhance EFL students' writing competencies.

Here are some of the common writing challenges EFL students may face, which are presented in the following table.

Table 1.1: The Common Challenges Faced by EFL Learners in Writing

Challenges	Description
a) Language Proficiency Issues	EFL learners often struggle with limited vocabulary, incorrect grammar, and weak sentence structure, which affect the clarity and effectiveness of their writing. A lack of cohesion and coherence also makes their ideas difficult to follow. These challenges are mainly due to poor control of linguistic sub-skills (Zidane, 2018).
b) Writing Process Challenges	Many students face pre-writing difficulties due to challenges in organising and brainstorming ideas, leading to poorly structured essays. They often skip the drafting and revising stages, reducing the quality of their final work. According to Ghouali and Benmoussat (2019), intensive social media use causes informal language features and fossilised habits in academic writing.
c) Instructional Methodology	EFL teachers rely on teacher-centred methods limit student engagement and independent writing practice. Inadequate or unclear feedback hinders students' ability to identify and improve their writing weaknesses. Context-lacking instruction and large class sizes further prevent effective learning and personalised support. (Ferris, 2003).

From the table above, one can understand that writing in English as a Foreign Language (EFL) can present numerous challenges for students. These difficulties stem from the complexities of language structure, vocabulary, and cultural differences. Additionally, to help EFL students overcome these challenges, teachers can provide targeted instruction, practice opportunities, and constructive feedback. Also, encouraging students to read more English texts and engage in writing activities can help them improve their skills over time.

1.2.3 New Techniques of Teaching Writing

The domain of English as a Foreign Language (EFL) progresses, which requires educators to explore new methodologies for writing instruction; traditional methods, despite their partial effectiveness, frequently fall short of meeting the diverse needs of contemporary learners. The incorporation of innovative approaches and the utilisation of advanced technologies can greatly improve the writing skills of EFL students. Recent studies identify four key techniques that demonstrate considerable potential: the process approach to writing, collaborative writing, the genre approach and integration of technology, including AI tools such as ChatGPT.

Table 1.2: Techniques of Teaching Writing

Techniques	Description
a) Process Approach to Writing	This approach focuses on stages like pre-writing, drafting, revising, and editing, helping students develop writing gradually as a dynamic process (Setyawan, 2020).
b) Collaborative writing	Collaborative writing promotes peer learning and communication by allowing students to share ideas and benefit from others' strengths, improving overall writing skills (Elhussien, 2023; Storch, 2023).
c) Genre Approach	Teaching writing through genres exposes students to various styles and structures, enhancing their ability to write narrative, expository, and persuasive texts effectively (Nagao, 2019).
d) Integration of Technology	Using AI tools like ChatGPT in writing instruction offers instant feedback and support throughout the writing stages, fostering interactive and effective learning environments (Harunasari, 2023).

Consequently, ChatGPT has become an essential tool for EFL students in academic writing, since the primary goals of ChatGPT include automated writing evaluation, automated essay scoring, automated writing, and corrective feedback functions in one integrated program. Additionally, ChatGPT can provide personalised

learning experiences which suit individual students' needs, targeting areas of improvement and offering targeted practice exercises. So, through ChatGPT, EFL students can overcome language barriers more effectively, gain confidence in their writing abilities, and produce higher-quality written work.

1.3 The Revolution of AI in Education

Artificial intelligence (AI) has emerged as a transformative force across various disciplines, including education. AI refers to a machine's ability to execute tasks that typically require human intelligence, providing functionalities that can reshape traditional educational practices. In recent years, AI has garnered increasing attention from scholars worldwide due to its growing applications and relevance in numerous scientific fields.

The term "Artificial Intelligence" was first introduced by John McCarthy, a professor at the Massachusetts Institute of Technology, in a 1955 research proposal titled *A Proposal for the Dartmouth Summer Research Project on Artificial Intelligence* (Rajaraman, 2014). McCarthy et al. (2006) characterised AI as machines capable of using language, forming abstractions, conceptualising ideas, solving problems traditionally reserved for humans, and improving their capabilities. Expanding on this definition, Shukla and Jaiswal (2013) described AI as a specialised branch of computer science dedicated to studying and developing intelligent computer systems. Similarly, Kaur and Gill (2019) viewed AI as a digital initiative designed to achieve human-like intelligence through computational techniques.

The integration of AI into education is redefining teaching and learning experiences by enabling personalised instruction, assisting educators in daily tasks, and streamlining administrative responsibilities. Molina et al. (2024) emphasise that AI-driven tools, such as automated lesson planning and intelligent tutoring systems, allow teachers to focus more on engaging students rather than handling routine administrative work. As educational demands continue to evolve, the role of AI in learning becomes increasingly essential. Intelligent educational systems leverage computing technologies alongside statistical methods and cognitive learning theories

to provide feedback and guidance for both educators and learners (Chen et al., 2020). In language education, particularly English as a Foreign Language (EFL), AI-powered tools facilitate learning by delivering detailed feedback on students' writing, including grammar explanations and illustrative examples. These tools support learners in mastering grammatical rules and developing key language skills such as writing, speaking, and vocabulary acquisition (Sumakul et al., 2022).

Stockwell (2016) highlights that many AI applications are available through mobile devices, enabling learning opportunities at any time and place. Consequently, AI serves as a vital resource for both students and teachers, particularly in addressing the challenges of providing individualised feedback within large classroom settings. The adoption of AI-powered technologies has fundamentally transformed the education landscape by augmenting traditional teaching methods with innovative digital tools.

1.3.1 The Emergence of ChatGPT

ChatGPT was launched by OpenAI in November 2022 in San Francisco, California, marking a significant milestone in artificial intelligence (AI) development, particularly in natural language processing (NLP). As a direct continuation of the Generative Pre-trained Transformer (GPT) series, most notably GPT-3.5 and GPT-4. ChatGPT stands out as an advanced language model capable of generating coherent and contextually appropriate responses. Its primary function is to facilitate more natural and interactive human-machine communication (Silva & Janes, 2022).

ChatGPT is a language model designed to enable users to engage with computers in a conversational, intuitive manner. The term "GPT" stands for "Generative Pre-trained Transformer," referring to a family of AI-powered natural language models developed by OpenAI. Due to its ability to produce unique and contextually relevant responses, it is also classified as generative artificial intelligence (Sabzalieva & Valentini, 2023).

The advancement of generative AI technology has led to the creation of ChatGPT, building upon earlier models like GPT-1 and GPT-2, which demonstrated how transformer-based architectures could generate coherent text. The release of GPT-3 in 2020 marked a significant breakthrough, employing 175 billion parameters to perform various tasks, including essay writing and question answering (Haque et al., 2022).

Since its introduction, ChatGPT has garnered substantial attention for its ability to produce human-like text and simplify complex information, accelerating the evolution of AI technologies (Haque et al., 2022). Beyond showcasing AI's capability to replicate human language, ChatGPT has also sparked discussions regarding the ethical and social implications of such advancements. As a cutting-edge tool, ChatGPT is shaping a new era of human-computer interaction by helping users improve problem-solving skills and adaptability in the digital age (Gao et al., 2022).

In sum, ChatGPT holds significant potential to revolutionise education by offering personalised learning experiences, adapting to students' needs, and providing instant feedback that fosters active and continuous learning.

1.3.2 The Influence of ChatGPT on Teaching and Learning

The integration of ChatGPT into education has significantly transformed both teaching and learning practices. Luckin et al. (2016) explain that AI technologies, including ChatGPT, enhance personalised learning by adapting to students' individual needs, providing instant feedback, and offering tailored explanations. Consequently, students become more engaged and gain a deeper understanding of their learning material. In the same way, Holmes et al. (2019) found that AI tools facilitate automated grading, enabling teachers to devote more time to interactive and creative teaching methods. Additionally, Zawaki-Richter et al. (2019) highlight AI's role in expanding educational access and inclusion, particularly benefiting students with disabilities and those in remote locations due to its availability around the clock and multilingual capabilities.

However, Selwyn (2019) raises concerns regarding academic integrity and the potential risks of over-reliance on AI, emphasising the necessity of fostering students' critical thinking abilities. The influence of AI tools like ChatGPT extends beyond general teaching practices and plays an increasingly pivotal role in English language instruction. ChatGPT provides personalised explanations, immediate feedback, and accessible learning support, aiding students in enhancing their language proficiency. These advantages highlight the potential benefits of ChatGPT in educational settings, particularly in assisting English language learners.

Moreover, ChatGPT streamlines assessment procedures by enabling educators to generate diverse question formats efficiently, allowing them to concentrate more on teaching rather than designing assessments. Additionally, ChatGPT delivers timely and constructive feedback, helping students identify their strengths, weaknesses, and areas for improvement, thereby enhancing their overall performance. Nonetheless, educators must critically evaluate the implications of integrating ChatGPT into education, ensuring its ethical and responsible use while acknowledging its potential limitations.

1.3.3 The Benefits of ChatGPT in Education

ChatGPT is a transformative educational tool with the potential to significantly enhance teaching and learning. Mucharraz y Cano et al. (2023, as cited in Castro, 2023) emphasise its role in boosting student engagement, noting that integrating ChatGPT into educational practices fosters creativity, supports personalised tutoring, and prepares students for careers shaped by artificial intelligence. Additionally, ChatGPT increases motivation and engagement in asynchronous learning environments, ultimately leading to improved learning outcomes. Another key advantage of ChatGPT is its capacity to personalise learning. By offering tailored feedback based on each student's specific needs, it makes the learning process more effective than traditional feedback systems. This personalised approach enables students to progress at their own pace, reinforcing their understanding and improving knowledge retention (Castro, 2023).

In essence, ChatGPT provides individualised learning experiences by adapting information and explanations to suit each learner's level and pace. It can challenge students with complex questions or simplify concepts as needed, ensuring an adaptable and responsive learning experience (Oranga, 2024).

Language development is another fundamental function of ChatGPT. As an interactive resource for language education, it fosters an engaging environment where learners can practice grammar, vocabulary, and sentence structure. Participation in authentic conversational simulations helps students refine fluency and gain confidence in their language skills. Furthermore, Mucharraz y Cano et al. (2023, as cited in Castro, 2023) highlight that ChatGPT provides constructive feedback to pinpoint areas for improvement and recommend strategies to enhance proficiency.

Students benefit significantly from ChatGPT's ability to refine writing skills through immediate grammar corrections, expanded vocabulary, and structural guidance, resulting in clearer and more coherent written communication. The tool also aids in overcoming writer's block by generating innovative ideas and offering organisational frameworks. Additionally, interactive feedback encourages continuous revisions, fostering logical flow in writing (Anggeraja et al., 2024).

Likewise, Sok (2023) states that ChatGPT assists students in improving their writing by suggesting academic terminology, phrases, and sentence structures suited to various contexts, as well as helping with grammar correction. This process motivates students to consistently review and refine their work, which is necessary for writing development.

Beyond student learning, ChatGPT enhances educational practices by alleviating teachers' workloads. It enables educators to analyse student responses, provide timely feedback, and efficiently manage administrative tasks such as lesson planning, assessment design, and grading. With these responsibilities streamlined, teachers can devote more time to meaningful interactions with students, leading to better instructional quality and improved learning outcomes (Castro, 2023). Since writing

is a fundamental skill for academic success, especially in EFL contexts, it is necessary to explore its importance, challenges, and emerging teaching strategies.

1.4 The Impact of ChatGPT on Writing

Learning English as a foreign language presents difficulties due to its unique structure and pronunciation. However, all languages share four core qualities required for efficient communication. The basic goal of English teaching and learning is to help pupils communicate vocally and in writing in the language they are learning. Despite this, many students struggle to convey their ideas, interests, experiences, and feelings in written form. Writing skills necessitate precision, variety, and the ability to structure ideas into written prose. Low vocabulary competence, motivation, and confidence, as well as unfavourable attitudes toward writing training, are frequently the root causes of writing difficulties.

More specifically, enhancing writing motivation in the classroom becomes a competitive or challenging task for teachers during the session. However, using ChatGPT in EFL writing is seen as an accurate way to develop learners' writing skills and thoughts, as well as learners' progress and performance in the learning process. In brief, ChatGPT moves learners to reach their goals and accomplish writing tasks.

In this sense, Baskara (2023) examines the potential positive impact of integrating ChatGPT into EFL writing instruction, emphasising its ability to provide personalised feedback. He argues that it enhances student motivation and improves language skills through practice. Additionally, he notes that while incorporating ChatGPT into EFL writing instruction offers opportunities for individualised support and engagement, it also requires careful consideration of design and ethical implications.

Indeed, the theoretical basis for using ChatGPT as a writing tool includes its role in dialogic feedback processes and its ability to offer personalised feedback at various stages of writing. Woo (2024) explains that integrating ChatGPT into classroom writing instruction helps shape students' perception, influencing their subjective evaluation of the learning environment, which can significantly affect

their engagement, learning behaviour, and academic success. While positive perceptions encourage deep learning approaches, negative perceptions may lead to superficial learning strategies.

In other words, ChatGPT presents multiple advantages in EFL writing instruction, including personalised feedback, learner support, increased engagement, enhanced motivation, and improved language proficiency. It effectively guides EFL students in writing, particularly in areas such as vocabulary, grammar, and syntax. Moreover, ChatGPT contributes to writing assignments by increasing efficiency, generating ideas, facilitating language translation, ensuring content accuracy and consistency, and fostering collaboration between students and teachers. While acknowledging ChatGPT's ability to enrich language learning experiences, Bibi and Atta (2024) highlight the importance of addressing design, implementation, and ethical concerns in its usage.

Nonetheless, the integration of ChatGPT into EFL writing instruction brings certain challenges and considerations that require thoughtful attention. These include the need for careful instructional design, the potential limitations of AI technologies, and ethical concerns. Effective integration of ChatGPT necessitates the development of well-structured learning activities and clear guidance for students on its appropriate use (Baskara, 2023). Additionally, biases in ChatGPT may influence the quality and accuracy of generated text, which could impact language learning and student development. Furthermore, ChatGPT's limited ability to interpret human emotions and intentions may result in writing that lacks depth and appears rigid, posing difficulties for EFL writers who rely on emotional expression and creativity (Harunasari, 2022).

King & ChatGPT (2023) warn that college students may misuse ChatGPT by generating essay responses and incorporating them into their work without conducting genuine research. Such practices are unethical and may lead to severe academic consequences. Students must uphold academic integrity and avoid dishonest use of ChatGPT or similar technologies.

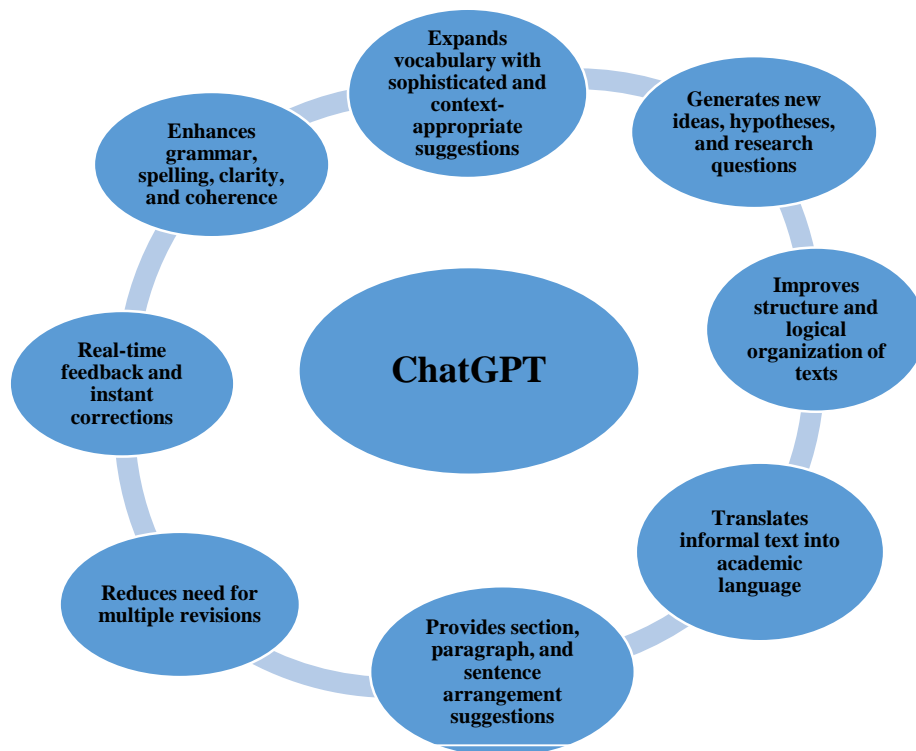
Likewise, Nazari et al. (2021) argue that AI-powered writing applications provide flexible, time-saving solutions by integrating multiple functions within a single platform. These technological advancements not only enhance teaching and learning experiences but also support formative feedback, assessment, and plagiarism detection, particularly benefiting ESL learners engaged in research writing.

In conclusion, writing tasks such as contextual research, text translation, summarisation, and paraphrasing are facilitated by ChatGPT, improving writing efficiency. While ChatGPT offers various advantages for EFL writing instruction, such as enhanced creativity and productivity, educators and students must carefully consider its limitations and ethical implications to ensure its responsible integration into educational settings.

1.4.1 Benefits of Using ChatGPT for Writing

The introduction of artificial intelligence (AI) tools like ChatGPT into academic writing has changed how students and researchers tackle writing tasks. ChatGPT offers multiple advantages that improve the writing process, such as providing real-time feedback, generating ideas, enhancing vocabulary, improving structure and organisation, and offering personalised feedback. Numerous studies support these advantages and demonstrate the transformative potential of AI in academic writing. Zohery (2023) in his study mentioned some advantages of ChatGPT for writing, summarised in the following diagram:

Diagram 1.1: Benefits of Using ChatGPT for Writing, adapted from (Zohery,2023)



This implies that One ChatGPT, as an Artificial Intelligence, is commonly used by learners as a supported writing tool as a primary writing assistant. ChatGPT has many benefits in stimulating writing skills, including improving efficiency, vocabulary, grammar correction, comprehension, language acquisition, and learners' motivation to enhance and master writing and other skills.

In other words, ChatGPT helps language learners deal with writing problems such as organisation, grammar, cohesion and errors. It offers suggestions to fix sentences with mistakes and enhance the overall writing proficiency. As well as this tool helps learners create connected text by offering feedback and suggesting grammatically accurate sentences.

1.4.2 Limitations of ChatGPT

The advent of artificial intelligence (AI) in writing has dramatically altered the landscape of educational tools, providing substantial assistance in many aspects of writing. However, despite the many benefits that AI tools like ChatGPT offer, they also present several limitations that educators and students must consider. A thorough understanding of these limitations is paramount for academically integrating AI tools into writing, guaranteeing that they function as a complement to traditional teaching methods rather than a replacement. In the following table, some key limitations of ChatGPT will be explored, emphasising the need for careful consideration and responsible integration of AI in educational settings.

Table 1.3: Limitations of ChatGPT

Limitation	Description
a) Lack of Deep Understanding	ChatGPT does not possess genuine comprehension or awareness of the content it produces. Bender et al (2021) explain that AI models can generate coherent and contextually relevant text but lack depth, nuance and accurate interpretation of complex topics. Users must critically evaluate AI-generated content and supplement it with their knowledge and insights.
b) Potential for Bias	AI models like ChatGPT, trained on vast amounts of data, may inadvertently produce content that reflects biases or perpetuates stereotypes. Bolukbasi et al. (2016) highlight the necessity of carefully monitoring and evaluating generated text to guarantee it aligns with ethical standards and does not reinforce harmful prejudices.
c) Over-reliance on AI	Students may develop an over-reliance on AI-generated content, which can hinder their development of critical thinking and independent writing skills. Li et al. (2023) emphasise that heavy dependence on tools like ChatGPT can prevent students from fully engaging with the learning process and developing the necessary skills to produce original, high-quality work independently. Teachers must balance the use of AI tools with encouraging students to cultivate their writing abilities.
d) Limitation in	While ChatGPT can generate creative text and provide valuable writing prompts, it may struggle to produce truly original or imaginative content. Kreminski (2024) discusses that AI-generated writing often lacks the expressive intent and innovative ideas that stem from

creativity	human creativity. This limitation underscores the importance of human input and the need for students to bring their perspectives and originality to their writing.
e) Ethical Consideration	The use of AI tools like ChatGPT raises ethical considerations related to academic honesty and plagiarism. Li et al. (2023) highlight that students may misuse the technology to produce work they present as their own, undermining the integrity of the educational guidelines on the ethical use of AI tools and implementing measures to detect and prevent plagiarism. Proper attribution of AI-generated content remains a critical issue that requires attention.

It is evident from the table above that while ChatGPT offers considerable support in the writing process, its limitations must not be overlooked. These concerns underscore the importance of approaching AI as a *complementary* tool rather than a replacement for human thinking and learning. In particular, issues such as lack of creativity, potential bias, and over-reliance raise questions about the authenticity and depth of student work. Therefore, educators need to provide clear guidance and foster critical awareness among learners. When used responsibly, ChatGPT can enhance writing by offering support and feedback, but students must remain actively engaged in generating content, developing original ideas, and refining their academic voice through independent thinking.

To sum up, numerous concerns and limitations have been raised by the use and integration of ChatGPT in educational institutions, while providing incorrect or incomplete information, leading to irritation and confusion among students. Inaccurate information can negatively impact students' course selection, financial support, and academic guidance. Despite the ChatGPT benefits, the implications of ChatGPT include many drawbacks; there is a need to establish a balance between using AI technologies like ChatGPT and maintaining the value of human contact and

critical thought. It is critical that students continue developing vital abilities such as problem-solving, creativity, and independent thinking.

1.5 Conclusion

In short, this theoretical chapter has provided a comprehensive overview of the role of ChatGPT in enhancing learners' writing skills. The review explores the revolutionary impact of AI technology in education, emphasising the emergence of ChatGPT and its significant influence on teaching and learning processes. It highlights the various benefits of ChatGPT in addressing common challenges faced by EFL learners in writing, such as language proficiency issues, limited vocabulary, and writing process challenges. This chapter also identifies several limitations associated with ChatGPT, including a lack of deep understanding, potential for bias, over-reliance on AI, limitations in creativity, and ethical considerations related to academic honesty. Based on this review, the methodology and the findings of the study are presented in the next chapter, which is practical and deals with the methodology and analysis of the selected questionnaire, interview and test.

Chapter Two:

Research Methodology, Data Analysis and Interpretation

2.1. Introduction

The previous chapter presented the theoretical framework surrounding the use of ChatGPT in enhancing learners' writing skills. This chapter shifts focus to the practical dimension of the study by outlining the research design, data collection methods, and analytical procedures. It begins with a description of the study setting, followed by a detailed explanation of the chosen methodology. The chapter also presents the selected sample and the research instruments used, namely the learners' questionnaire, teachers' interviews, and the writing test. It concludes with the analysis and interpretation of the collected data.

2.2. Setting Description

To investigate the topic, it is important to identify the case study of our work in order to trace an organised path for the collection of the required data. The study was conducted with second-year LMD students and EFL teachers at the Department of English, University of Tlemcen, during the academic year 2024/2025. The Department of English hosts approximately 1,503 students across different levels (Licence and Master), including 432 second-year students who are divided into eight groups. It also employs 72 teachers responsible for delivering various language and literature modules. These data were obtained from the administration office of the Department of English at the University of Tlemcen (2025). This research was designed as a case study with 42 second-year EFL students.

2.3 The methods used

Research method refers to a set of techniques used to conduct a research study. Churchill and Lacobucci (2005) describe a research method as a structured plan that guides the completion of a study. In line with this, the current research adopts a mixed-methods approach that integrates both quantitative and qualitative techniques to allow for a more comprehensive understanding of the research problem. This study follows an exploratory and descriptive design within the framework of a case

study, aiming to accurately and systematically describe a population, situation, or phenomenon.

A case study is a research approach that allows researchers to examine a particular instance or issue in depth, providing insights into its underlying causes and potential solutions (Creswell, 2012). Furthermore, this research employs methodological triangulation by collecting data through three distinct tools: a questionnaire, an interview, and a test, to ensure a more comprehensive and validated understanding of the research problem.

2.4. Sample Selected

Sampling is a very important step in any investigation. Thompson (2012) describes sampling as the process of selecting a subset of the total population to address research questions and find solutions to the identified problem. In the same vein, Acharya et al. (2013) define a sample as a portion of the population chosen to accurately represent the larger group. For the present study, the target sample consists of 42 second-year students, and four teachers were randomly selected. These students were selected because they are beginners in academic essay writing in English and often rely on tools like ChatGPT to support them with structure, idea development, and language use. Due to the limited number of participants and the specific context of this sample, the results of the study cannot be generalised to all EFL learners or educational settings.

2.4.1. Students' Profile

The sample of this study consists of 42 second-year EFL students. A significant gender disparity was observed, with 7 males and 35 females. The participants belonged to various age groups, ranging from 18 to 32 years old.

2.4.2. Teacher's Profile

This section presents an overview of the four teachers who participated in the study, two teachers are specialised in Sociolinguistics, one in Psycho-pedagogy, and

another in TEFL. Their teaching varies from 14 to 17 years. All four teachers are teaching first-year, second-year and third-year students, while one has also taught Master's students. The interviewed teachers teach the comprehension and Written Expression (CWE) module to second-year students

2.5. Research Tools

The research tools used in this study were varied; a questionnaire was designed for students with the aim of collecting statistical and descriptive data on students' opinions about the use of ChatGPT in their writing. A teacher's interview was used to gain more insights from teachers' different perspectives about ChatGPT and writing skills, as well as a writing test with second-year students. The variety of instruments used reflects a triangulated strategy, allowing the researcher to explore the research questions from multiple perspectives and strengthen the credibility of the findings.

2.5.1. Questionnaire

The questionnaire is considered one of the most useful tools in research for gathering information from respondents. Brown (2001) defines a questionnaire as a written document that presents a series of questions or statements, requiring respondents to either provide written answers or select from predetermined options. The present study used a questionnaire as a tool to collect data about the participants' viewpoints, perceptions, and the use of ChatGPT in enhancing writing skills. The following table illustrates the objectives of the questionnaire:

Table 2.1: Questionnaire Sections' Objectives (check Appendix A)

Questions	Objectives
Section one	It aims at collecting information about the basic demographic characteristics of the students, such as gender and age.
Section two	It aims at collecting information about students' attitudes toward writing, skills, and the specific difficulties they face while writing.
Section three	It aims at collecting information about students' use of technology and AI tools like ChatGPT in learning English writing.

2.5.2. Interview

The interview is a useful data collection method, particularly effective for gathering qualitative data. As commonly recognised in social research, there are various types of interviews, including structured and semi-structured formats. Brown (2018) describes interviews as an interaction where two or more individuals engage in direct communication, with at least one participant aiming to gain information from the other.

The present study was conducted with Comprehension and Written Expression (CWE) teachers. The researcher gave sufficient time for the respondents to express their opinions, share their views, and make comments on the topic under investigation. The interview was conducted with four (4) EFL teachers; they contributed to our study by answering the questions, reporting experiences, commenting, and giving suggestions. The following table shows the main objectives of the interview:

Table 2.2: Interview Sections' Objectives (check Appendix B)

Questions	Objectives
Section one	It aims at collecting information about. The teachers' experience in the discipline of teaching.
Section tow	It aims at collecting information about teachers' attitudes towards the use of ChatGPT in enhancing learners' writing skills.

2.5.3. Test

A test is a practical method for discovering more about learners' viewpoints. It can also lead to new information about the informants. Additionally, tests have different forms, including multiple-choice questions, essays, or practical exams, and are commonly used in educational development settings to track progress or determine competency. Brown (2004, p. 3) defines a test as "a method of measuring a person's ability, knowledge, or performance in a given domain."

In this study, a test was administered to second-year students to examine whether they use ChatGPT in their writing. The main aim was to write a short essay about the use of ChatGPT in writing. The time allocated for this test was 30 minutes.

2.6. Data Analysis

This section will analyse data both quantitatively and qualitatively. Dörnyei (2007) explains that qualitative and quantitative data analysis are conducted separately and independently, with integration occurring at the interpretation stage. Quantitative analysis refers to the process of collecting and examining numerical data to measure variables and determine statistical relationships (Creswell, 2014). In contrast, qualitative analysis focuses on analysing non-numerical data, such as words

and descriptions, to identify patterns, themes, and deeper meanings (Dörnyei, 2007). Concerning the structured interview and writing test, the researcher applied qualitative analysis due to the nature of the collected information. However, quantitative analysis was used for the questionnaire.

2.6.1. Questionnaire Analysis

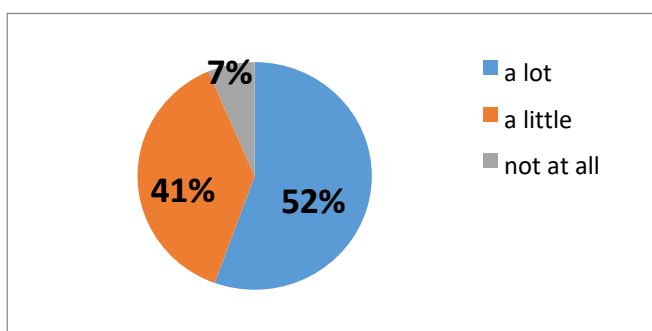
The first data collection tool used in this research is a questionnaire. It consists of three sections and was designed to explore attitudes towards the use of ChatGPT in enhancing writing skills, particularly within the writing class. Since the general information collected in Section One (such as gender and age) was already used to construct the students' profiles, the analysis begins with Section Two.

Section Two: Students' Experience with Writing Skills

Q3 .How much do you like writing?

This question enquires about the respondents' opinions about how much they like writing. The results show that a considerable number of students (52%) claim that they like writing "A little". Others (41%) show that they like it a lot. However, a minority of students (7%) of students choose not at all.

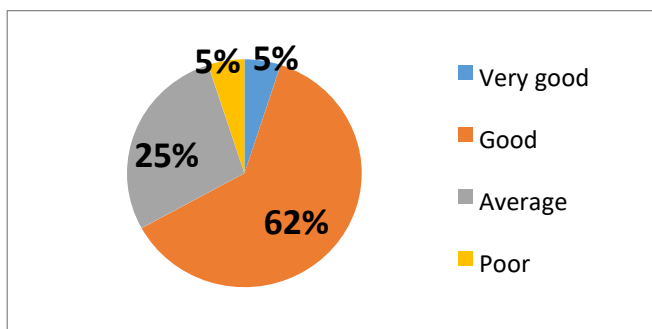
Figure 2.1: Students' likes of writing



Q4. How do you consider your level in English?

This question enquires about the respondents' opinions about their level of English. Results show that (62%) of the students consider their level in English as "Good" and (28%) as "Average". A minority of students (5%) believe that they are "Very good" in English. Others (5%) show that they are "Poor" in English.

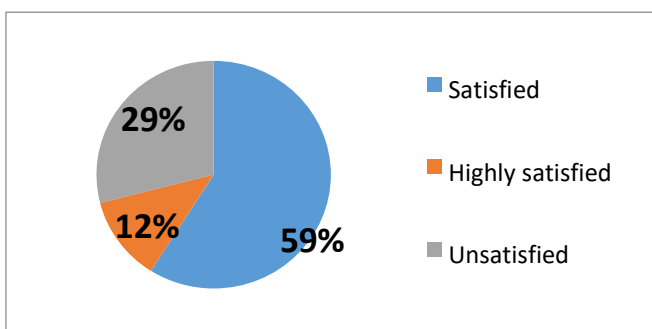
Figure 2.2: The students' Consideration of their Level in English



Q5 . Are you satisfied with your writing skills?

This question is asked in order to know whether the students are satisfied with their writing skills or not. The results demonstrate that the majority of the students (59 %) are satisfied with their writing; however, 29% of them are unsatisfied. In addition, the lowest percentage (12%) is highly satisfied.

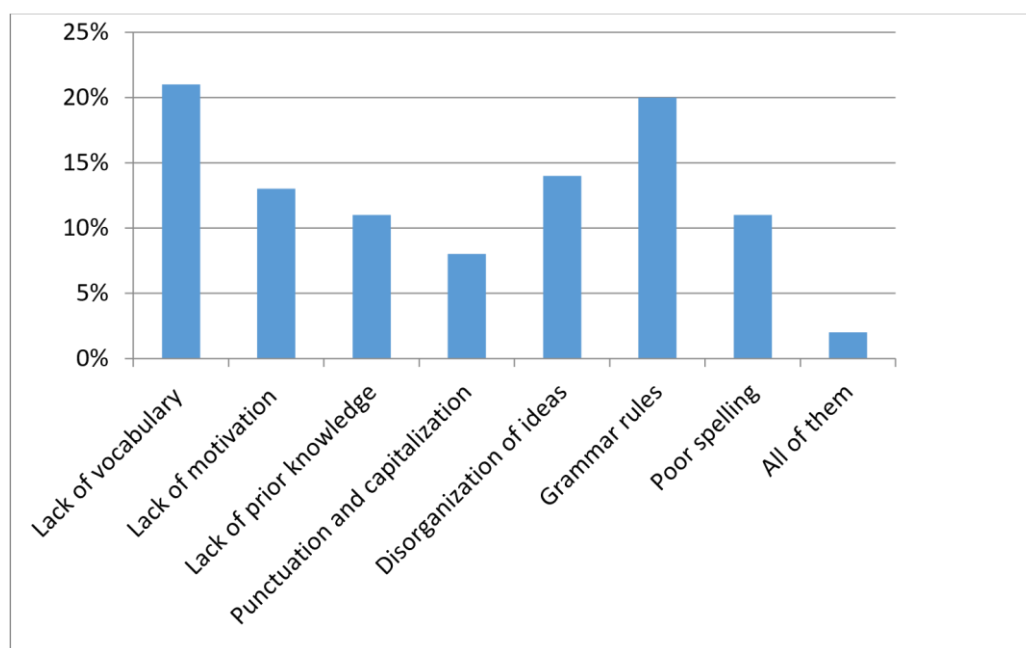
Figure 2.3: Students' Satisfaction with Writing Skills



Q6 .Which kind of difficulties do you face while doing your writing activities

Question six seeks to identify the difficulties students face in writing activities. Participants were allowed to select more than one option; the following results were observed: the difficulty most frequently selected was lack of vocabulary, representing 21% of the total responses. This was closely followed by grammar rules, which accounted for 20%. Disorganisation of ideas was indicated by 14% of the participants. Lack of motivation was reported by 13%. Poor spelling and lack of prior knowledge each received 11% of the selections. Difficulties with punctuation and capitalisation were noted in 8% of the responses. Finally, the option “All of them” was chosen by 2% of the respondents, while no participant selected “Other difficulties.” This is explained in the following figure.

Figure 2.4: Students’ Difficulties in Writing Activities



Section Three: Students' experience with ChatGPT

Q7. Do you use technologies in studying the English Language?

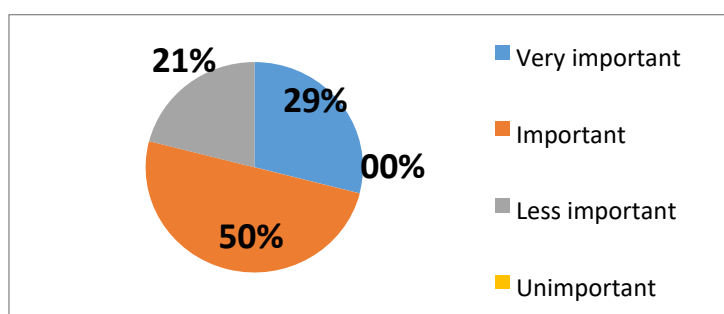
This question aims to seek information about whether second-year students use technologies in learning English as a foreign language. Results reveal that all

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

Q8. How do you evaluate the use of AI tools in the learning process?

This question aims to seek information about students' evaluation of the use of AI tools in the learning process. The majority of the students (50%) claimed that their AI tools are "important" in the learning process. Also, some of them (29%) said very important, additionally 21% of students selected less important. None of the students opted for unimportant. This is shown below.

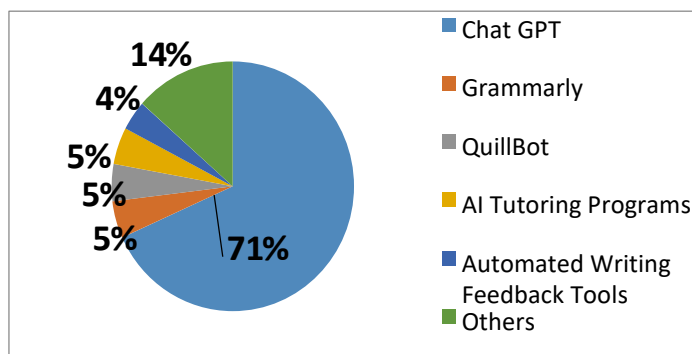
Figure 2.5: Students' Qualifications about AI Tools in the Learning Process



Q9. What is the AI tool or application that you use the most?

The students who answered questions 7 and 8 positively are asked to specify the AI tools or applications they used mostly. The majority of the students (71%) claimed that they use ChatGPT. However, some of them (5%) opted for each Grammarly, QuilBot and AI Tutoring Programs. Moreover, just 4% said automated writing feedback tools. The rest of the students (14%) opted for others, including Advanced English, Translation Application, Perplexity, and Google. This is shown in the following figure.

Figure 2.6: Students' Types of AI Tools or Applications They Used Most



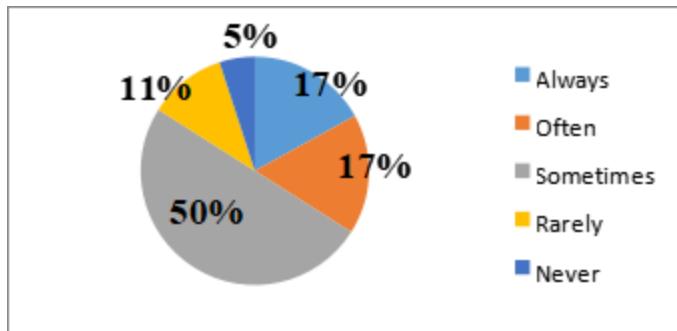
Q10 . Have you used ChatGPT or similar artificial intelligence for learning writing?

This question seeks to discover whether students use ChatGPT or similar AI for learning writing or not. Results reveal that the majority of the students, which is a percentage (88%), answered positively, saying that they used ChatGPT for learning writing. However, (12%) of the students answered the question negatively. From the findings, it can be deduced that the respondents consider ChatGPT an improving tool used to enhance their writing.

Q11. How often do you use ChatGPT for writing tasks?

The question aims to know the frequency of students' use of ChatGPT for writing tasks. Results reveal that the majority of the respondents (50%) claim that they "Sometimes" use ChatGPT for writing tasks. In addition, (17%) opted for each "Often" and "Always". Also, (11%) of the students select "Rarely". However, the least percentage (5%) opted for "Never". The results are displayed in Figure 7.

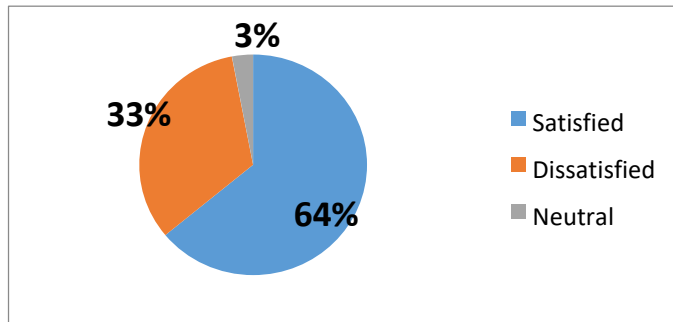
Figure 2.7: Students ' Frequency of Using ChatGPT for Writing Tasks



Q12. How satisfied are you with ChatGPT's use for writing?

This question is asked in order to know whether the students are satisfied with ChatGPT for writing or not. The majority of the students (64%) are satisfied with ChatGPT use for writing; however, 33% of them are neutral. In addition, the least percentage (3%) opted to be dissatisfied.

Figure 2.8: Students' Satisfaction with the Use of ChatGPT for Writing



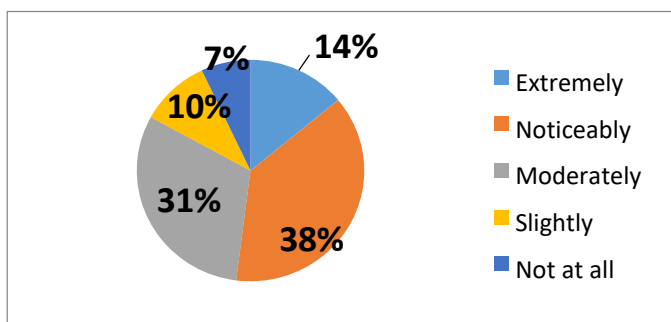
Q13. Do you believe that using ChatGPT motivates you to write?

This question aims to determine students' views regarding whether the use of Chat GPT motivated them to write. Results reveal that the majority of the students, that is, a percentage of 62%, gave an affirmative answer. However, (38%) of the students answered the question negatively.

Q14. To what extent do you believe ChatGPT feedback helps in improving your writing?

This question seeks to know students' views about the extent to which ChatGPT feedback helps in improving their writing. The results reveal that (38%) of students noticeably believe ChatGPT feedback helps in improving writing. And (31%) said moderately. However, just 14% for extremely selected by students. In addition,(10%) of them said slightly, and (7%) of students chose not at all. Students' answers are displayed in Figure 9.

Figure 2.9: Students' Extent to ChatGPT Feedback Helps in Improving Writing



Q15. Do you think ChatGPT feedback is more beneficial than traditional methods for academic writing?

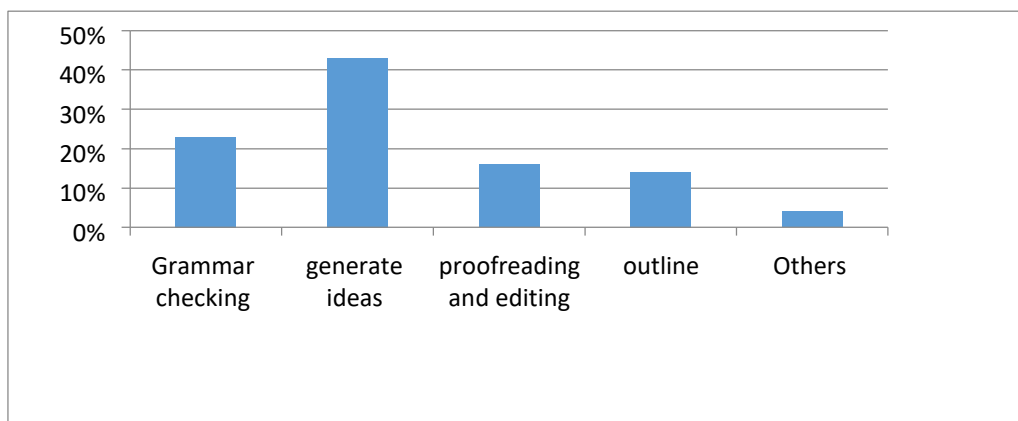
This question aims to determine students' views regarding the benefits of ChatGPT feedback rather than traditional writing methods. Results reveal that the majority of the students, that is, a percentage of (62%), gave an affirmative answer that Chat GPT feedback is more beneficial than traditional writing methods. However, (38%) of the students answered the question negatively. Some students add an explanation. They are summarised as follows:

- AI has access to a vast amount of information available online and offers modern methods that surpass traditional approaches.
- ChatGPT provides instant feedback, making it more efficient than traditional methods that require more time.
- It helps in improving wording and sentence structure quickly and effectively.
- It is easier to use, faster, and time-saving.
- It is considered more reliable in assisting students to develop writing and other academic skills.
- It offers detailed feedback on the weaknesses in the writing.

Q16. What do you usually focus on while using the ChatGPT application?

This question aims to gather additional information about students' attitudes towards the topic of investigation, specifically regarding what they focus on while using the ChatGPT application. The highest percentage, 43%, corresponds to the option "Generate ideas", indicating it as the most frequently selected purpose for using ChatGPT. This is followed by "grammar checking", which accounts for 23% of the total responses. The option "proofreading and editing" was selected 16% of the time, while "outlining" represented 14% of the responses. Lastly, the option "other", which includes purposes such as receiving feedback suggestions, brainstorming ideas, and identifying source names, was selected 4% of the time. The following figure explains the results.

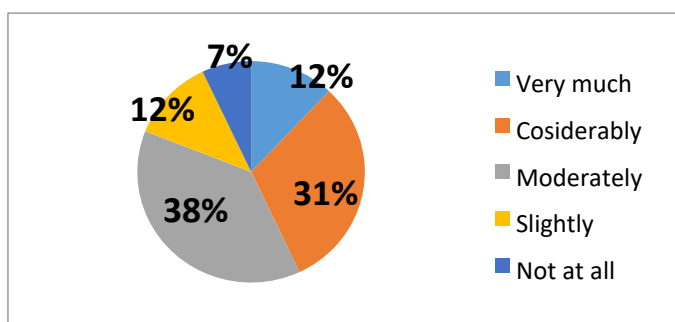
Figure 2.10: Students’ Focus while Using ChatGPT Application



Q17. To what extent do you believe ChatGPT has ameliorated your writing capacities?

This question aims to know students’ extent of believing that ChatGPT has ameliorated their writing capacities. It can be seen from the statistics provided that students said that ChatGPT has ameliorated their writing capacities “Moderately”, which was mentioned by 38% of them. “Considerably”, selected by (31%) of the students. The third options are “Slightly” and “Very much”, with a percentage of 12% for each option. The least percentage is “not at all”, selected by 7% of participants. Students’ answers are summarised in Figure 16 using percentages.

Figure 2.11: Students’ Degree of ChatGPT Amelioration of Writing Capacities



Q18. Do you agree with the integration of ChatGPT in writing classrooms for future students? Explain

This question aims to have extra information about students' attitudes towards the topic of investigation. Results show that the majority of students reported that ChatGPT can be a helpful tool for brainstorming, improving grammar, providing instant feedback and supporting creativity when used responsibly and as a support with traditional teaching methods. However, some students shed light on how becoming overly reliant on it affects negatively their academic level in writing and the learning process in general, fearing that it may lead to laziness, a lack of critical thinking, and a reduction in writing skills. Others feel that while ChatGPT can be useful in overcoming challenges, it should not replace teachers or become the primary method of learning. Thereon, while ChatGPT is recognised as a beneficial tool, students emphasise the importance of using it in moderation and not letting it overshadow the development of independent thinking and creativity.

2.6.2. Interview Analysis

Interview is the second important tool in this study for collecting data about teachers' attitudes towards the use of ChatGPT in enhancing learners' writing skills. Since the general information collected in Section A, such as doctoral specialism, years of teaching, and levels taught, was already used to write the teachers' profiles, the analysis begins with Section B

Section B: The Use of Chat GPT in Enhancing Learners' Writing Skills

The second part of the interview contained three questions which aimed to collect data about the use of Chat GPT in enhancing learners' writing skills. The results are given below.

Q4. What do you think about the use of AI tools as opposed to traditional teaching methods?

This question was asked in order to know about the teachers' views on the use of AI tools as opposed to traditional teaching methods. From the results, it is clear that there is unanimity towards the idea. Thus, three interviewees affirm that AI tools may be useful if used wisely; they provide instant feedback and personalised learning. However, traditional teaching methods are more effective thus AI tools should complement them, not replace them. A balanced approach combining AI with interactive, human-centred teaching is an effective method for developing critical thinking and creativity among students. As well as one teacher reported that AI tools are useful in accessing information easily and effortlessly, students can explore subjects more deeply or in a variety of formats (videos, interactive exercises, articles).

Q5. Have you ever used Artificial Intelligence applications (such as ChatGPT) to prepare your lessons?

This question is intended to inquire about teachers' perceptions concerning the use of AI applications like ChatGPT to prepare lessons. Two teachers answered with no. However, the other two answered positively, stating that AI tools can assist in generating lesson plans and ideas, examples, and creating exercises, as well as explaining complex concepts, since they sometimes adapt the content to fit the teaching style and students' needs.

Q6. Do you suggest that these tools are reliable and credible sources of information?

The goal of this question was to probe into how teachers perceive the reliability and credibility of AI tools such as ChatGPT as sources of information. The responses reflected contrasting opinions: Two teachers acknowledged their usefulness when cross-checked with credible sources, while the other two questioned their credibility and stressed the need for verification before classroom use.

Q7. As a teacher, do you believe that EFL students face challenges in writing proficiency?

This question was asked to identify the teachers' views about whether their EFL students face challenges in writing proficiency. From the results, it is clear that there is a strong consensus on the issue; all teachers confirm that EFL students struggle with grammar, vocabulary, coherence, critical thinking, and writing proficiency due to vocabulary limitations and a lack of exposure to academic writing. Practice, feedback, and guided instruction are key to improving their skills.

Q8. In your experience, what are the common challenges faced by EFL students in writing?

This question aimed to investigate the common challenges faced by EFL students in writing noticed by EFL teachers. As far as this question is concerned, according to teachers' great experience, all teachers mentioned the same difficulties, including grammar, syntax, vocabulary limitation, spelling, punctuation, unity, coherence, cohesion, lack of writing methodology, idea development, sentence structure, proper referencing and fear of making mistakes.

Q9. What do you think about the idea of integrating artificial intelligence, such as ChatGPT, to stimulate writing among students?

This question aimed to explore teachers' perceptions of integrating AI tools like ChatGPT to enhance students' writing. The responses revealed that all teachers view such tools as beneficial for outlining writing tasks, paraphrasing, generating ideas, accessing information, correcting grammar, and improving writing style. Others also emphasised their usefulness in stimulating students' creativity and providing immediate feedback. Nonetheless, concerns were raised about potential overreliance on these tools, which might hinder students' independent thinking and effort. Overall, the teachers agreed that AI should serve as a support to, not a replacement for, traditional writing instruction, in order to foster both creativity and critical thinking.

Q10. Do you think there is a relationship and impact between ChatGPT and students' writing?

The purpose of this question was to determine teachers' opinions about the relationship between ChatGPT and students' writing. While two teachers believe that AI can help students improve their writing by offering structure, vocabulary suggestions, grammar correction, and idea development, they also emphasised the need for proper guidance to avoid over-reliance. The other two warned that using such tools without feedback may mislead students about their actual writing level and reduce their motivation to improve. Therefore, ChatGPT can have both positive and negative effects on students' writing, depending on how it is used.

Q11. Have you faced any challenges in assessing students' writing when using ChatGPT in class?

This question is intended to inquire about teachers' perceptions concerning challenges they face in assessing students' writing when using ChatGPT in class. Two teachers expressed concerns about ensuring originality and critical thinking in students' work, noting the difficulty in determining how much is genuinely their own. AI-generated text can mask weaknesses in grammar, vocabulary, or critical thinking. However, one teacher reported no challenges in assessment, and another mentioned never having used ChatGPT.

Q12. How do you advise students to use ChatGPT to have a positive impact on their writing performance?

The goal of this question was to probe into the way teachers advise students who use ChatGPT to have a positive impact on their writing performance. The findings indicate that all teachers advise students similarly, confirming that AI tools should be used as a learning aid rather than relying on them completely. Students may use AI to get feedback, correct their writing, access information, find equivalents or opposites, brainstorm, and outline assignments. However, when writing, they should

use their style, generate ideas, improve grammar and vocabulary, revise, edit, and practice paraphrasing.

Q13 .How do you deal with plagiarism issues while using ChatGPT with learners?

The purpose of this question was to discover how teachers deal with plagiarism issues while using ChatGPT with learners. All interviewed teachers explained that they allow students to rewrite their work without using ChatGPT and focus on educating them about proper AI use. They encourage learners to paraphrase using their own words, promote originality and critical thinking, and support drafting as part of the writing process. Teachers highlighted that ChatGPT should serve as a tool to assist learning, not as a shortcut to complete assignments. They also confirmed using plagiarism checkers to verify final submissions, though in exam settings, copied work is not corrected. These findings indicate that AI is considered a supplementary aid to develop writing skills rather than a replacement for students' effort.

Q14. If you have further suggestions or comments concerning “The Use of ChatGPT in Enhancing Learners’ Writing Skills”, please indicate them.

This question aims to have extra information about teachers’ attitudes towards the topic of investigation, which is about the use of ChatGPT in enhancing learners’ writing skills. According to the teachers, ChatGPT might help students get feedback or assist teachers in assessment, but it does not necessarily enhance learners’ writing skills. Some teachers stated that while AI is helpful, it might shift the role of the teacher to become more of a facilitator than a content provider, and students’ over-reliance on AI could reduce their problem-solving and critical thinking abilities. One suggestion was that AI should be integrated thoughtfully to support writing skills without replacing them. Another teacher recommended training students on how to use AI effectively, not just letting them experiment by using it to brainstorm, structure ideas, and refine drafts. Critical thinking should also be developed alongside AI use. A balanced approach that combines AI with peer reviews, teacher feedback, and

traditional writing exercises was seen as necessary in order that students develop authentic writing skills without depending completely on AI.

2.6.3. Test Analysis

This part displays the findings gained from the analysis of the third data collection tool. In this study, a test is designed to write a short essay about the use of ChatGPT in Writing. The results are classified in three categories as follows:

Category One: EFL students who rely on ChatGPT to write their Essays

From the essays submitted by the students, the investigator noticed that they were grammatically correct, free from spelling errors, and included important vocabulary. Additionally, the sentence structures were varied and complex, demonstrating a level of formal writing that is often characteristic of AI tools. Moreover, the ideas in the essays were organised in a dynamic and logical way, as well as flowed smoothly, while respecting the essay's steps, including the introduction, the body paragraphs, and the conclusion. While the technical perfection was impressive, many of these essays had a certain mechanical or style that made it clear to the researcher to recognise that they were written using ChatGPT. Since they lacked the human touch typically found in student writing. Despite this, students' essays include the academic writing form and criteria in terms of language and structure.

Category Two: Students Who Did Not Use ChatGPT

Generally, the researcher noticed that students who did not use ChatGPT in their essays revealed a broad range of writing abilities. These essays include various grammatical mistakes, such as incorrect verb tenses, subject-verb agreement issues, and sentence fragments. Furthermore, students' essays are full of spelling mistakes, and use repetition in vocabulary, as well as being limited. In addition, the poor organisation of ideas is common; the majority of students' essays have weak transitions and lack coherent arguments. On the other hand, it is noted that a few part

of students write well the essays, using formal language and correct language structure. These students demonstrated authentic writing capacities, and their work, though not perfect, reflected genuine effort and comprehension. Their essays were often more personal and expressive, even if technically less improved.

Category Three: Students who used ChatGPT only for Generating Ideas and Organization

In this category, the investigator noticed that students used ChatGPT as an assistant tool to brainstorm ideas and structure their essays, but writing the content by themselves. Consequently, the essays are well developed in terms of organisation and structure compared to those that did not use ChatGPT at all. Additionally, the content was logically ordered, and the ideas were clearer and coherent. However, these essays include some grammar and spelling mistakes; the frequency of these mistakes was significantly lower than in the second category. Essays include varied and precise vocabulary, suggesting that students had a stronger grasp of the topic and more confidence in expressing their ideas and thoughts. Thereon, even though students use ChatGPT as a supplement or as an assistant tool to write these essays, it can be noticed that the human touch and expression, which make them both engaging and credible.

Eventually, the analysis of the essays shows that the majority of students rely on using ChatGPT to enhance their writing process, since they benefit from perfection, authenticity, and skill development. However, the full adaptation of ChatGPT produced technically perfect essays, but missing an impersonal touch. On the other side, avoiding using these tools highlighted students' real writing levels, which include both their strengths and weaknesses. Thereon, using ChatGPT just for generating ideas and organisation is effective since it maintains both individual touch and creativity. This suggests that when used ChatGPT used wisely, it can be a powerful assistant tool for enhancing student writing without replacing the students' input.

2.7. Data Interpretation

The investigator set three objectives for her research work. The first objective is to assess the effectiveness and the role of ChatGPT in helping students improve their writing skills, while the second seeks to examine the potential impact of using ChatGPT on the writing performance of second-year English students in Tlemcen University learning process, particularly in the writing class. The last objective is to investigate EFL learners' attitudes towards using ChatGPT as a writing assistant by exploring factors such as acceptance, perceived usefulness, and potential challenges. These objectives are intended to be achieved by interpreting the collected data from the studied sample population. The use of triangulation in this research, gathering data through a questionnaire, interview, and test, allowed for a comprehensive understanding of the research questions and helped confirm the consistency of the findings across different sources.

The first hypothesis stated that ChatGPT can enhance writing skills by improving grammar and writing style. On the basis of the results reached from the test, a noticeable improvement in students' grammar, vocabulary use, and structural coherence when ChatGPT is used as a writing assistant. Students who fully use ChatGPT produce technically correct essays, including correct grammar, language structure, vocabulary use, and logical organisation of ideas. Despite lacking a personal touch, the formal characteristics of their writing confirm ChatGPT's effectiveness in supporting linguistic and stylistic aspects of the writing process. Additionally, the data displayed from the analysis of students' questionnaires showed that a considerable number of students use ChatGPT to enhance grammar and avoid making spelling mistakes, which supports the aims of writing improvement. This indicates that students are aware of how ChatGPT can be used to enhance the accuracy of writing. Moreover, regarding teachers' views, ChatGPT provides valuable instant feedback, personalised suggestions, and helps students revise their grammar and vocabulary use. However, teachers emphasised that ChatGPT tools should supplement, not replace, traditional teaching methods. This finding confirmed

the first hypothesis, that is to say, ChatGPT enhances writing proficiency, particularly in terms of grammar, spelling, and language structure.

The second hypothesis stated that ChatGPT may negatively impact students' writing skills by promoting over-reliance on AI, leading to a decline in original thought and writing proficiency. According to the interview and test results, teachers reported that over-reliance on ChatGPT makes students become passive users of AI tools, noting that the full use of ChatGPT might hinder the development of critical thinking and authentic expression. From the test results, students who used ChatGPT in writing their essays submitted content that was mechanically robotic, lacked originality and personal touch. These essays were lacking in students' expression and demonstrated limited understanding of content, suggesting that overuse can hinder the development of writing abilities. The statistics provided in the analysis of the questionnaire also reflect this reality, some students reported that while ChatGPT provide convenience and efficiency, they were afraid of the risk of overdependence, plagiarism, and lack of self-reflection in writing. In this way, the second hypothesis is confirmed.

The last and third hypothesis stated that students may have a positive attitude toward using ChatGPT in their writing, viewing it as a useful tool for improving their writing quality. The quantitative evidence in the questionnaire strongly supports this hypothesis. The majority of the EFL students show a strong support and favourable attitudes toward using ChatGPT, in generating ideas, paraphrasing, vocabulary use and language structuring in the writing process. Students claimed that ChatGPT is an effective, motivating, and time-saving tool. Additionally, the interviewed teachers agreed that when ChatGPT used appropriately can be a powerful tool in motivating and helping students as a supplement in the learning process. However, they also highlighted the importance of student training and educational guidance to ensure responsible usage. Moreover, the third category in the test showed that students who used ChatGPT only to organize and brainstorm ideas results a balanced and effective outcomes in writing the essays which were well-organized, coherent, and had a noticeable personal touch, consequently, students used ChatGPT as a tool for

improvement, not a substitute for effort. As a consequence, the third hypothesis is confirmed.

In short, from the three research instruments, results show that both EFL students and teachers highlight the assistance of ChatGPT in the writing process. However, teachers do not support the full reliance on ChatGPT in students' writing classrooms, since it hinders and negatively affects their actual level in learning learners' autonomy and creativity in writing. Also, students admitted uncertainty about the reliability of ChatGPT information and a lack of awareness regarding proper citation or paraphrasing techniques, which may lead to a plagiarism issue. Students rely on ChatGPT to generate any assigned written composition. Therefore, they get a readymade work which is not appropriate for the written structure and mechanics. Also, this kind of electronic application does not depend on using their style to craft their written compositions. As seen also in the test results, ethical use of ChatGPT is essential to maintain academic integrity. So the test confirms the value of ChatGPT when used wisely and strategically, since students who used ChatGPT to have feedback about their writing were more successful in maintaining originality, demonstrating learning, and building confidence in their writing abilities. All in all, ChatGPT can be integrated as a complementing tool to improve the quality of writing and train learners to gain experience in writing proficiency.

2.8 Ethical Considerations

This study was conducted in adherence to ethical research practices. Participation was entirely voluntary, and all participants, both students and teachers, were informed of the purpose of the research and their right to withdraw at any time. Anonymity and confidentiality were maintained throughout the study to protect participants' identities and responses. Data collected from questionnaires, interviews, and tests were used solely for academic purposes and handled with respect and integrity. No personal information was disclosed, and the research avoided any form of coercion, bias, or harm to participants.

2.9 Conclusion

This chapter includes the findings obtained from the analysis of the Students' questionnaire, the teachers' interview, and the test, in which all the important steps related to data collection and analysis are presented. First, it highlights the analysis of the questionnaire, then the analysis of the interview, as well as the analysis of the test. Thereon, it provides a discussion of the main results obtained from the three addressed tools. The mixed-method approach that returns qualitative and quantitative data was aligned with the research hypotheses, which were presented in this work

General Conclusion:

General Conclusion

In today's rapidly evolving world, technology has become an essential tool in education. The traditional classroom setting has transformed significantly with the integration of digital tools, making learning more interactive, accessible, and efficient. With the rise of online learning platforms, artificial intelligence (AI) has reshaped the educational landscape, allowing students to access quality education from anywhere in the world. The present study has attempted to investigate the use of ChatGPT to enhance learners' writing skills, focusing on second-year students at Tlemcen University. More specifically, this study aimed to achieve the main objectives mentioned in the general introduction.

Results show that the majority of students reported that the ChatGPT tool helps them improve grammar, vocabulary, and idea organisation. However, a notable concern among some respondents was the risk of over-reliance on ChatGPT, potentially weakening their writing skills. Additionally, while many students support using the tool frequently, others acknowledged challenges such as verifying the accuracy of ChatGPT content and avoiding plagiarism issues.

Moreover, the interviewed teachers provided deeper insight into the pedagogical implications of ChatGPT. Teachers generally agreed that ChatGPT can be a supplementary tool that generates ideas, provides feedback, and improves writing structure. However, they emphasised that it should complement, not replace, traditional teaching methods. Teachers also highlighted concerns over academic integrity, pointing out that excessive dependence on ChatGPT may hinder the development of students' critical thinking, expression, and autonomy in writing. Most teachers emphasised the importance of guiding EFL students in the ethical and constructive use of ChatGPT. To maximise its effectiveness, students should receive proper training on using AI tools strategically. Instead of relying on ChatGPT solely for content generation, they should be encouraged to engage with it critically, questioning, refining, and incorporating their creativity into their work. A balanced approach is necessary, integrating AI with peer reviews, teacher feedback, and conventional writing exercises to ensure that students develop authentic writing

General Conclusion

skills. Additionally, educators may need to adapt their roles, shifting toward facilitating learning rather than simply delivering content. Furthermore, some teachers stressed that AI should be integrated in a way that supports rather than replaces key writing skills. Proper guidance and structured activities can help students use ChatGPT as an aid for idea development while maintaining their ability to write independently.

The findings of the test also indicated that ChatGPT impacts students' writing. Essays were categorised into three groups: first, students who relied entirely on ChatGPT, second, those who did not use it at all, and third, students who used it selectively for generating ideas and structure. Undoubtedly, it is worth mentioning that the present study encountered some limitations during the data collection process, making the research somewhat challenging. The first limitation was the difficulty in finding appropriate sources and references that could contribute to the research, particularly in the faculty library, which led the researcher to rely on electronic sources. The second limitation is that the study was limited to second-year students at the University of Tlemcen, meaning that the findings cannot be generalised to other levels. The third limitation is that some students were hesitant to cooperate fully in answering the questionnaire. The fourth limitation is that some confusion occurred while analysing the test, requiring multiple readings of the essays to extract the necessary information for the investigation.

In light of these limitations, some suggestions for further research are required. Our study aims to contribute to the field of ChatGPT as an electronic application in enhancing learners' writing skills. Moreover, future studies may use other instruments to collect data. One possible question for future research could be: "How does the frequent use of ChatGPT affect EFL students' critical thinking and ability to write independently?" Future research could also explore the use of ChatGPT with other language factors, such as students' self-confidence, learner autonomy, and different language skills (reading, writing, listening, speaking). To ensure the reliability and generalizability of the research findings, the study should be repeated with a larger sample that includes learners from diverse academic backgrounds and institutions.

General Conclusion

The thoughtful integration of AI in education is important to enhance learning while preserving students' independent writing skills and meaningful classroom interactions.

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Appendices:

Appendix: A

Students' Questionnaire

Dear Students

You are kindly invited to complete the following questionnaire as a part of my Master's dissertation entitled 'The Use of ChatGPT in Enhancing Learners' Writing Skills. Your responses will contribute significantly to this research project. This questionnaire is intended for Group One only. Please put a tick (✓) next to the most appropriate choice or provide a full answer where necessary.

**Thank you for your
collaboration**

Section One: General Information

Q1. Gender

- a) Male b) Female

Q2. Age:

Section Two: Students' Experience with Writing Skills

Q3 .How much do you like writing?

- a) A lot b) A little c) Not at all

Q4.How do you consider your level in English?

- a) Very good b) Good c) Average d) Poor

Q5 . Are you satisfied with your writing skills?

- a) Satisfied b) Highly satisfied c) Unsatisfied

Q6 .Which kind of difficulties do you face while doing your writing activities?

- a) Lack of vocabulary b) Lack of motivation c) Lack of prior knowledge
- d) Punctuation and capitalization e) Disorganization of ideas
- f) Grammar rules g) Poor spelling h) All of them i) Others.

Section Three: Students' experience with ChatGPT

Q7. Do you use technologies in studying the English Language?

- a) Yes b) No

Q8. How do you evaluate the use of AI tools in the learning process?

- a) Very important b) Important c) Less important d) Unimportant

Q9. What is the AI tool or application that you use the most?

- a) Chat GPT b) Grammarly c) QuillBot
- d) AI Tutoring Programs e) Automated Writing Feedback Tools

Other (please specify).....

Q10 . Have you used ChatGPT or similar artificial intelligence for learning writing? a) Yes b) No

Q11 .How often do you use ChatGPT for writing tasks?

- a)Always b) Often c)Sometimes d) Rarely e)Never

Q12. How satisfied are you with ChatGPT's use for writing?

- a) Satisfied b) Dissatisfied c) Neutral

Q13. Do you believe that using ChatGPT motivates you to write?

- a) Yes b) No

Q14. To what extent do you believe ChatGPT feedback helps in improving your writing?

- a) Extremely b) Noticeably c) Moderately d) slightly e) not at all

Q15. Do you think ChatGPT feedback is more beneficial than traditional methods for academic writing?

- a) Yes b) No

If yes, Please Explain:

Q16. What do you usually focus on while using the ChatGPT application?

- a) Grammar checking b) generate ideas c) proofreading and editing
d) outline

Other

Q17. To what extent do you believe ChatGPT has ameliorated your writing capacities?

a) Very much b) Considerably c) moderately d) slightly e) not at all

Q18. Do you agree on the integration of ChatGPT in writing classrooms for future students? Explain?

Thank you for your participation!

Appendix B

"Teachers' Interview"

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about **"The Use of ChatGPT in Enhancing Learners' Writing Skills"**. Therefore, you are kindly requested to answer the following questions. Your contribution is of great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and cooperation

Section A: Teachers' Experience in the Discipline of Teaching

- Q1.** What is your doctoral specialism?
- Q2.** How long have you been teaching the English language at the University?
- Q3.** What levels have you been teaching so far?

Section B: The Use of ChatGPT in Enhancing Learners' Writing Skills

- Q4.** What do you think about the use of AI tools as opposed to traditional teaching methods?
- Q5.** Have you ever used Artificial intelligence applications (such as ChatGPT) to prepare your lessons?
- Q6.** Do you suggest that these tools are reliable and credible sources of information?
- Q7.** As a teacher, do you believe that EFL students face challenges in writing proficiency?

Appendices

Q8. In your experience, what are the common challenges faced by EFL students in writing?

Q9. What do you think about the idea of integrating artificial intelligence, such as ChatGPT, to stimulate writing among students?

Q10. Do you think there is a relationship and impact between ChatGPT and students' writing?

Q11. Have you faced any challenges in assessing students' writing when using Chat GPT in class?

Q12. How do you advise students to use ChatGPT to have a positive impact on their writing performance?

Q13 .How do you deal with plagiarism issues while using ChatGPT with learners?

Q14. If you have further suggestions or comments concerning “The Use of ChatGPT in Enhancing Learners' Writing Skills”, please indicate them.

Thank you for your collaboration

Appendices

Appendix C

Test

Short essay on the Use of ChatGPT in writing

Summary

This study explores the use of ChatGPT in improving students' writing skills, specifically among second-year English students at Tlemcen University. Using a mixed-methods case study approach, questionnaires, interviews, and a writing test, the study found that students generally perceive ChatGPT positively for its support in grammar, vocabulary, and organisation. However, concerns were raised about over-reliance and plagiarism. Teachers acknowledge its usefulness as a supplementary tool but emphasise the need to uphold academic integrity and critical thinking. Essay analysis confirmed that ChatGPT, when used moderately, enhances writing quality while preserving student voice.

Key-words: Writing, ChatGPT, Mixed Methods, Grammar, Improve

الملخص:

ستكشف هذه الدراسة استخدام برنامج ChatGPT في تحسين مهارات الكتابة لدى الطلاب، وخاصةً لدى طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة تلمسان. باستخدام منهج الطريقة المزدوجة، واستبيانات، ومقابلات، واختبار كتابة، وجدت الدراسة أن الطلاب ينظرون عمومًا إلى برنامج ChatGPT بإيجابية لما يقدمه من دعم في القواعد والمفردات والتنظيم. ومع ذلك، أُثيرت مخاوف بشأن الإفراط في الاعتماد عليه والانتحال. يُقر المعلمون بفائدته كأداة تكميلية، لكنهم يُشددون على ضرورة الحفاظ على النزاهة الأكاديمية والتفكير النقدي. وقد أكد تحليل المقالات أن برنامج ChatGPT، عند استخدامه باعتدال، يُحسن جودة الكتابة مع الحفاظ على حرية التعبير لدى الطلاب.

الكلمات المفتاحية: الكتابة، ChatGPT، الطريقة المزدوجة، القواعد، تحسين

Résumé :

Cette étude examine l'utilisation de ChatGPT pour améliorer les compétences en écriture des étudiants en deuxième année d'anglais à l'Université de Tlemcen. À travers une étude de cas combinant des méthodes quantitatives et qualitatives (questionnaires, entretiens, test d'écriture), les résultats montrent que les étudiants perçoivent généralement ChatGPT de manière positive, notamment pour l'aide apportée en grammaire, vocabulaire et organisation. Néanmoins, des inquiétudes concernant la dépendance excessive et le plagiat ont été soulevées. Les enseignants soutiennent son usage comme outil complémentaire, tout en soulignant l'importance de maintenir l'intégrité académique et la pensée critique. L'analyse des essais montre qu'un usage modéré de ChatGPT améliore la qualité rédactionnelle tout en préservant l'expression personnelle.

Mots-clés : Écriture, ChatGPT, Méthodes mixtes, Grammaire, Améliorer