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Exploring teachers-students perceptions towards Chat-GPT's use in
academic writing

The case of EFL learners : Master one and third year at the university of
Ibn Khaldoun -Tiaret-

A Dissertation Submitted in Partial Fulfillment of the Requirements For
Master's Degree in Didactics

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Dedication

I would love to dedicate this work to my lovely family.

Starting with my parents they giving me all the support. To my Dears sisters and brother. And to my uncle who have been there always. And a special thank you to my Dear friend AMINA my Allah protect you.

DALILA.

Dedication

I would like to dedicate this work for my parents who have been my first supporters in this life passing by my sisters , brothers and special appreciation to my younger brother because of his continuous support throughout my educational journey .

To my friends and classmates also .especially for my study journey companion dalila .. my Allah protect you

AMINA.

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Abstract

The current research attempts to investigate the attitudes of EFL teachers and students towards the use of ChatGPT in academic writing at Ibn Khaldoun University of Tiaret. To achieve this, the research employs a mixed-methods approach, in which data were collected through student questionnaires and teacher interviews. The findings of the study reveal notable differences in attitudes between students and teachers. While students perceive ChatGPT positively, viewing it as a valuable tool for learning English, in general, and developing their writing skills, in particular, teachers express some concerns and reservations, regarding its use in academic writing. In the light of this, the research recommends the importance of considering both students and teachers perspectives when incorporating AI-chatbots tools like ChatGPT into language learning classes, because addressing both perspectives might facilitate the development of more effective pedagogical strategies for integrating AI-driven tools like ChatGPT in EFL academic writing instruction.

Keywords: English as a Foreign Language, ChatGPT, Academic writing, Attitudes

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LIST OF ACRONYMS

AI : Artificial intelligence

GPT generative program technology

EFL : English as foreign language

AECT : Association Of educational communication and technology

LCD : liquid crystal display

ED :educational technology

General

Introduction

General Introduction

The use of AI chat bots like Chat GPT in academic writing has sparked discussions regarding its impact on the attitudes and perceptions of both teachers and students. Understanding these attitudes is important for optimizing the use of AI chat bots in educational settings.

This study looks at how teachers and students at Ibn Khaldoun University of Tiaret view using Chat GPT for writing assignments. It will also explore any differences in how teachers and students feel about using this AI assistant.

To achieve such aims, the following research questions were formulated:

1. How do teachers and students feel about using Chat GPT for writing assignments?
2. Do teachers and students have different views on using Chat GPT for writing?

The expectation is teachers might be less enthusiastic about using Chat GPT than students. This would mean a difference in how each group feels about AI writing assistants.

The research is structured into three chapters: in chapter One, we examine pertinent literature on educational technology's role in shaping learning outcomes. We scrutinize existing research on AI technologies, with a specific focus on ChatGPT's applications in academic writing as well as previous studies on attitudes and perceptions surrounding the integration of AI chatbots in educational settings. The second chapter will explain how the study was conducted and how information was collected. Finally, the third chapter will show the results of the study.

Finally, by understanding how teachers and students feel about using ChatGPT for writing, this study aims to add to the existing knowledge about AI writing assistants. This information can be used to improve how schools use these tools in the future.

**Chapter one:
Literature review of
educational
technology and chat
GPT**

Chapter one: Literature review of educational technology and chat GPT

1. Introduction

This chapter explores the importance of educational technology in academic writing. It begins by highlighting the significance of educational technology and then introduces a specific case study to illustrate its impact. Additionally, it examines how ChatGPT is used to enhance academic writing. Following, this chapter delves into attitudes towards the use of chatGPT in writing. Finally, it presents major methods of measuring such attitudes.

1.1 Educational Technology

Since the 1980s, the use of technology to support learning and teaching has been highly valued in educational research. It is believed that technology can make learning more engaging and effective. Technology refers to the practical application of scientific knowledge to improve various aspects of human life, including industry and infrastructure.

Educational technology has a long history dating back to the early 1900s when psychologists and scientists began exploring ways to integrate technology into education. Different scholars have interpreted educational technology differently. For instance, in 1963, it was termed "audio-visual communication," focusing on crafting messages to influence learning. This discipline involves structuring messages using different tools and platforms to help students reach their full potential.

Bloomer (1973) defined educational technology as applying scientific knowledge about learning to practical situations. This has led to the introduction of various methods like micro-teaching, interaction analysis, and programmed learning. Seels and Richey (1994) outlined the principle that instructional technology involves planning, creating, implementing, controlling, and evaluating methods and resources used in education and training. They noted a relationship between five domains (design, development, utilization, management, and evaluation) and five areas of study, reflecting a comprehensive approach to instructional education.

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The 1977 AECT described educational technology as a complex integrated process involving people, procedures, ideas, devices, and organizations in all aspects of human learning. In 1994, AECT defined it as the theory and practice of designing, developing, utilizing, managing, and evaluating processes and resources for learning. In 2008, AECT introduced a new definition for educational technology, focusing on the study and ethical practice of facilitating learning and improving performance through the creation, use, and management of appropriate technology, processes, and resources. This shift from instructional to educational technology reflects a broader scope, emphasizing improvement of performance, ethical practice, and learner empowerment.

1.2 The Use of Technology in EFL Settings

In recent years, the internet has become increasingly integral to learning foreign languages, with numerous applications and virtual teachers making language learning more accessible. EFL (English as a Foreign Language) teachers are encouraged to incorporate digital technology into their classrooms, as it offers benefits for both learners and instructors. Utilizing visual aids and interactive activities enhances understanding and engagement. According to Kiato (2001), the internet is a powerful tool for teaching and learning languages, making the process more interesting and effective. It provides materials for teachers to gather and for students to study and practice English skills such as listening, writing, grammar, and vocabulary. Moreover, Beck (2004) highlights various ways teachers can use the internet in the classroom, including developing writing skills through email, improving fluency through chatting, and providing authentic learning materials. In these environments, where English is learned as a foreign language, proficiency in reading, writing, and speaking is profoundly influenced, as discussed further below.

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1.1.1 Speaking

Speaking involves direct communication between individuals or groups in an organized manner about a specific topic. Chaney (1998) defines speaking as the process of building and sharing meaning through verbal and nonverbal symbols in various contexts. Brown (1994) describes it as a reactive process of structured meaning, including receiving, producing, and sharing information. Baker and Westrup (2003) suggest that proficient English speaking skills can enhance opportunities for further education, employment, and promotion.

Researchers explore the use of technology to enhance speaking skills. Acuna investigates digital storytelling and video creation tools' impact on motivation and satisfaction levels in English as a Foreign Language education. Thomas focuses on integrating digital video technology to promote speaking proficiency in second language learners. Hubbard explores computer-mediated communication tools like online chat platforms and virtual worlds to facilitate speaking practice in language classrooms.

1.1.2 Reading

The digital era transforms reading with the availability of reading apps, offering convenient access to a wide range of books and magazines. Wright (2013) emphasizes reading as fundamental for academic success, especially at tertiary levels, where students need to process vast amounts of information. Advances in technology, as noted by Washauer (2000), have revolutionized the field of computers and telecommunications. Nejad (2013) provides educators with tools to enhance the teaching and learning process. Sutton (2019) highlights the significant impact of the internet and digital technology on education methods, transforming learning and teaching approaches. Exposing students to technology early, as Ortext (2020) suggests, helps them gain skills essential for the digital society and meet 21st-century requirements.

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1.1.3 Writing

Writing involves conveying thoughts and ideas using symbols like letters and punctuation. Mann & Becker (1993) found that fifth-grade students' basic skills improved significantly with tutorial instructional models, especially when computer-assisted instruction was incorporated. Lacina (2003) notes the abundance of tools available to teachers for improving writing skills, including word processing programs and the internet. Technology offers endless opportunities for writing instruction, allowing teachers to model the writing process using computer-connected projectors (LCD). Applications like character story planner, Google Docs, Grammarly, and Microsoft Word aid in writing tasks, evolving methods to save time and effort.

1.3 Challenges Facing EFL Learners in Writing

EFL learners encounter various difficulties in writing, such as mastering grammar, tenses, and expanding vocabulary. Hadly (1993) emphasizes that writing involves composing narratives or descriptions, requiring both storytelling and descriptive skills. Di Loreto (2013) considers writing a challenging task, often seen as a solitary activity. Notion (2008) underscores the lengthy process of writing, emphasizing the importance of acknowledging the multiple steps involved in producing written work. Harmer (2014) outlines the four stages of the writing process: planning, drafting, editing, and revision. Research in EFL writing focuses on three major themes: the writing process, writing products, and genre-based approaches (Fatimah, 2017).

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1.4 Chat GPT

Chat GPT, designed by OpenAI, utilizes machine learning to generate responses to user queries. Long and Dhillon (2023) note that Chat GPT, launched in 2022, employs artificial intelligence to engage in conversations, adjust according to context, and perform tasks like writing emails and translating. Sundar (2023) highlights Chat GPT's popularity and its ability to communicate naturally, making it indistinguishable from human conversation. Cousins (2023) emphasizes Chat GPT's extensive training data, enabling it to converse like a human.

1.4.1 The Role of Chat GPT in Learning

Chat GPT serves various roles in learning. Ramin (2022) outlines three ways teachers can utilize Chat GPT in the classroom: as a writing prompt generator, a reading comprehension aid, and a vocabulary enhancer. Haque and Ahmad (2022) highlight Chat GPT's ability to provide personalized support and feedback, enhancing motivation and engagement in open education. Abraham and Patil (2010) argue that AI tools like Chat GPT can revolutionize education, improving learning outcomes and motivation through personalized assistance. Srinivasa and Saritha (2022) note Chat GPT's role in providing research assistance, class scheduling, and reminders for assignments and tests.

On the other hand, Selwyn (2012) suggests that Chat GPT can increase engagement in online classes by providing interactive activities aligned with course material. It can also enhance the learning experience by providing personalized support for self-directed learners, assisting in creating learning objectives and strategies, as well as self-reflection and evaluation.

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1.4.2 The Role of Chat GPT in Learning Language

Chat GPT serves as a valuable tool for language learners, offering opportunities to practice speaking and writing in a foreign language. It provides instant feedback on grammar, vocabulary, and sentence structure, enabling learners to identify and correct mistakes efficiently. Edwige Simon (2023) highlights Chat GPT's proficiency in generating texts in multiple languages, although its effectiveness may vary across different language variants.

Using Chat GPT for conversation practice allows learners to engage in written interactions or integrate voice control plugins for a more interactive experience. Voice control plugins, like Voice Control for Chat GPT, support over 30 languages, enabling more natural and seamless interaction. Learners can also utilize Chat GPT for vocabulary acquisition by generating vocabulary lists on specific topics and creating various types of tests for knowledge testing.

Moreover, utilizing voice control plugins with Chat GPT facilitates pronunciation practice, allowing learners to listen to how words and phrases are pronounced and engage in shadowing activities. While Chat GPT may not provide explicit feedback on pronunciation, accurate transcription indicates pronunciation adequacy, indirectly aiding pronunciation improvement.

As noted by Joe (2023), Chat GPT's accessibility, flexibility, and customization make it an ideal language learning tool, empowering learners to practice anytime, anywhere, and tailor learning experiences to their needs and preferences. Joe (2023) emphasizes Chat GPT's practice opportunities for conversation, flexible and self-paced learning, and confidence-building in communication.

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1.5 Attitudes Towards Chat GPT

Attitudes toward Chat GPT vary, with users recognizing both its positive and negative aspects. Frederick (2023) highlights a study conducted with college students, revealing moderate agreement with Chat GPT's positive features, such as detailed answers and contextual responses, alongside concerns about potential mistakes, misuse, and lack of moral judgment.

Despite concerns, Chat GPT's launch has been met with immense popularity, amassing over a million users within days (Cousins, 2023). However, educational institutions express apprehension about its potential risks, particularly regarding cheating (Willems, 2023). There is a fear that students may become overly reliant on Chat GPT for completing assignments, impacting their learning experiences and the quality of learning objectives (Zhai, 2022).

In response, some schools have implemented measures to mitigate these risks, such as limiting access to chatbots and imposing stricter regulations on assignments and tests (Roose, 2023). These actions aim to prevent cheating and encourage students to engage in educational activities that foster critical thinking and creativity.

1.6 Methods of Measuring Attitudes

Assessing students' reliance on Chat GPT can be done through various methods. Surveys and questionnaires can gather data on usage frequency and extent, helping gauge dependence levels. Additionally, examining completion rates and preferences for using Chat GPT can reveal its impact on digital learning. Quantitative analysis, like linear regression, can assess its influence on student motivation, while real-time feedback via Chat GPT and social media offers valuable insights.

Albarracin (2005) notes Likert Scales and semantic differential questions as common tools for measuring attitudes, with quantitative methods aiding in assessing prevalence and tracking changes over time. Qualitative methods complement quantitative surveys by exploring underlying factors of attitudes

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Previous Research on Students' and Teachers' Attitudes Towards Chat GPT

Limited research exists specifically on attitudes towards Chat GPT, but broader studies on chatbots and AI in education offer insights. In a study entitled " Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study", examining the impact of ChatGPT as a formative feedback tool on the writing skills of undergraduate ESL students, Mahapatra (2024)'s findings revealed that students' perceptions of the impact were also overwhelmingly positive. In another research entitled "EFL Teachers' Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University", Nguyen (2023), found that EFL instructors at Van Lang University are enthusiastic about using ChatGPT in writing lessons. However, the research outlined the professional training for instructors and the lack of knowledge connected with ChatGPT are the main problem. One study in Pakistan explored faculty members' attitudes, revealing concerns about cheating and plagiarism. In contrast, a study at a university in Jordan showed positive attitudes among students towards Chat GPT as a learning tool.

In short, attitudes towards AI in education are generally positive, though concerns about privacy and data security persist.

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1.8 Conclusion

In conclusion, this chapter has provided a comprehensive overview of educational technology, particularly in the context of academic writing. By emphasizing the significance of educational technology, this chapter has underscored its role in learning foreign languages. By leveraging the capabilities of ChatGPT, this chapter has highlighted the transformative power of chatGPT, particularly in the realm of academic writing. As attitudes towards the use of chatGPT in writing is the main concern of this study, this chapter delved into attitudes towards the use of chatGPT in writing. Finally, it presented major methods of measuring such attitudes.

Chapter two :
Methodology

2.1. Introduction

This chapter outlines the research methodology and design utilized in the current study, particularly emphasizing data collection methods and the selection of case studies for investigation. The previous chapter dealt with the theoretical underpinnings of educational technology and the integration of ChatGPT into both everyday life and educational environments. Additionally, it reviewed past studies exploring the attitudes of both teachers and students towards ChatGPT's role in academic writing. This chapter focuses on elucidating the research.

2.2. Research Method

Research serves as a methodological approach to gathering and analyzing data, with the research design serving as a roadmap for the practical implementation of the investigation. The present study adopts a mixed methodology, combining quantitative and qualitative approaches. To ensure comprehensive insights, two data collection tools were selected: a questionnaire for students and interviews for teachers. These tools aim to gather reliable data, offering a deep understanding of the topic and phenomenon under scrutiny, and revealing valuable insights into attitudes towards the utilization of ChatGPT in academic writing.

2.2.1. Qualitative Research Methods

Qualitative research aims to explore phenomena in-depth, uncovering underlying meanings and understanding complex human behaviors. According to Creswell (2013), qualitative research methods involve collecting non-numerical data to understand underlying reasons, opinions, and motivations. This includes techniques such as interviews, focus groups, observations, and content analysis.

2.2.2. Quantitative Research Methods

Quantitative research aims to measure variables, test hypotheses, and generalize findings to larger populations, providing statistical insights into phenomena. Quantitative research is a technique that involve collecting numerical data to quantify relationships, patterns, and trends. This includes techniques such as surveys, experiments, and statistical analysis (Creswell & Creswell, 2017).

2.3. Research Tools

In this study, two instruments were chosen to collect data regarding the opinions of EFL students and teachers regarding the use of ChatGPT in academic writing and its impact on English learning and teaching at the university level: a questionnaire for EFL university students and interviews for teachers at Ibn Khaldoun University of Tiaret. Utilizing multiple research tools aims to ensure a reliable results.

2.3.1. Students' Questionnaire

The questionnaire is the most common tool used for collecting data. It is a research instrument consisting of a series of questions designed to gather information from respondents. It usually comes in a written form consisting of open-ended and/or close-ended questions, either in print or electronically, and respondents provide their answers by selecting predefined choices or providing written responses. It is a tool which is employed in most of research works, and it helps the researchers to collect the necessary data. According to Creswell & Creswell (2017), data from questionnaires can be easily quantified and analyzed statistically. It, according to Creswell& Creswell(2017), can be administered to large samples, allowing for generalization of findings, and it makes respondents feel more comfortable providing honest answers since their identities are protected.

In this study, the questionnaire was used to gather information about students' general opinions about ChatGPT use in Learning English, in general, and in writing, in particular.

2.3.1.1. Description of the questionnaire

This questionnaire aims to gather insights into participants' familiarity with and perceptions of using ChatGPT, specifically ChatGPT, for academic writing purposes. It incorporates close-ended responses, providing participants with the opportunity to freely express their views, thus yielding both quantitative and qualitative data.

It includes 9 questions about familiarity, usage frequency, perception of helpfulness, impact on learning experience, belief in long-term improvement of writing skills, comfort level with receiving feedback on AI-generated work, and overall satisfaction with chatGPT usage in academic writing tasks. Participants are asked to select the option that best represents their views and experiences.

2.3.2. Teachers' Interview

The interview is a research method where a researcher engages in a structured conversation with one or more individuals to gather information on a particular topic of interest. Interviews can be conducted face-to-face, over the phone, or through video conferencing, and they can be structured (with predefined questions) or unstructured (allowing for more open-ended discussion). According to Creswell (2013), interview allows researchers to explore complex topics and gather detailed information. Creswell (2013) adds that researchers, who use interview, can adapt questions based on responses and go deeper into specific areas of interest.

In this study, the interview aims to explore teachers' diverse perspectives on ChatGPT and its effects on student performance.

2.3.2.1. Description of the interview

This interview seeks to gather insights from teachers regarding their perceptions of AI chatbots, particularly ChatGPT, being used by students for academic writing tasks. It

begins with gathering background information about the teacher's subject(s) taught, teaching level, and experience. Following that, it explores their familiarity with chatGPT and their capabilities.

The perceptions of ChatGPT section aims to explore the extent to which teachers believe these tools can be helpful for students' academic writing, reasons behind students' use of chatGPT, and potential drawbacks or concerns associated with their usage.

The attitudes towards student use section aims to understand teachers' encounters with academic writing assignments completed with the assistance of chatGPT, perceptions of the impact on academic integrity, comfort level with assessing such work, frequency of providing feedback, and beliefs about differences in learning outcomes between students who use ChatGPT and those who do not.

Lastly, an open-ended question invites teachers to provide any additional comments or suggestions they may have regarding ChatGPT and their impact on academic writing tasks.

2.4. Target Population

It is essential for researchers to think of a sample to ensure that the findings accurately reflect the characteristics of the broader population. Target sample refers to the population that is selected for study and from which data is collected. Samples can be selected through various methods, such as random sampling, stratified sampling, convenience sampling, or purposive sampling, depending on the research objectives and constraints (Creswell, 2013).

Creswell (2013) emphasizes the importance of selecting the most appropriate sampling technique based on the research question, objectives, and practical considerations. Thus, each sampling method has its strengths and limitations, and researchers must carefully consider these factors when designing their studies.

In this study the target sample were chosen randomly. To achieve the purpose of the research, both teachers and students from the department of English at Ibn khaldoun university of Tiaret were chosen as the primary participants.

2.4.1. Students' Sample

A questionnaire is chosen as a method for investigating the opinions of 50 students of from different levels, with regard to the variety of their utilization of chatGPT tools and their influence in developing their writing.

2.4.2. Teachers' Sample

An interview is chosen as a method for investigating (7) EFL teachers from the department of English at Ibn khaldoun university of Tiaret. They all have a PhD degree, and their experiences in teaching English vary from 4 to more than 12 years. They teach modules in different for levels, starting from first year Licence to Master two.

2.5. Data Collection Procedure

The questionnaire was distributed among randomly selected BMD students on March 5th, 2024. After introducing the study purpose, the participants were asked to answer the questionnaire.

For the interview, the participants teachers were interviewed between March 8th and 15th, 2024, with each session lasting 10-20 minutes. Interviews were conducted in vacant classrooms and the teachers' room at the English department.

2.6. Data Analysis

Data from both the questionnaire and interviews were analyzed quantitatively and qualitatively. Close-ended questions facilitated statistical analysis, while open-ended questions provided nuanced insights. Data was processed using tables and statistics for quantitative analysis, while qualitative analysis focused on opinions and justifications provided by participants.

2.7. Conclusion

In conclusion, this chapter has outlined the methodology employed in the current study, which aims to investigate the attitudes of both students and teachers towards the use of ChatGPT in academic writing. By adopting a mixed-method approach, combining quantitative and qualitative techniques, the researchers endeavour to provide a comprehensive understanding of this phenomenon. The selection of research tools, including questionnaires for students and interviews for teachers, reflects the commitment to gather reliable and insightful data. Through careful sampling and data collection procedures, the study aims to shed light on the perceptions and experiences of both students and teachers regarding the integration of ChatGPT into educational contexts. In short, this chapter lays the groundwork for the subsequent analysis and discussion of the findings, which will be presented in the following chapters.

Chapter Three :

Data Analysis

And

Interpretation

3.1. Introduction

This chapter aims to link the theoretical framework of the study to the practical one with the purpose of interpreting teachers and students perspectives about the use of chat GPT for academic writing. The chapter begins with presentation of the results obtained from the students' questionnaire, followed by the results obtained from the teachers interview and ended with interpretation of the main findings.

3.2. Results obtained from The Questionnaire

Questions1: How familiar are you with using AI chat bots like chat GPT for academic writing ?

Answers	Numbers	percentage
Not familiar	7	18.4 %
Somewhat familiar	12	31.5 %
Moderately familiar	5	13.1 %
Very familiar	10	26.3 %
Extremely familiar	4	10.5 %
total	38	100 %

Table. 3.1 . Students Familiarity with of chatGPT

Based on the data obtained, 31.1% of respondents reported being somewhat familiar with using ChatGPT for writing, while 26.3% indicated being very familiar, suggesting ChatGPT's popularity among students. Additionally, 13.1% reported being moderately familiar, and 10.5% reported being extremely familiar. However, 18.4% of respondents stated that they were not familiar with ChatGPT at all, indicating a lack of awareness in this group.

Questions 2 :Have you ever used an AI chat bots like chat GPT for academic writing tasks ?

Answers	Numbers	Percentage
Yes	28	73.6 %
No	10	26.3 %
Total	38	100 %

Table 3.2. The using of chat GPT in academic writing tasks.

In response to the question above, 73.6% of participants reported using ChatGPT for academic writing tasks, while 26.3% stated that they did not use ChatGPT for such tasks, opting for alternative methods instead.

Questions 3 :if, yes how often do you use AI chat bots like chat GPT for academic writing tasks ?

Answers	Numbers	Percentage
Rarely	13	34.2 %
Occasionally	10	26.3 %
Frequently	5	15.7 %
Always	10	26.3 %
Total	38	100 %

Table 3.3. Times of using chat GPT in academic writing tasks.

In response to the question above, 34.2% of participants reported rarely using ChatGPT for academic writing tasks, while 26.3% stated that they occasionally or always use it. Additionally, 15.7% reported frequently using ChatGPT in academic writing tasks, indicating a preference for utilizing chatbots for assistance.

Question four: What is your perception of using AI chat bots like chat GPT for academic writing ?

Answers	Number	Percentage
Extremely helpful	9	23.6 %
Moderately	9	23.6 %
Somewhat	15	39.4 %
Not very	5	13.1 %
Total	38	100 %

Table 3.4. The perception of using chat GPT.

When asked about their perception of using ChatGPT for academic writing, the participants responded as follows: 23.6% expressed that it is extremely or moderately helpful, while 39.4% considered it somewhat helpful. Conversely, 13.1% indicated that ChatGPT is not very helpful. Overall, the majority of respondents viewed ChatGPT as helpful for academic writing tasks.

Questions5 :in what area do you find AI chat bots like chat GPT most useful for academic writing ?

Answers	Numbers	Percentage
Generating ideas	11	28.9%
Outlining	11	28.9%
Sentence construction	4	10.5%
Grammar correction	5	13.1%
Vocabulary enhancement	8	21%
Other	1	2.6%
Total	38	100%

Table 3.5. The areas of most useful chat GPT in academic writing.

According to responses from English students at TIARET University, the most useful areas for ChatGPT in academic writing are as follows: 28.9% find it useful for generating ideas and outlining, 21% for vocabulary enhancement, and 13.1% for grammar correction. This suggests that the majority of students perceive ChatGPT as particularly beneficial for generating ideas and outlining in academic writing.

Questions 6 :How do you think AI chat bots like chat GPT impact your learning experience in academic writing ?

Answer	Number	Percentage
Enhances learning experiences	19	50 %
Does not impact much	16	42.1%
Hinders learning experiences	3	7.8%
Total	38	100%

Table 3.6. The impact of chat GPT on learning experiences in academic writing.

As indicated in the table above, 50% of respondents declared that ChatGPT enhances their learning experiences, while 42.1% stated that it does not have much of an impact. This suggests that ChatGPT generally enhances students' learning experiences in academic writing.

Questions 7 :do you believe using AI chat bots like chat gpt will improve your academic writing skills in the long term ?

Answers	Numbers	Percentage
yes	11	28.9%
no	9	23.6%
not sure	18	47.3%
total	38	100%

Table 3.7. The improving of chat GPT in academic writing skills.

In response to the question above, 28.9% of respondents expressed a belief that using AI chatbots like ChatGPT will improve their academic writing skills in the long term, while 47.3% indicated uncertainty regarding its long-term impact.

Questions 8 :How comfortable are you with idea of receiving feedback from teachers on work partially generated by AI chat bots like chat GPT ?

Answers	Number	Percentage
Very comfortable	2	5.2%
Comfortable	7	18.4%
Neutral	21	55.2%
Uncomfortable	7	18.4%
Very uncomfortable	1	2.6%
Total	38	100%

Table 3.8. The comfortable of students with idea of receiving feedback from teachers on work by chat GPT.

According to the data presented in the table above, the majority of respondents (55.2%) expressed a neutral level of comfort with the idea of receiving feedback from teachers on work partially generated by AI chatbots like ChatGPT. Additionally, 18.4% stated that they are comfortable with this idea, while another 18.4% indicated discomfort. This suggests varying viewpoints regarding the comfort level associated with receiving feedback on work involving ChatGPT.

Questions 9 :How satisfied are youwith the use of AI chat bots like chat GPT for academicwritings tasks ?

Answers	Number	Percentage
Verysatisfied	1	2.6%
Satisfied	18	47.3%
Neutral	13	34.2 %
Dissatisfied	4	10.5 %
Very dissatisfied	2	5.2 %
Total	38	100 %

Table 3.9.The satisfaction of students about using chat GPT in academicwriting.

The final question pertains to the satisfaction level of students regarding the use of AI chatbots like ChatGPT for academic writing tasks. According to the data provided, 47.3% of respondents reported being satisfied, while 34.2% expressed a neutral level of satisfaction. This indicates that the majority of respondents are satisfied with using ChatGPT for academic writing tasks.

3.3. Results obtained from teachers Interview

Having already analyzed the questionnaire, attention is now drawn on the structured interviews designed for teachers which aims at looking at teachers' attitudes towards students use of chatGPT in writing. It includes 9 questions (see apeendix b), and the participants interviewed were 7 teachers from the English department of English at Ibn khaldoun University of Tiaret.

Question one: How familiar are you with AI chatbots like ChatGPT being used by students for academic writing tasks?

The majority of the respondents to this question indicated that they are very familiar with the matter, but they already expressed concern about its use.

1. “ I’m very familiar with it and against it” (interview transcript 1).

2. “chatGPT is trending among students not inky for writing but also for other matters” (interview transcript 2).

Question two: To what extent do you believe AI chatbots can be helpful for students' academic writing?

The responses to this question are very closely linked to that of question 1. Teachers didn't deny chatGPT benefits but with little concern.

1. “ they can be helpful but to certain extent” (interview transcript 1)
2. “ it can be helpful but only if students use it to understand the mechanism of writing” (interview transcript 2).

Question three: in your opinion, what are the reasons behind students use of AI chatbots like ChatGPT for academic writing tasks?

From this question, the researchers expected that teachers would view that chatGPT could be a way for improving students' language proficiency or usefully for enhancing their creativity, but it seems from their responses that chatGPT is no more than a tool for lazy students. As reported by some:

1. “laziness, easy way to do assignments” (interview transcript 1)
2. “it's easy and faster than doing actual writing tasks” (interview transcript 2).

Question four: in opinion, what are the potential drawbacks or concerns of students using AI chatbots like ChatGPT for academic writing tasks?

The responses to this question are very closely linked to that of the previous question. The respondents indicated many potential disadvantages associated with chatGPT use in writing tasks. For examples, as cited by one of respondents:

1. “Dependency on technology, Plagiarism risks, and Lack of critical thinking development” (interview transcript 1).
2. Another stated, “ al chatbots are not perfect as might some think” (interview transcript 2).

3. Students use it, but they can't even form correct sentence", as stated by another respondent (interview transcript 3).

Question five: Have you ever encountered academic writing assignments completed with the assistance of AI chatbots like ChatGPT?

This question is linked to all the previous questions as it sought to find out why might teachers perceive ChatGPT negatively. In response to this question, majority of teachers reported that academic writing assignments completed with the assistance of AI chatbots like ChatGPT has become "the norm, it's dominant", as it was reported.

Question six: How comfortable you feel with assessing work partially generated by AI chatbots like ChatGPT?

As the respondents expressed their concern about the use of chatGPT by students for writing , they expressed their uncomfortable state about the matter.

1. " I feel uncomfortable" (interview transcript 1).
2. " I lose my teaching spirit" (interview transcript 2).

Question seven: How often do you provide feedback specifically on work partially generated by AI chatbots like ChatGPT?

The aim of this question was to know if teachers warn or provide feedback specifically on work partially generated by AI chatbots like ChatGPT. In response to this, it seems that while some try to give feedback, others; however, do not. This explains the way teachers embrace the situation. As reported by one of the respondent ?,

" I don't. I reject the work" (interview transcript 1).

Another respondent; however, stated,

" I usually advise students to not use these AI chatbots" .

Question eight: In your experience, do you believe that students who use AI chatbots like ChatGPT for academic writing tasks demonstrate any differences in learning outcomes compared to those who do not?

As it is noticed from their responses, teachers do not believe that chatbots like ChatGPT is useful or meaningful for learners.

1. “Not really since they don’t use their own writing” (interview transcript 1).
2. “ students think that AI chatbots are helping improving their learning and capacities, but AI chatbots are only there to fulfil tasks (interview transcript 2).
- 3.

Question 9: Any additional comments or suggestions:

Finally, the respondents were asked to speak their mind about the subject matter. Interestingly, the respondents did not deny the importance of AI chatbots in today’s human life and educational life as well. However, they expressed their willingness to find ways on how to deal it and how to make it part of the teaching- learning pedagogy.

3.4 Interpretation of the Main Findings

With the aim of investigating teachers and students attitudes towards ChatGPT use in writing tasks at the English department at Ibn Khaldoun University of Tiaret, this study used questionnaire and interview to understand the subject being examined.

According to the findings of this study, there are differences between teachers and students towards the subject matter. While students perceive ChatGPT usage for completing writing tasks positively, teachers; on the other hand, view it negatively, which is consistent with the results of Mahapatra (2024), who found that students’ perceptions of the impact were also overwhelmingly positive, and also with Zhai (2022) and Willems (2023) regarding its potential risks, particularly regarding cheating, completing assignments, impacting their learning experiences and the quality of learning objectives.

The results of the study show there are a large percentage of students reported using ChatGPT for academic writing tasks, with varying frequencies ranging from

occasional use to frequent use, believing that ChatGPT can enhance their learning experiences, there is some uncertainty regarding its long-term impact on improving academic writing skills. Additionally, the majority of students view ChatGPT as helpful for academic writing, particularly for generating ideas and outlining. However, there are also concerns about its effectiveness in areas such as grammar correction. For example, when a student asks ChatGPT to write an essay for them, it responds within a few seconds. This, in return, makes students save more time and efforts to prepare the desired task. Students might find enjoyment in using ChatGPT, but it does not help them improve their language skills. As reported by one of the teachers, it only fulfills certain tasks.

Teachers; therefore, view ai chatbots like ChatGPT negatively as, according to them, it leads to cheating and heating and does not necessary encourage students to engage in educational activities that foster critical thinking and creativity.

Finally, it should be noted that ai chatbots like ChatGPT has become part of today's human life as well as educational settings life. Undeniably, students are aware of it and many are using it, and in the same some way, educators should embrace it. Instead of complaining about students usage of chatGPT it is urgent for educators to embrace innovation and start finding ways on how to make part of their teaching methods.

3.5. Conclusion

This chapter bridges the theoretical underpinnings of the study with its practical application by examining the perspectives of both teachers and students. Through the analysis of questionnaire responses from students and insights gathered from teacher interviews, this chapter provided a comprehensive understanding of the perceptions surrounding ChatGPT's role in academic writing. The findings shed light on the various attitudes towards ChatGPT, ranging from its perceived usefulness in generating ideas to concerns about its impact on long-term skill development. Ultimately, this chapter culminated in an interpretation of the main findings, offering insights into the implications for pedagogy, practice, and future research in the field of academic writing and AI integration.

General Conclusion

General Conclusion

General Conclusion

The current research aims to investigate teachers- students attitudes towards ChatGPT in academic writing at Ibn khaldoun University of Tiaret. Through the exploration of various facets of teachers versus students attitudes towards ChatGPT in academic writing, it has become evident that there are differences of opinions. While some teachers express concerns about potential drawbacks such as cheating and plagiarism, students acknowledge the benefits of ChatGPT.

However, as AL chatbots has become part of human life in general, and educational life, in particular, it has become essential for educators to recognize the vital role that Al chatbots plays in shaping the future of learning and teaching. Instead of refusing changes, educators should embrace the current changes and find ways on how to integrate AL chatbots like ChatGPT to facilitate the learning process, enhancing both efficiency and effectiveness.

By leveraging the capabilities of such Al chatbots, educators can provide personalized support and feedback to students, helping them refine their writing skills and produce higher quality academic work. Additionally, students can benefit from the accessibility and convenience offered by ChatGPT, enabling them to overcome common writing challenges and improve their overall writing proficiency. By embracing innovative tools like ChatGPT and harnessing their potential, educators and students can achieve tangible results in the realm of foreign language learning.

Finally, this research highlights the need for a balanced approach, recognizing both the advantages and limitations of ChatGPT in enhancing student writing skills. Additionally, it addresses the importance of addressing teachers' concerns and providing support and training to effectively incorporate ChatGPT into the classroom.

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Appendices

Appendices

Appendix 1: students' questionnaire

Thank you for participating in this survey about your opinion on using Chat GPT in writing.

- 1. How familiar are you with using AI chatbots like ChatGPT for academic writing purposes?**
 - Not familiar at all
 - Somewhat familiar
 - Moderately familiar
 - Very familiar
 - Extremely familiar
- 2. Have you ever used an AI chatbots like ChatGPT for academic writing tasks?**
 - Yes
 - No
- 3. If yes, how often do you use AI chatbots like ChatGPT for academic writing tasks?**
 - Rarely
 - Occasionally
 - Frequently
 - Always
- 4. What is your perception of using AI chatbots like ChatGPT for academic writing?**
 - Extremely helpful
 - Moderately helpful
 - Somewhat helpful
 - Not very helpful
 - Not helpful at all
- 5. In what areas do you find AI chatbots like ChatGPT most useful for academic writing?**
 - Generating ideas
 - Outlining
 - Sentence construction
 - Grammar correction
 - Vocabulary enhancement
 - Other (please specify): _____
- 6. How do you think AI chatbots like ChatGPT impact your learning experience in academic writing?**
 - Enhances learning experience
 - Doesn't impact much
 - Hinders learning experience
- 7. Do you believe using AI chatbots like ChatGPT will improve your academic writing skills in the long term?**

Appendices

- Yes
- No
- Not sure

8. How comfortable are you with the idea of receiving feedback from teachers on work partially generated by AI chatbots like ChatGPT?

- Very comfortable
- Comfortable
- Neutral
- Uncomfortable
- Very uncomfortable

9. How satisfied are you with the use of AI chatbots like ChatGPT for academic writing tasks?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Appendices

Appendix 2: teachers questionnaire

Thank you for participating in this survey about teachers-students attitudes towards the use of chatGPT in academic writing. Your input will help us better understand the perceptions and preference.

Section	one:	Background	Information
1. subject(s) do you teach:	_____		
2. Level you teach:	_____		
3. Teaching experience:	_____		

4. Are you familiar with AI chatbots and their capabilities?

Section 2: Perceptions of AI Chatbots

5. How familiar are you with AI chatbots like ChatGPT being used by students for academic writing tasks?

6. To what extent do you believe AI chatbots can be helpful for students' academic writing?

7. In your opinion, what are the reasons behind students use of AI chatbots like ChatGPT for academic writing tasks?

Section 3: Attitudes towards Student Use

7. Have you ever encountered academic writing assignments completed with the assistance of AI chatbots like ChatGPT?

8. How do you perceive the impact of AI chatbots like ChatGPT on the academic integrity of student work?

9. How comfortable you feel with assessing work partially generated by AI chatbots like ChatGPT?

10. How often do you provide feedback specifically on work partially generated by AI chatbots like ChatGPT?

11. In your experience, do you believe that students who use AI chatbots like ChatGPT for academic writing tasks demonstrate any differences in learning outcomes compared to those who do not?

Summary :

The current study explores how EFL teachers and students at Ibn Khaldoun University of Tiaret feel about using Chat-GPT for academic writing. A mixed-methods approach was used, gathering data through student questionnaire and teacher interviews. Results show that students have a positive view of Chat-GPT, seeing it as beneficial for learning English and improving writing skills. On the other hand, teachers have concerns about its use in academic writing. The study suggests that both student and teacher perspectives should be considered when incorporating AI tools like Chat-GPT in language classes to enhance pedagogical strategies for EFL academic writing instruction.

Rèsumè : La présente étude explore ce que les enseignants et étudiants d'EFL de l'Université Ibn Khaldoun de Tiaret pensent de l'utilisation de ChatGPT pour la rédaction académique. Une approche à méthodes mixtes a été utilisée, collectant des données au moyen de questionnaires avec les étudiants et d'entretiens avec les enseignants. Les résultats montrent que les étudiants ont une vision positive de ChatGPT, le considérant comme bénéfique pour apprendre l'anglais et améliorer leurs compétences rédactionnelles. D'un autre côté, les enseignants s'inquiètent de son utilisation dans la rédaction académique. L'étude suggère que les perspectives des étudiants et des enseignants devraient être prises en compte lors de l'intégration d'outils d'IA tels que ChatGPT dans les cours de langue afin d'améliorer les stratégies pédagogiques pour l'enseignement de l'écriture académique EFL

الملخص:

تستكشف الدراسة الحالية كيف يشعر مدرسو وطلاب EFL في جامعة ابن خلدون في تيارت حول استخدام GPT-CHAT للكتابة الأكاديمية. واستخدم نهج مختلط الأساليب، وجمع البيانات من خلال الدراسات الاستقصائية للطلاب ومقابلات المعلمين. تظهر النتائج أن الطلاب لديهم رؤية إيجابية لـ GPT-Chat، حيث يرون أنها مفيدة لتعلم اللغة الإنجليزية وتحسين مهارات الكتابة. من ناحية أخرى يشعر المعلمون بالقلق بشأن استخدامه في الكتابة الأكاديمية، تشير الدراسة إلى أنه يجب النظر في كل من منظورات الطلاب والمعلمين عند دمج أدوات الذكاء الاصطناعي مثل GPT-Chat في فصول اللغة لتعزيز الاستراتيجيات التربوية لتعليم الكتابة الأكاديمية

EFL