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Exploring the Impact of Using Chat GPT on Learners' Motivation in the Writing Classroom

The Case of Second Year Students at Larbi Tébessi University – Tebessa_

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences.

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I would like first to thank ALLAH for giving me strength and capacity to complete this work. and God blessings and peace upon our prophet Muhammad.

I would like first to thank ALLAH

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Thank you to every one help me in one way or another

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Dedication

I would like first to thank ALLAH for giving me strength and capacity to complete this work. and God blessings and peace upon our prophet Muhammad.

I dedicate this work to my family

To my siblings

To all who love me

Praise be to ALLAH lord of the worlds first and last, and finally God blessings and peace upon our prophet Muhammad.

MABROUK Nadine.

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List of Acronyms and Abbreviation

AI: Artificial Intelligence

Chat GPT: Generative Pre trained transformer

CLT: Cognitive load theory

EFL: English as Foreign Language

E- Learning: Electronic learning

EVT: Expectancy value Theory

GPTZero: Generative Pre trained transformer Zero

ICT: Information and Communication Technology

IM: Intrinsic Motivation

L2: Second Year Major Students

LMD: Licence Master Doctorate

NLP: Natural Language Processor

QCA: Qualitative Content Analysis

SDT: Self-determination Theory

WE: Written Expression

Abstract

Writing in a second language is a difficult and complex skill for language learners, requiring considerable effort and practice to achieve proficiency. This dissertation investigates, particularly in the context of writing classes, the effects of Chat GPT use on the writing motivation of second-year English majors at Echahid Cheikh Larbi Tebessi University. The study aims to determine how learners' motivation during their writing performance is influenced by Chat GPT, given the critical role that motivation plays in student engagement and success. It is speculated that while using Chat GPT improves writing abilities and reduces anxiety, a negative effect on students' creativity and sense of autonomy may also be observed. A mixed-methods approach is used to explore this hypothesis, with questionnaires distributed to 60 second-year English majors and semi-structured interviews conducted with three writing professors. The gathered information is examined to ascertain Chat GPT's overall effect on students' writing motivation and performance, as well as the varying perspectives that teachers and students have about its usefulness and integration in writing classes.

The study found that while students perceive Chat GPT as a helpful tool for enhancing their writing and reducing anxiety, teachers believe it undermines students' autonomy and creativity, leading to poorer writing performance. Thus, Chat GPT has both positive and negative impacts on students' motivation in writing classes.

Keywords: Chat GPT, explore, mixed-methods research, second language ,writing motivation

General Introduction

1. Background of the study

Writing skills development in English as a Foreign Language (EFL) contexts often poses challenges related to vocabulary competence, motivation, and confidence among students. These difficulties underscore the importance of effective instructional strategies that can enhance writing proficiency and engagement. Recently, the integration of Chat GPT (Generative Pre-trained Transformer) into educational settings has emerged as a promising tool to support language learning, particularly in writing instruction.Integrating Chat GPT into EFL writing classrooms has shown several positive impacts on student motivation and learning outcomes. Baskara (2023) highlights the potential benefits of Chat GPT in providing personalized feedback and enhancing language skills through practice. This interactive tool not only supports students in improving their vocabulary, grammar, and syntax but also fosters engagement by simulating human-like interactions (Woo, 2024). Moreover, Chat GPT facilitates dialogic feedback processes, influencing students' perceptions of the learning environment and promoting deep learning approaches (Baskara, 2023).However, despite these potential benefits, the literature also identifies gaps and challenges associated with the integration of Chat GPT in educational settings. Concerns about biases in AI-generated feedback and the potential for misuse, such as plagiarism, underscore the need for careful design and implementation (King & ChatGPT, 2023). Moreover, Chat GPT's limitations in understanding human emotions and intentions may impact the quality and creativity of students' written outputs (Harunasari, 2022).In conclusion, exploring the impact of using Chat GPT on students' writing motivation in the classroom is crucial for understanding how this technology can effectively support language learning processes and fill existing gaps in the literature. By addressing both the positive influences and challenges associated with Chat

GPT, educators can better harness its potential to enhance writing skills development and foster a supportive learning environment for EFL students. This study aims to delve deeper into these dynamics, examining how Chat GPT influences student motivation and engagement during writing tasks in an EFL context. By doing so, it seeks to provide insights into optimizing the use of AI-powered tools in educational settings to enhance language learning outcomes.

2. Statement of the Problem

Due to the observed use of technology by students, especially the recent increase in using ChatGPT in classrooms, particularly for writing tasks, a decision was made to investigate the problem. Consequently, it is imperative to investigate both the effect of Chat GPT on students' motivation levels and potential disparities in perceptions of its utility between teachers and students. The problematic of the study is to explore how the use of technology, specifically ChatGPT, affects students' writing motivation, performance, creativity, and overall writing, especially among Algerian students of second-year English majors at Echahid Cheikh Larbi Tebessi University.

This study addresses a notable gap in current literature within Algerian universities, as there is a scarcity of research exploring the impact of using ChatGPT as a technology tool on student writing motivation and proficiency.

3. Aims of the Study

The present study seeks to investigate the impact of using Chat GPT on learners' motivation in the writing classroom. To be more precise, the study aims to achieve two main objectives. First, it attempts to identify the impact of using Chat GPT on second-year English majors' L2 motivation, particularly in the writing class, according to teachers' and students' perceptions. Second, it aims to determine the significant differences between teachers and

students' perceptions on using Chat GPT in the writing class, and to offer a comprehensive understanding about integrating Chat GPT in the writing class.

4. Research Questions and Hypothesis

RQ1. What is the impact of using Chat GPT on second-year English majors' motivation, particularly in the writing class, according to teachers' and students' perceptions?

RQ2. Are there any significant differences between teachers and students' perceptions on using Chat GPT in the writing class?

RQ3. Should it be assumed that the writing motivation of second-year English majors at Echahid Cheikh Larbi Tébessi University of Tebessa will be affected either positively or negatively?

5. Research Methodology for the Study

This study relies on a descriptive exploratory research design in which a mixed methods approach will be employed to gather comprehensive data about the investigated topic. Quantitative data were obtained through a questionnaire distributed to second year English majors, while qualitative insights will be gathered through semi-structured interviews with teachers of writing. This approach aims to provide a thorough understanding of both quantitative trends and qualitative perspectives on the impact of Chat GPT on student motivation in writing classes.

The study adopted an inductive methodology, focusing on gathering specific experiences, perceptions, and attitudes from participants, including both teachers and students, regarding their usage of Chat GPT in the writing classroom. Discussions revolved around their experiences with Chat GPT during the writing process. Following data collection, patterns or themes were identified through careful evaluation of the acquired data. Ultimately, by analyzing these patterns or themes, broader conclusions could be drawn regarding the

influence of Chat GPT on the motivation of second-year English majors in their writing process.

6. Population and Sampling

The study involved second year English majors from Echahid Cheikh Larbi Tebessi University in Tebessa. Participants will be selected using purposive sampling, targeting those with prior experience using Chat GPT or similar AI-driven writing tools. As such, the sample of this study includes 60 participants, which is not representative of the whole population (L2 students). Additionally, perspectives will be gathered through interviews with three writing instructors.

7. Significance of the Study

This research holds implications for education. It looks at how Chat GPT affects students' writing motivation in writing classes. This can help teachers, policymakers, researchers, and tech companies make better teaching methods and educational tools. Also, by studying AI-powered tools in education, it helps improve how we use technology in schools and universities. Also, it targets the ethical and privacy issues with using AI in education, promoting responsible practices. Overall, it helps us understand how AI in education affects learners and learning processes and how to use it better.

8. Structure of the Study

The present dissertation consists of two chapters; the first is theoretical while the second is practical. It opens with the general introduction which provides a comprehensive overview of the research, encompasses its background, objectives, research inquiries, and methodologies. Subsequently, the literature review critically assesses the existing body of literature concerning innovative teaching technologies, with a particular emphasis on applications of Chat GPT. The ensuing chapter elucidates the research methodology, detailing the participants, tools employed, and procedures for data processing. Progressing further, the

data analysis and discussion section present findings from interviews and surveys, offering

insights into the perspectives of both teachers and learners. Finally, the results review

encapsulates the primary findings, evaluates their significance, and proposes potential avenues

for future research, culminating in a coherent narrative delineating the trajectory and

implications of the study.

CHAPTER ONE

LITERATURE REVIEW

Chapter One: Literature Review

Introduction

In today's rapidly changing educational field, integrating new pedagogical tools has become critical to meeting learners' diverse needs. This chapter investigates the importance of incorporating such innovations into educational frameworks, focusing specifically on the use of Chat GPT applications. It begins by explaining modern pedagogical technologies and their importance before delving into the numerous types accessible, including Chat GPT educational apps. Furthermore, it evaluates the benefits and drawbacks of using Chat GPT in education, as well as techniques for its implementation.

Generally, it is believable that motivation is a significant element that shapes the learning process; it opens the door for learners to get knowledge and enrich their minds with a wide range of information. People learn to gain information that serves their needs. Academically, motivation takes an essential part of learning English as a foreign language; it enables students to improve their language proficiency in general, and expands their cultural features in particular. It is also believed that, the purpose of raising motivation among learners is to determine the way the individual wants to achieve goals of that target language. In this chapter, the concept of motivation will be defined besides its theories**,** types , in addition, the significance of motivation relation with second language learning and the writing skill ends by using Chat GPT as a main factor influencing motivation in the writing classroom.

Section One: The Use of Modern Pedagogical Technologies

1.1. Definition of Modern Pedagogical Technologies

Modern pedagogical technologies, according to Nazirjonovich (2023) ,can be defined as the combination of novel educational ideas, tools, and procedures aiming at improving the learning process through active participation of both teachers and students. These

technologies highlight individualization, independent learning, teaching acceleration, and the use of new technical and multimedia resources to promote effective education. They encourage autonomous thinking and free work during sessions, with the goal of transitioning from old approaches to a more structured, goal-oriented, and engaging educational approach. This extract covers the shift in education from traditional teacher-centered approaches to current educational tools. Students used to perform a passive role, but today active and collaborative learning is encouraged. Individualization, faster learning, and the promotion of autonomous thought are central to modern approaches. Technology integration, such as multimedia resources and distance learning, improves the learning experience. This move is intended to better prepare students for real-world difficulties by encouraging deeper comprehension and practical skill development.

As Chernenko (2020) pointed out modern pedagogical technologies cover a variety of theoretical and practical techniques targeted at improving teaching, learning, and educational processes in higher education. These technologies are essential to the whole system of organizational forms, processes, and instructional approaches used in higher education institutions. They help to build competent specialists by merging educational technology, learning techniques, educational systems, and technical means of instruction. Besieds, contemporary pedagogical tools encourage modular and developmental learning techniques, focusing on active student participation and self-education. This changing pedagogical environment responds to societal changes, educational reforms, and the need for new teaching strategies to address current difficulties. In other words, modern pedagogical technologies are strategies and instruments used in higher education to improve learning efficiency and engagement. They include everything from how classes are planned to the methods teachers use to educate. These technologies contribute to a well-rounded educational experience for students, ensuring that they understand the topic and become skilled professionals. For

example, they could entail utilizing new educational technology, such as online materials or interactive tools, to make learning more participatory and accessible. They also encourage students to actively participate in their own learning rather than simply listening. Overall, current pedagogical technologies seek to make education more dynamic and relevant to the demands of contemporary students and society.

In the words of Kopylova (2020), modern pedagogical technologies comprise the systematic integration of information and communication technology (ICT) into education, with the goal of revolutionizing teaching and learning processes. These technologies open up new pathways and chances for obtaining knowledge and skills, harmonizing with the needs of the information society. They entail the creation of novel educational techniques, curriculum, and teaching methods aimed at activating students' intellect, nurturing their creativity and cognitive capacities, and cultivating a holistic worldview appropriate for active engagement in the information society. Also, modern pedagogical technologies involve the use of E-learning, new information technology, and modern educational tactics to improve the educational process in higher education institutions. This integration of Electronic learning (E-learning) solves several difficulties faced by both students and teachers, such as enhancing educational quality and combining participatory teaching methods, increasing access to education, lowering costs, and improving the institution's reputation.

Overall, new pedagogical technologies play an essential role in expressing present-day educational procedures and responding to changing learner and societal requirements and expectations. In a similar line, current pedagogical technologies concern the use of new tools and approaches in education, notably the integration of information and communication technologies, or ICT, into the teaching and learning process. These technologies aim to make learning more interesting and enjoyable by enabling students to gain knowledge and skills applicable to the present information-driven world. They comprise creating new teaching

methods and curricula to encourage students' critical thinking, creativity, and understanding of their surroundings. For example, E-learning, a type of current pedagogical technology, allows students to access academic resources and interact with course content online. This technique improves the quality of education while simultaneously making it more accessible and inexpensive. Teachers also profit from new pedagogical technologies, which provide tools for creating interesting courses and managing many areas of the educational process more efficiently. Overall, current pedagogical tools are critical in transforming education to fulfill the requirements of students and society in the digital age.

1.2. Necessity of Using Modern Pedagogical Technologies

Nazirjonovich (2023) asserted that the use of new pedagogical technology in the educational process acts as a catalyst for increasing educational efficacy by addressing a variety of needs. For starters, it makes it easier to modify the education system in accordance with the laws and regulations that govern education, encouraging a competitive atmosphere among educational institutions and assuring consistent progress. Second, contemporary pedagogical technologies help to adapt the education and training system to continuing modernization processes, which contributes to the development of a democratic society. Third, they play an important role in supplying educational institutions with highly qualified workers, raising the organizational and social standing of instructional activities.

Equally, these technologies permit the rebuilding of the staff training system to meet contemporary requirements, as well as the invention and execution of efficient ways for students' spiritual and moral education. Furthermore, they advocate for the adoption of standardized techniques for attestation and accreditation of educational systems, the development of normative and material-technical information bases, and the integration of education, science, and production. As well as, current pedagogical technologies help to draw

extra-budgetary investments into the educational system while also creating mutually beneficial international cooperation in the sphere of human training. Overall, the use of modern pedagogical technology is critical for meeting the different requirements and issues that the education sector faces, ultimately leading to its progress and advancement.

This can be interpreted as the use of new pedagogical tools in school is critical for improving learning outcomes and meeting diverse demands. These technologies aid in modernizing the educational system to meet laws and regulations, providing a competitive atmosphere among schools and colleges, and ensuring their continued growth. They also contribute to the adaptation of education to a changing society, such as the establishment of democratic societies. Further, current pedagogical technology help to train highly trained teachers and elevate their status. They allow for the creation of more effective techniques of teaching moral principles and assisting pupils in learning. These technologies also help to establish criteria for grading schools, create helpful information resources, and connect education to the practical skills required in the workplace. Furthermore, they attract investments and stimulate collaboration among countries to better education. Equally, they attract investment and stimulate international cooperation to strengthen education systems around the world. Overall, current educational technologies are critical to improving education and addressing the demands of students and society.

In alignment with Narzulloevna et al. (2020), the value of current pedagogical technologies stems from improving educational processes. It underlines the importance of implementing these technologies consistently in order to reduce student disinterest and encourage learner engagement. Despite their acknowledged importance, adequately integrating modern technologies into educational institutions presents hurdles, necessitating individual inventiveness and ongoing professional development for educators. It is critical to create conditions that enable the efficient deployment of these technologies, including enough

resources and support. Overall, new pedagogical technologies are critical for improving lesson quality, increasing student accomplishment, and facilitating interconnected learning, in addition to improving educational practices and student learning results. It emphasizes the need of constant and systematic deployment of these technologies in combating student disengagement and apathy toward learning. Despite their accepted relevance, obstacles remain in adequately integrating modern technologies into educational institutions, needing individual innovation and continual professional development for educators. It emphasizes the importance of providing an enabling environment for the efficient use of these technologies, including adequate resources and supportive frameworks. Finally, current pedagogical technologies act as catalysts for improving lesson quality, promoting student success, and creating a more connected and dynamic learning environment.

Following Terletska (2020) analysis, modern pedagogical tools play a critical role in improving the effectiveness of foreign language teaching in higher education institutions. It emphasizes the role of these technologies in inspiring students to learn and boosting their involvement in language acquisition. Specifically, the use of informational and pedagogical technologies is thought necessary to achieve these objectives. This confirms the importance of using new pedagogical methods to teach English to future educators with the goal of developing international communication skills and linguistic proficiency. Furthermore, it emphasizes the importance of incorporating pedagogical technology such as information and communication technologies, project-based learning, multimedia programs, remote learning tools, and online resources in order to provide successful foreign language training.

These technologies enable a more individualized approach to learning, with individualization and differentiation based on students' talents and knowledge levels. Finally, new pedagogical technologies play an important role in establishing communicative competence and total language competency in pupils. Addedly, Modern pedagogical

technology plays an important role in efficiently teaching foreign languages to higher education students. It underlines the importance of these tools in motivating learners and increasing their participation in language acquisition. It specifically specifies a variety of new ways, including information and communication technology, project-based learning, multimedia programs, and online resources. These tools offer personalized learning approaches that are adapted to each student's talents and knowledge levels, with the ultimate goal of developing communicative competence and language fluency.

1.3. Types of Modern Pedagogical Technologies

There are many sorts of current pedagogical technologies designed to improve teaching and learning processes in schools. Reflecting Abdunabievich et al. (2022) perspectives, these technologies include a variety of methodologies, such as empirical learning through the senses, cognitive knowledge expansion, heuristic teaching via guided questions, and creative stimulation of creative thinking. Furthermore, integrative technology highlights the importance of evaluating interrelated pieces when making conclusions, whereas adaptive technology makes it easier to research processes to obtain desired results. Inversion technology supports studying knowledge from several perspectives, whereas inclusive technology fosters equality in teacher-student relationships. Multimedia technology uses a variety of media to facilitate learning, while modular teaching technology categorizes materials. Collaborative learning technology increases teaching processes for individual students, whereas problem-based learning technology begins learning with problem-solving, increasing the effectiveness and engagement of educational practices.

This implies that, incorporating these new pedagogical devices into teaching procedures broadens learning ways while also increasing student engagement and comprehension. Educators can engage students' senses and enhance their knowledge by

incorporating empirical, cognitive, and heuristic technologies that cultivate critical thinking and creativity. Integrating multimedia and collaborative learning technology improves student engagement and understanding, whereas problem-based learning promotes active problem solving and real-world application of information. Finally, by using these different pedagogical technologies, educators may construct dynamic and inclusive learning environments that respond to students' unique needs and skills, resulting in more effective and engaging educational experiences.

In parallel, Pliushch & Sorokun (2022) discuss two types of modern educational technology: interactive technologies and new information technologies. Interactive technologies promote learning through student interaction, in which both teachers and students actively participate in the learning process. New information technologies include a variety of digital tools and platforms for teaching and learning, such as online resources, educational software, and digital learning platforms.

In accordance with the findings of Pliushch & Sorokun (2022) and Abdunabievich et al. (2022), Abdel basset (2022) emphasizes the significance of upgrading educational curricula and pedagogical approaches in higher education institutions, particularly in nations such as Algeria, in order to stay up with global advancements and increase national scientific productivity. This emphasizes the importance of combining new pedagogical technologies into educational practices to achieve these goals. Universities can change from knowledge-transferring institutions to knowledge-producing entities by adopting novel pedagogical technology, such as interactive learning platforms, online resources, and digital teaching tools. Integrating these modern methods not only improves educational quality and efficacy, but also allows for active engagement in knowledge generation on a national and worldwide scale. Thus, the adoption of current pedagogical technology is consistent with the passage's emphasis on the importance of educational improvement and scientific progress.

1.3.1. Educational Applications of Chat GPT

GPT (Generative Pre-trained Transformer) is a new language paradigm with transformative possibilities in education. GPT, using deep learning algorithms, can generate human-like responses to text-based cues, allowing the construction of Chat bots and virtual tutors to assist students in improving language skills. These AI-powered chat bots mimic natural interactions, delivering rapid feedback on grammar, pronunciation, and vocabulary usage. Besides, GPT's analytical powers extend to helping students improve their writing skills by providing style analysis and feedback on grammar, punctuation, and spelling issues. The model's automated essay grading feature not only simplifies professors' work, but it also provides students with timely feedback on their projects. Moreover , GPT can personalize learning experiences by adapting resources to individual learning styles and interests. While GPT has the potential to transform education by customizing learning experiences, improving language skills, and automating chores. Therefore, it is critical to acknowledge its position as a support tool rather than a replacement for human educators. (Božić & Poola, 2023).

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

Besides Shihab, Sultana, & Seamed (2023) highlighted that Chat GPT's applications in education include personalized learning experiences tailored to individual students' needs and learning styles, providing 24/7 accessibility for students to access educational support and resources anytime and anywhere, offering immediate and individualized feedback to students to promote active learning and continuous progress, serving as a repository of supplemental learning resources to reinforce understanding of complex topics, and assisting.

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

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

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

In light of this, ChatGPT a strong language model, is having an impact in education by providing tailored learning experiences and promoting lifelong learning. It engages students with adaptive learning elements and personalized instructions, which improves student participation and engagement. Additionally, educators can use Chat GPT to generate educational content and supplement traditional teaching techniques. However, questions concerning ethical use and integrity, such as cheating, underscore the importance of explicit criteria for its permissible use in educational contexts.

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

In addition to what was said previously in accordance with the findings of Mhlanga (2023) ,the application of Chat GPT in education creates numerous potential for innovation and enhancement in teaching and learning techniques. Chat GPT's ability to generate essays

has the potential to reshape ways of evaluating, allowing teachers to use testing not only for evaluation but also for learning. Chat GPT can also be utilized to create new teaching methodologies, enhance student participation and teamwork, and improve experiential learning.

Despite being viewed as disruptive, Chat GPT is a promising route for changing the educational system by giving teachers with tools to improve evaluation capacities and provide interesting learning experiences for students.

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

1.3.1.1. Advantages of Using Chat GPT Applications in Education

Baidoo-Anu and Ansah (2023) noted that, the benefits of adopting Chat GPT apps in education are numerous. Before anything else, Chat GPT may provide students with individual training and feedback based on their individual learning needs and level of comprehension. According to evidence, Chat GPT-based conversational bots can provide tailored explanations and respond to students' misconceptions, resulting in improved learning outcomes.

On top of that, Baidoo-Anu and Ansah (2023) stated that, Chat GPT may simplify essay evaluation, saving up instructors' time while giving regular and timely feedback to students. Furthermore, Chat GPT can assist with language translation, making education

content more accessible to a wider population through accurate translation between languages. Plus, Chat GPT can provide compelling learning experiences by allowing students to interact with virtual teachers in a conversational style, hence enhancing language proficiency and engagement. Finally, Chat GPT can support adaptive learning systems by altering teaching methods based on student progress and performance, resulting in better learning outcomes across multiple domains. Overall, Chat GPT offers various benefits for increasing teaching and learning in education, including its versatile uses and the ability to improve personalized, interactive, and adaptable learning experiences.

Stated in another manner, the advantages of adopting Chat GPT in education are enormous. For beginning with it would provide personalized education and feedback tailored to each student's specific learning needs, allowing them to better understand concepts and improve their learning outcomes. Chat GPT can also automate essay evaluation, saving professors time while ensuring unified evaluation of student work,(Baidoo-Anu and Ansah ,2023).

Moreover, Chat GPT helps with language translation, making instructional resources available to a wider audience by accurately translating between languages. Also ,Chat GPT allows for interactive learning experiences in which students engage in conversations with virtual tutors, improving their language skills and general engagement. Finally, it promotes adaptive learning systems, which modify teaching methods based on student progress, resulting in more effective learning experiences. Overall, Chat GPT has numerous benefits for improving teaching and learning in education because to its flexible uses and ability to personalize and react to student needs,(Baidoo-Anu and Ansah ,2023).

Božić and Poola (2023) remarked that Chat GPT provides numerous and promising educational benefits. It can provide unique learning experiences; education can be adapted to fulfill the needs of individual students, enabling them to learn in the way and at the speed that

works best for them. Additionally, Chat GPT helps students improve their grammar, spelling, and lexicon by providing them with instant feedback and simulated interactions that improve language abilities.

Additionally, its automated grading tool saves educators time while simultaneously providing students with fast feedback on their tasks. Moreover, Chat GPT helps students identify appropriate resources and summaries, complex issues, improving their research skills. It also promotes critical thinking by providing prompts for classroom conversations, allowing students to engage in meaningful discourse. Additionally, Chat GPT supports accessibility by supporting students with disabilities and those who speak different languages, so promoting diversity in the classroom. In summary, even though Chat GPT has the potential to completely transform education, technology should only be used rarely and properly as an adjunct to trained teachers.

Likewise, in the words of Sok (2023) Chat GPT has various benefits in the field of education. For starters, its interactive chat bots platform enables students to interact with current technology trends and courses in real time, facilitating familiarity with developing technical breakthroughs that are critical to both their education and future employment. Second, Chat GPT helps students improve their writing skills by proposing academic terminology, phrases, and sentence patterns based on certain settings, as well as assisting with grammar correction. This motivates students to regularly review and modify their work, which is vital for improving their writing skills.

Chat GPT has the potential to motivate student learning through integrative learning games. Likewise, Chat GPT simplifies assessment processes by allowing educators to quickly produce various types of questions, allowing them to concentrate on teaching rather than assessment design. Furthermore, Chat GPT provides students with timely and constructive feedback, recognizing their strengths, shortcomings, and areas for progress, so improving

their performance. However, educators must critically analyze the benefits and drawbacks of Chat GPT's application in education, guaranteeing equitable and responsible deployment while understanding its possible limitations.

1.3.1.2.Disadvantages of Using Chat GPT Applications in Education

Baidoo-Anu and Ansah (2023) observed that the implementation of Chat GPT and related generative AI models in education has various limitations that must be addressed. For starters, these models lack the human interaction required to develop personal connections between teachers and students, which may be detrimental to those who benefit from such relationships. In addition, generative models may have limited conceptual comprehension, making it difficult to provide appropriate explanations and feedback. Bias in training data can also be an issue, as models may show biases in the data on which they were trained, impacting their performance across different populations. Additionally, these models' responses may lack imagination and originality, and they rely significantly on the quantity and quality of training data supplied, which can be problematic if the data is insufficient or irrelevant. Furthermore, their poor capacity to recognize context and tailor instruction may result in improper or irrelevant responses. Concerns about privacy and data security arise when such models are used in educational contexts. While these AI technologies can improve teaching and learning, it is critical to understand their limitations and combine their use with traditional teaching approaches that emphasize human contact and comprehension,(Baidoo-Anu and Ansah ,2023).

Put differently, the implementation of Chat GPT and related generative AI models in education has numerous limitations that must be considered. These methods lack the interpersonal involvement required to build personal ties between educators and learners, which may disadvantage pupils who thrive on such interactions. Also, their insufficient understanding of concepts may impede their capacity to provide individualized explanations

and comments. Biases in training information are also a source of concern, as they might have an impact on model performance across different demographic groups. Furthermore, their reliance on huge amounts of relevant data may provide difficulties, as insufficient or irrelevant data may reduce their effectiveness. In addition, privacy and data security are important factors. While these AI tools provide prospects for educational improvement, it is critical to realize their limitations and supplement their use with traditional teaching techniques that emphasize human interaction and comprehension,(Baidoo-Anu and Ansah ,2023).

Although Cha tGPT has the potential to improve education, Božić and Poola (2023) remarked that: there are some drawbacks that educators should be aware of. For starters, there is a risk of over reliance on technology, which may impede kids' development of critical thinking abilities and learning independence. Furthermore, the lack of social engagement inherent in Chat GPT's simulated talks may result in diminished social skills and empathy if used excessively. Concerns concerning the accuracy and bias of Chat GPT's responses raise the possibility of disinformation and academic dishonesty if students fail to verify its results. Besides, the risk of plagiarism increases if students use Chat GPT to generate content without adequate attribution. Concerns about student data privacy and the lack of a human touch in Chat GPT interactions highlight the significance of using it as a supplement rather than a replacement for human instructors, as well as developing critical thinking skills while using it, (Božić and Poola ,2023)

Drawing on Sok's (2023) conclusion, widespread use of AI technologies such as Chat GPT presents a number of issues for educators, such as a higher probability of plagiarism, ethical problems in evaluations, and possible barriers to the development of critical thinking. To address these issues, extensive steps are needed, including rigorous content review

procedures, focused training programs, and continuing supervision to guarantee students' academic integrity and develop critical thinking abilities that are necessary for learning in the twenty-first century. Thus, while Chat GPT has promise advantages, its adoption must be carefully considered in order to reduce any negatives and protect the quality and integrity of Cambodian education.

1.3.1.3.Strategies for Implementing ChatGPT in Education

Rane (2023) reported that implementing Chat GPT in education necessitates a systematic approach to ensure its success and smooth integration into the classroom. To begin, it is critical to examine the institution's specific goals and objectives, finding areas where Chat GPT might provide important assistance, such as homework help or individualized learning support. Clear goals should be created to drive the implementation process, with a focus on increasing student engagement and learning outcomes. Creating a user-friendly interface is critical for students to connect with Chat GPT seamlessly across multiple devices. Content generation and integration are critical for ensuring that the chat bots knowledge base is aligned with the curriculum and frequently updated to meet educational standards. Advanced natural language processing (NLP) is used by Chat GPT to understand and reply to user inquiries, and personalized learning resources allow each user's learning experience to be unique. But in order for teachers to fully employ Chat GPT's educational potential, they require guidance and training.

Limna et al (2023) stated that implementing Chat GPT in education necessitates a thorough strategy that tackles its strengths, shortcomings, possibilities, and dangers. First, institutions must examine their specific needs and objectives, finding areas where Chat GPT can improve learning experiences. Setting specific goals leads the implementation process, with an emphasis on boosting student engagement and learning results. Developing a user-friendly interface guarantees accessibility across several platforms, while content creation and

integration link the chat bots knowledge base with the curriculum. Chat GPT's advanced (NLP) technology enables it to successfully interpret and reply to user queries, responses to the specific needs of each learner, enhancing the overall learning experience.

Providing teacher training and support enables educators to use Chat GPT effectively as an instructional tool. Continuous input and refinement ensure that Chat GPT is responsive to changing user needs while upholding ethical standards. It is critical to recognize both the potential benefits and problems of incorporating Chat GPT into education, balancing technical improvements with core educational ideals.

Stated in another manner, To effectively implement Chat GPT in education, institutions should assess needs, set clear goals, design a user-friendly interface, create relevant content, use advanced NLP, provide customization options, train teachers, analyze data for improvement, gather feedback for refinement, and ensure ethical use. These tactics increase student engagement, personalize learning, and improve educational outcomes.

As Aithal & Aithal(2023) noted, Chat GPT implementation in higher education libraries necessitates thorough analysis and strategic planning in order to maximize benefits while limiting potential negatives. To begin, libraries should do detailed assessments to identify particular areas where Chat GPT might improve services, such as giving timely and correct responses to student inquiries and extending library accessible beyond usual hours. Clear communication and training for library staff are required to ensure they understand how Chat GPT complements their duties and to address any worries about job loss. Furthermore, while adopting AI-based technology, strong privacy and security measures should be put in place of preserving student data. Libraries should also look into ways to easily integrate Chat GPT into existing library systems and services to provide a consistent user experience. While Chat GPT can increase efficiency and accessibility, it is critical to strike a balance by retaining individualized help from human workers to maintain the quality of the student experience.

Overall, a planned and strategic approach to deploying Chat GPT in higher education libraries can maximize its benefits while mitigating any negative effects on staff and student satisfaction.

To put it in another way, Chat GPT implementation in higher education libraries demands careful preparation. Libraries should consider how Chat GPT may improve services, train staff, respect privacy, integrate smoothly with existing systems, and balance AI with individualized human support to maximize student experience while reducing downsides.

Section Two: The Impact of Using Chat GPT on Learners 'writing Motivation

1.7. Definition of Learning Motivation

Motivation as a term has different definitions and little agreements about the exact meaning of it has been reached. According to Qiao, Abu, & Kamal, (2013, as cited in Luo, Subramaniam, & O'Steen, 2020, p. 55) , "Motivation constitutes a pivotal element in foreign language acquisition, serving as a primary impetus for individuals to engage in tasks and attain objectives, delineated into intrinsic and extrinsic forms". So, the concept of motivation is an abstract, hypothetical concept that incorporates a whole range of motives. Also, motivation is the most complex and challenging issue that faces teachers today. Therefore, teachers consider motivation to be the most difficult component of the learning process since it involves a wide range of motives and raises complex challenges.

Similarly, Muñoz et al. (2023) state that motivation is essential for initiating, directing, and sustaining behavior toward achieving specific goals. They emphasize the significance of students' active participation in class and their demonstrated interest in the subject matter for enhancing engagement. As such, it is important to foster motivation to promote active learning via encouraging instructional designs that prioritize maintaining students' interest in the material,

whether in traditional or online learning environments. This means that in the learning process, motivation becomes an essential factor because it affects the learners' abilities in performing the second language. Henc English as a Foreign Language (EFL) teachers use several motivational strategies to decrease students' difficulties of acquiring English and practice activities

According to Zhou and Li (2023, p. 19), learning motivation among university students pertains to the internal impetus that drives, sustains, and regulates their learning actions throughout the learning process. It represents a critical determinant influencing students' academic achievement and satisfaction. Motivation, from this point of view is the energy that moves learner to reach a goal and accomplish a task. Moreover, the teachers' duty is to show their students accurate ways to develop their learning and thoughts; and by motivating their students, teachers can make this happens. Thus, motivation is the chief concern of EFL teachers, because it impacts the learners' progress and performance in the learning process.

In the same context, Beck (2021) claims that motivation is a fundamental driver of human action that influences individuals' behavior and goals. It encompasses the forces that compel individuals to pursue their objectives, even in the face of challenges and setbacks (as cited in Davidovitch & Dorot, 2023). Simply put, motivation plays a crucial role in academic success, alongside knowledge and grades, motivation can be understood as an internal mental entity that drives individuals to invest effort in activities, persevere despite failures, and fulfill their obligations. Motivations shape individuals' goal structures and determine the paths they choose.

Indeed , Tohidi and Jabbari (2012) define motivation as the driving behavior towards specific goals, with the ultimate aim of maximizing benefits for the organization. It encompasses the factors that strengthen, guide, and sustain behavior, and acknowledges the existence of individual differences in motives. Motivation plays a crucial role in influencing behavior over time, affecting the initiation, continuation, and termination of actions. In short, despite the importance of the

concept of motivation in language learning, still there is a confusion regarding its exact meaning. Thus, motivation is the most important factor that drives learning.

According to Wlodkowski, (1978), motivation in learning involves energy, volition, direction, involvement, and completion. For instance, a student with energy makes a choice driven by volition and purpose, leading to involvement in a learning task and eventual completion. Teachers may encounter motivational challenges at various points in a learning task, multiplying with larger class sizes and multiple tasks.

To sum up, motivation is important for gaining knowledge and developing the cognitive abilities. So, students achieve success to be stimulated due to the choice and have a specific form of activity or career as adults. Therefore, in order to establish engaging learning environments that promote students' growth and achievement, educators must place a high priority on understanding and supporting motivation. Acknowledging the significance of motivation, educators can employ efficacious tactics to tackle motivational obstacles and enable learners to realize their maximum capabilities.

1.8. Theories of Learning Motivation

The importance and direct relevance of motivation to learning in general, and to language acquisition in particular has resulted in the postulation of several theories which aim at accounting for this affective construct. Our learning experiences are greatly shaped by motivation, which also affects our engagement and ability to successfully pick up new knowledge and abilities. A number of theories provide insights into the complex mechanisms that underlie motivation and its effects on learning outcomes. These include the expectancy-value theory, cognitive, and the self-determination theory. Knowing these theories can give

teachers useful tools to create a positive learning atmosphere that encourages students' intrinsic motivation and improves their language learning process.

1.8.1 Self-Determination Theory (SDT)

Earlier views were influenced heavily by self-determination theory and research and much of is done on animals rather than humans. To support this point , Deci, Koestner, & Ryan (1999) claim that , self-determination theory proposes that motivation varies both in quantity and quality, with humans inherently desiring autonomy and being naturally inclined towards activities they find intrinsically enjoyable (as cited in Cook &A rtino Jr, 2016).

From the above, it is clear that internalization and integration of external laws are critical for extrinsic impulses to be genuine and self-determining. Meeting the psychological requirements of autonomy, competence, and relatedness is critical for optimal motivation and well-being; conflicts between these need result in alienation and psychopathology. These ideas are relevant not only to education but also to workplace success, patient compliance, and overall health and well-being.

Moreover, central to SDT are three fundamental psychological needs competence, autonomy, and relatedness which are viewed as essential for overall wellness and fulfillment. The theory adopts a dialectical approach, examining how individuals, as proactive organisms, strive to fulfill these needs within supportive or obstructive social environments. The fulfillment or thwarting of these needs forms the basis for predictions in SDT, wherein greater satisfaction of the needs predicts more positive outcomes, while their thwarting predicts negative outcomes (Gagné, 2014). Hence, external influences, such as rewards and deadlines, can undermine intrinsic motivation, but self-determination theory offers insights into promoting intrinsic motivation and enhancing motivation under external pressures.

To conclude, Self-determination theory (SDT) provides a comprehensive framework for understanding personality, development, and well-being in social contexts, using motivating principles to explain and predict occurrences across multiple domains of psychology. Based on organism meta-theory, SDT assumes that individuals actively master their environment and integrate experiences into a unified sense of self, supporting autonomous motivation and action.

1.8.2 Expectancy-Value Theory (EVT)

Motivation cannot be employed successfully in a motivational vacuum. That's why certain preconditions must be arranged before attempting to generate motivation. In EVT, as outlined by Cook & Artino Jr, 2016), highlights two fundamental factors influencing behavior: the belief in one's potential for success (expectancy of success) and the perceived importance or intrinsic interest in the task (task value). Moreover, they add that expectancy of success goes beyond a general sense of competence, representing a forward-looking conviction in one's ability to accomplish a task. This belief is influenced by motivational factors related to goals, self-concept, and task difficulty. Studies suggest that expectancy beliefs predict engagement and learning achievement, often surpassing the predictive power of past performance (Cook &Artino Jr, 2016).

However, according to expectancy-value theorists, motivation necessitates not only confidence in one's ability but also the expectation of personal gain or value. In addition, task-value encompasses factors such as interest, utility, importance, and cost, with affective memories shaping perceptions of value. These motivational beliefs are influenced by life events, social influences, and environmental factors, interpreted through the lens of individual perspectives (Wigfield& Eccles 2000; cited in Cook & Artino Jr, 2016).

1.8.3 Cognitive Load Theory (CLT)

From what research says, since the mid-1970s, a cognitive approach has set the direction of motivation research in educational psychology. According to Feldon et al., (2019) Cognitive Load Theory (CLT) offers a theoretical framework for analyzing and managing cognitive processing demands during learning. At its core, CLT posits that working memory, characterized by limited capacity and duration, filters information for encoding into long-term memory, with overload hindering effective learning. It is clear that cognitive theories of motivation views motivation to be a function of a persons' thought rather than of some instinct, need, drive, or state. The information encoded and transformed into a belief is the source of action.

With more details, CLT delineates three types of cognitive load (intrinsic, extraneous, and germane) where intrinsic load relates to task complexity, extraneous load encompasses non-learning-related demands, and germane load facilitates learning through instructional features (Feldon et al., 2019). The relationship between mental effort and cognitive load is tightly related to motivational processes, as effort investment reflects goal selection, persistence, and willingness to participate in learning. Motivational beliefs, notably self-efficacy and task value assessments, have an impact on effort investment, which is moderated by relevant prior knowledge.

In summary, these theories collectively highlight the multifaceted nature of motivation, which is influenced by factors such as intrinsic needs fulfillment, beliefs about success and task value, and the cognitive demands of learning tasks. By understanding and leveraging these factors, educators and individuals can foster and sustain motivation in various learning contexts (Sweller et al., 2011 cited in Feldon et al., 2019).

1.9. Types of Motivation

In fact, motivation plays a huge role in teaching and learning English as a Foreign Language (EFL) as it helps students learn language successfully. Motivation has different types according to the purpose or the aim. Actually, motivation refers to a set of desires and efforts combined to achieve a goal. There are four main types of motivation, and are as follows:

1.9.1 Intrinsic motivation

EFL students are affected by intrinsic motivation simply, they will enjoy practicing tasks which will be inherent and interest by them. According to Qiao et al., (2013, p. 201; cited in Luo, Subramaniam, & O'Steen, 2020, p. 55-56),

Intrinsic motivation toward experiential engagement (IM-Experience) entails learners participating in activities or tasks to encounter stimulating sensations, such as enjoyment and excitement, as exemplified by statements like "I engage in English learning for the pleasure of interacting with my instructors". Intrinsic motivation stems from the student's needs, desires, or personal objectives; hence, external rewards are not required.

Another view by Deci (1975), intrinsic motivation typically refers to the drive stemming from an inherent interest in learning or personal initiative. In addition, Intrinsic motivation refers to activities pursued for their inherent value, free of external benefits, where individuals engage in tasks for the sake of the action itself rather than any extrinsic gains, devoid of external rewards, where individuals engage in tasks for the sake of the activity itself rather than for any extrinsic gains. (Cited in Ladjal & Omar, 2021, p. 3-4).

Intrinsic motivation is non-instrumental and unaffected by external rewards, whereas extrinsic motivation is instrumental and depends on completing separate goals. Students that place a

high value on grades exhibit extrinsic motivation, whilst those who are genuinely interested in their work demonstrate intrinsic motivation. Create content swiftly and efficiently.

According to Lepper (1988; Cited in Mansour, Fatmi, and Jelloul, 2021), intrinsically motivated students engage in activities for their inherent enjoyment, learning opportunities, or sense of accomplishment. Furthermore, intrinsically motivated students tend to utilize logical decision-making strategies, while extrinsically motivated students may resort to less effective approaches.

To conclude, from what has been discussed above, it is clear that most students have an interest that comes from within. Thus, when the learners are interested about their own hobby, they will be able to perform and use their abilities to learn. Nevertheless, learning motivation can be also extrinsic where the main goal of learning is not learning itself but to get scores, have a good average, and get an occupation and so on and so far as we will see in the following lines.

1.9.2 Extrinsic motivation

In contrast to intrinsic motivation, extrinsic motivation refers to the students desire to engage with an activity for pleasure and enjoyment. Also, it is concerned with performing tasks for the aim of having rewards. Further, extrinsic motivation can be noticed on students' behavior that leads to the external rewards.

As Ryan & Deci (2017, p. 188) claim, extrinsic motivation " refers to motivation driven by recognizing the personal significance or perceived value of an activity, as elucidated by the belief in its importance, as indicated by statements such as "I commit to studying because I acknowledge its benefits for my personal growth" . (Cited in Luo, Subramaniam, & O'Steen, 2020, p. 55-56)

It is clear that, extrinsic motivation is derived from external sources and drives students to perform well in order to meet predetermined goals or stay out of trouble. When external pressures are internalized, learners follow externally imposed norms in order to avoid feeling guilty. This is known as extrinsic motivation interjected regulation. In this vein, Ladjal & Omar (2021) posit: "Extrinsic motivation relies on rewards external to the task, representing a less desirable or weaker form of motivation, whereas intrinsic motivation is regarded as the preferred and more positive form". (p. 3-4).

To sum up, students achieve success due to external motives and goals, for instance to be able to do a specific activity or career as adults. So, extrinsic motivation allows students to be trained more in the foreign language, and get involved in different learning experiences for the sake of improving their level in learning. In addition, it helps students to be active learners in education for better performance and future engagement. Consequently, EFL teachers should focus on the importance of using rewards in order to encourage their students during their pursuit of knowledge.

1.9.3 Achievement motivation

Achievement motivation, according to Nicholls (1984), is seen as actions aimed at developing or demonstrating high ability rather than low ability. He identifies two ways in which ability can be perceived. Firstly, it can be perceived in reference to one's own past performance or knowledge where gains in mastery indicate competence. Secondly, it can be also apparent in comparison to others, where achieving more with equal effort or using less effort than others demonstrates high capacity.

In motivation for achievement, the idea which emphasizes the goal of competence or perception of competence contends that people can conceptualize competence or ability in at least two different ways, resulting in two types of achievement goals that subsequently affect

overt behavior and subjective experience. In this concern, Weiner & Kukla, (1970,p.19) claim

that, "individuals with high levels of achievement motivation are inclined to engage more

actively in achievement-related tasks compared to those with lower motivation in this area". It is

clear that, moderately difficult tasks are typically chosen by people with high achievement

motivation more often than by people with low motivation. This preference over tasks that are

either too easy or too challenging stems from the idea that performance on such tasks offers

insightful information about one's capabilities.

Another view by Stiensmeier-Pelster & Heckhausen (2018), in their seminal work 'The

Achievement Motive', suggests that achievement motivation is a drive characterized by a

striving for excellence and a commitment to performing activities well, surpassing others or

one's own previous achievements. This drive is intrinsic to individuals, originating from their

own initiative and commitment to standards of excellence. Motive measurement often involves

self-report questionnaire measures presenting respondents with statements reflecting

achievement-oriented behaviors, where positive responses signify a strong need for achievement.

Achievement motivation is a concept deeply embedded in both scientific discourse and

everyday language, encapsulating the driving forces that propel organisms to act. Specifically,

achievement motivation pertains to the internal mechanisms guiding behavior aimed at attaining

specific standards or criteria, whether self-imposed or externally set, across diverse domains

such as academics, sports, work, and social interactions.

Similarly, Acquah (2017) postulates that the need for achievement involves an

unconscious aspiration for excellence in individual accomplishments. In addition, there are four

key aspects of the need for achievement: the desire to accomplish challenging tasks, achieve high

standards, master complex tasks, and surpass others. Individuals with a high need for

achievement pursue realistic yet challenging goals striving to outperform others or meet and exceed standards of excellence.

In sum, achievement motivation is focused on the desire to better comprehend and know the individuals who speak the target language. It motivates people to pursue difficult assignments, set high standards, become proficient in complexity, and eventually outperform others in their achievements. By having a deeper understanding of these innate motivations, teachers can better understand the preferences and behaviors of language learners and design more individualized and productive learning settings.

1.9.4 Anxiety motivation

Most EFL students suffer from the fearing of making mistakes during learning process, this may hinder their progress. These emotions are referred to as anxiety as claimed by MacIntyre & Gardner (1991). They believe that anxiety, which is recognized as a significant affective factor in language learning environments, garnered research attention since the early 1970s and is often linked with negative outcomes. It encompasses feelings of worry and nervousness about performance in specific situations, leading to poor outcomes and reluctance to engage in learning activities (Cited in Bećirović, 2020).

Anxiety levels vary depending on the language learning context, with speaking activities often evoking the highest levels of anxiety. Remarkably, anxiety is very famous and familiar in EFL classrooms. However, implementing cooperative learning can reduce this factor. Also, it can be seen that anxiety is when the students are not satisfied about her/ his self or her/his work this may block their learning.

The connection between anxiety and motivation in the context of English learning has been a subject of debate in previous research, yielding contradictory findings. Key areas of

contention include the overall correlation, interaction dynamics, dependency, and causality between these two affective factors. There is a correlation between motivation and anxiety. The relationship between the two constructs is further complicated by differing viewpoints on their interdependence, with some proposing that motivation is a component of anxiety (Luo, Subramaniam, &O'Steen, 2020).

To conclude, the causes of motivation and anxiety in foreign language contexts are complex and multifaceted. As such, researchers have tried to focus on a few aspects of these affective factors to gain a more nuanced understanding.

1.10. Significance of motivation in the Writing classroom

In foreign language learning, EFL students tend to be in a dire need to be motivated for learning. Thus, motivation is an important element that takes the attention of the teachers in their teaching process, because it allows learners to lose stress, inhibition, fear of making mistakes, and be free and confident to express themselves more openly. In addition, motivation can help the learners to improve their capacities and makes them engaged in the activity. It is also useful to create a challenging and exciting atmosphere.

According to Li & Lynch (2016), motivation is considered one of the key aspects of learning, whether it develops new behaviors, strategies, and skills or modulates well-learned ones. Motivation manifests itself in orderly activation of all cognitive drives and cognitive needs of individuals, such as the desire to explore, manipulate, be active, and stimulated, to know and strive for ego enhancement.

While motivation is primarily understood in relation to social factors and learners' orientations in the context of second or foreign language acquisition, educational motivation is primarily associated with goal-setting, self-efficacy, and outcome expectations.

Indeed , writing is presented as a complex process involving various skills and functions such as planning, drafting, revising, editing and publishing. This process has been presented differently in different sources, including stages such as preparing, planning, writing, editing, and presenting. In this process-oriented competency framework, student motivation appears to be a key factor in competency development and learning outcomes (Süğümlü, Mutlu, & Çinpolat, 2019).

It is clear that motivation is one of the most important factors in the writing process. In other words, successful writing is influenced by student's motivation in the classroom, especially in language classroom. The importance of motivation in foreign language acquisition, motivation is essential in EFL writing since it determines students' failure and success in the skill.

In the same manner, Kellogg (2008) found that writing skills develop gradually over more than two decades, suggesting that student motivation plays a key role during this long period of development. (Cited in Süğümlü, Mutlu, &Çinpolat, 2019). Therefore, the whole writing process is covered by students' writing motivation, which seems to be essential in turning writing assignments into finished products. Motivation reflects the dynamic nature of the writing process and includes both cognitive and emotional processes.

Likewise, Ackerman (2006) emphasized the need to use motivational strategies to facilitate remarkable progress in writing. This has been said, motivation is believed to influence learners writing and improve it on a large scale. Breaking down writing tasks into manageable parts and providing opportunities for peer feedback could benefit struggling students . (As cited in Süğümlü, Mutlu, &Çinpolat, 2019)

All in all, most instructors and scholars agreed that one of the most essential aspects influencing writing is motivation. The latter is helpful for students to improve their level of writing for successful learning and creative performance of acquiring the foreign language.

1.11 Chat GPT as a Main Factor Influencing Motivation in the Writing Classroom

1.11.1 Positive Influence

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.

Enhancing writing motivation in the classroom becomes a competitive or challenging task for teachers during the session. However, using Chat GPT into EFL writing is seen as accurate ways to develop learners writing skill and thoughts, as well as learner's progress and performance in learning process. In brief, Chat GPT moves learners to reach their goals and accomplish writing tasks.

n this sense, Baskara (2023) explores the potential benefits of integrating Chat GPT into EFL writing instruction, highlighting its ability to provide personalized feedback. He posits that it motivates students and improves language skills through practice. He adds that integrating Chat GPT into EFL writing instruction not only provides opportunities for personal support and motivation, but also requires careful consideration of design and ethical implications.

Indeed. The theoretical foundations for using Chat GPT as a writing tool include its role in dialogic feedback processes and its ability to provide personalized feedback at all stages of writing. Thus, integrating Chat GPT impacts learners' academic writing skills. As well, Woo,

(2024, p. 9) claims that "integrating Chat GPT into classroom writing instruction scaffolds students' perceptions, including their subjective evaluations of the learning environment, which can significantly influence their engagement, learning behavior, and academic success". Positive perceptions can favor deep learning approaches, while negative perceptions can favor shallow learning strategies.

Baskara (2023) highlights the myriad advantages of incorporating Chat GPT into EFL writing instruction. These advantages encompass personalized feedback and assistance, fostering engagement and motivation among learners, and facilitating language skills enhancement. Chat GPT's capacity to produce text resembling human output renders it instrumental in furnishing tailored feedback and guidance to EFL writing students, particularly concerning vocabulary, grammar, and syntax.

Additionally, its natural language skills contribute to an immersive and motivating learning environment that fosters student interest and participation in the writing process. Furthermore, using Chat GPT in EFL writing instruction promotes the development of language skills through repeated practice opportunities and providing feedback, thereby improving students' vocabulary, grammar, and syntax skills.

Chat GPT offers various benefits to writing assignments, as described in selected publications, including increased efficiency, idea generation, language translation, improved content accuracy and consistency, and improved collaboration between students and teachers. While recognizing Chat GPT's ability to enhance language learning experiences, the study underscores the importance of addressing design, implementation, and ethical concerns in its utilization. (Baskara , 2023; as cited in Bibi and Atta, 2024)

1.11.2 Negative Influence

Nevertheless, using Chat GPT in EFL writing instruction poses various challenges and considerations that necessitate careful attention. These may include the importance of meticulous design and implementation, the potential for biases in AI and NLP technologies, and ethical concerns. It is essential to carefully design and implement Chat GPT in EFL writing instruction to ensure its efficacy, which may entail creating suitable learning activities and providing clear instructions for students on its usage (Baskara, 2023). Biases in Chat GPT can affect the generated text's quality and accuracy, raising issues for language education and having an impact on students' learning and growth.

Furthermore, Chat GPT's limited understanding of human emotions and intentions may result in the production of written work that lacks vibrancy and appears rigid, posing challenges for EFL writers who rely on emotions and imagination (Wenzlaff & Spaeth, 2022;as cited in Harunasari, 2022).

King & ChatGPT,(2023) declares that there is a potential for college students to exploit Chat GPT to cheat on essay assignments by soliciting tailored responses and incorporating them into their papers without authentic effort or research. Such behavior is unethical and carries significant consequences, including academic penalties. It is imperative for students to grasp the importance of academic honesty and refrain from employing Chat GPT or similar technologies for dishonest purposes.

In the same context, Nazari et al., (2021) claim that the integration of AI-powered writing applications offers flexible, time-saving solutions by combining various features into a single platform. These advancements in technology not only enhance teaching and learning experiences but also facilitate formative feedback, assessment, and plagiarism detection, particularly benefiting ESL learners in research writing.

In Algerian universities, there existed a notable gap in research concerning the impact of using ChatGPT as a technology tool on student writing motivation. With the evolution of modern educational technologies globally, such as ChatGPT—a language model designed to assist with writing—exploring its potential effects within our local educational framework became increasingly pertinent. This study aimed to fill this gap by investigating how Algerian students, particularly those studying English, perceived and utilized ChatGPT in their writing tasks. The research sought to contribute valuable insights into enhancing writing motivation and proficiency among students in Algerian universities, thereby paving the way for informed integration of such technologies into educational practices.

Conclusion

Motivation has been studied for recent years. Thus, teachers can use many strategies to motivate their learners to learn .The present study sheds light on motivational technique in teaching that might raise students' abilities in writing process. In addition, it illustrates some factors like Chat GPT, which affects motivation in writing.

In conclusion, the use of new pedagogical technologies, such as Chat GPT applications, has enormous potential to transform the educational landscape. While technology provides unique benefits such as increased engagement and tailored learning experiences, it also introduces obstacles that must be carefully considered. However, with strategic implementation and careful planning, incorporating Chat GPT into education may lead the way for a more dynamic and effective learning environment that meets the changing demands of students in the digital era.

CHAPTER TWO
RESEARCH METHODOLOGY AND DATA ANALYSIS

Chapter Two: Research Methodology and Data Analysis

Introduction

So far, I have presented in the theoretical part the impact of using Chat GPT on learners' motivation in the writing classroom in depth. The next step in any research is designing the methodology and analysing data as a practical part. Accordingly, this chapter includes the research design and methodology used in the current study in addition to data analysis. It is, hence, concerned with the methods and procedures used in data collection and analysis procedure. Firstly, it begins with the restatement of the research questions; and then outlines of the research design that was followed in the study. Secondly, it describes the qualitative and quantitative research as a mixed research methods. It also describes the population and sample. After that, it sheds light on the two data collection instruments, namely the learners' questionnaire and teachers' interview. Finally, the chapter wraps up with the demonstration, analysis, and interpretation of the results obtained from both research tools, as well as referring to the limitations of the study and recommendations for future research.

Section One: Research Methodology

2.1. Research Questions Restated

Within research studies and language teaching contexts, with the interconnectivity around the world, using Chat GPT becomes important for many learners .Hence; the aim of this study is to find out whether the use of this technological innovation in the writing classroom would affect students' motivation positively or negatively. In order to reach the aforementioned research objective, the following research questions are raised:

RQ1. What is the impact of using Chat GPT on second-year English majors' motivation, particularly in the writing class, according to teachers and students' perceptions?

RQ2. Are there any significant differences between teachers and students' perceptions on using Chat GPT in the writing class?

RQ3. Should it be assumed that the writing motivation of second-year English majors at Echahid Cheikh Larbi Tebessi University of Tebessa will be affected either positively or negatively?

2.2. Research Design

Research Design refers to a set of techniques and methods that are used to conduct the research study. Churchill and Lacobucci (2005) give a simple definition to research design as: "the blueprint that is followed to complete the study" (p.74). To investigate the impact of using Chat GPT on learners' motivation in the writing classroom, a mixed-methods approach that combines quantitative and qualitative research methods was adopted to collect and analyse data. Accordingly, combining quantitative and qualitative research methods provides a deep understanding of the research topic and enhances the validity of the research findings. This method of mixing quantitative and qualitative data into individual research is known as the mixed method (O'Leary, 2022). Certain research cannot be approached only through one method because of the nature of its data, which varies at different stages of the study between quantitative and qualitative. For that, using a mixed-method approach can help to avoid the biases and limits of individual approaches, while also allowing for methodological diversity in data gathering tools.

2.2.1. Qualitative Research

My qualitative study explores the impact of using ChatGPT on students' writing motivation in the classroom. It focuses on understanding how this technology influences students' motivation to write, aiming to provide insights into the dynamics of student engagement and writing practices within educational settings. This exploration is conducted without formulating specific hypotheses, allowing for a comprehensive examination of the nuanced effects of ChatGPT on student writing experiences.

2.2.2. Quantitative Research

In my quantitative study on the impact of using ChatGPT in the classroom, I use statistical methods to analyze how variables relate to students' writing motivation. This involves measuring data numerically and applying statistical procedures to explore these relationships objectively.

2.2.3. Mixed Research Methods

Considering that our study belongs to the field of descriptive studies that aims "to accurately and systematically describe population, situation or phenomenon" (Mccombes, 2022, p.1), we adopted the mixed method approach. Venkatesh et al (2013) claim that mixed methods refers to a technique that blends quantitative and qualitative research methodologies in the same study or enquiry. This means that the research will be using both qualitative and quantitative research methods for the collection and analysis of data.

2.3. Population and Sample

Sampling is a very important step in any investigation, in different words, "sampling is selected few part from the whole population of the study in order to find answers of the research questions and suggest the solution for the statement problem "(Thompson, 2012,

p.1). In the same line, Acharya et al (2013) stated that a sample is "a subset of the population selected so as to be representative of the larger population." (p. 330).

Given the present study, the target population are second year LMD students of the English department at Cheikh Laarbi Tebessi University. They consist of one hundred and thirty two (132) students. Sincethe study is exploratory and sampling technique is purposive, we dealt with a "Mixed-gender"sample composed of sixty (60) males and females.

Accordingly, purposive selection enables us to identify L2 students who are actively involved in writing classes and have used technology such as Chat GPT, ensuring that our sample is immediately relevant to our research issue. Therefore, this permits to target students with different degrees of L2 language ability and writing skills, allowing us to investigate a variety of experiences and views on the influence of Chat GPT on motivation. This resulted from our purposive sample of L2 students being questioned in-depth about their use of Chat GPT during writing class sessions.

Several quantitative themes surfaced from this questionnaire, providing insight into the type and frequency of Chat GPT usage within the sample. The majority of participants stated that they frequently use Chat GPT as their main resource for help with writing assignments, pointing to its accessibility, effectiveness, and ease of use as the main factors in its appeal. In addition, the users of Chat GPT reported utilizing it for a wide variety of goals, such as idea generation, language learning, and writing fluency. Interestingly, a lot of students reported that they were using Chat GPT to get beyond writer's block or look at different angles on given subjects when participating in in-class writing assignments. Further, by selecting participants who have actual experience with both writing instruction and Chat GPT, we can gain extensive insights into how this technology affects their motivation, attitudes, and writing practices.

Moreover, the questionnaire is useful to measure the skilled investigators, also it enables the research to check, test, and explain the validity of the data collected concerning usingChat GPT in enhancing students' motivation to write effectively. There may be a bias towards picking participants who already have good attitudes toward technology or are more motivated in general, which could distort our results. Because purposive sampling focuses on specific individuals rather than a random sample, the findings may not be applicable neither to all L2 students at Cheikh Laarbi Tebessi University or nor in other situations. The selection procedure is based on our judgment and inclusive criteria, which may add subjectivity and impact the sample's representativeness.

2.4. Research Instruments

The data of the present research was collected through two main tools. The latter are defined by Griffe (2012) as "the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted"(p.128).Correspondingly, to investigate the topic, two data collection instruments were used. The first research tool was an offline questionnaire distributed to our purposive sample of L2 students at Cheikh Laarbi Tebessi University, and the second is an interview that was conducted with Written Expression (WE) teachers at Cheikh Laarbi Tebessi University. These instruments were employed for collecting either quantitative or qualitative required data.

2.4.1. The Students' Questionnaire

This questionnaire is designed as a first instrument to the target population, who are L2 students in the department of English at Chekh Laarbi Tebessi University. We distributed the questionnaire manually to our purposive sample that is made up of sixty (60) students in the first week of March 2024. (See Appendix 01)

2.4.1.1. Description of the Questionnaire

In order to collect the relevant data to answer the research questions of the study, a quantitative data collection instrument consisting of an offline questionnaire was used. A questionnaire was designed to conduct this study with 60 students from L2 population at Cheikh Laarbi Tebessi University. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants' viewpoints, perceptions, and the relationship between writing motivation and ChatGpt when using it in writing classroom.

In the present study, an offline questionnaire was used to collect data. This means that the participants answered the questionnaire questions on paper. The questionnaire was distributed to 60 students during the first week of March 2024.We received only 40 complete responses, 12 were lost and 8 were considered invalid. Among the 40 received questionnaire forms, 29 respondents are females and 11 are males.

The questionnaire comprised twenty three (23) questions. All questions were close-ended in which the answers are suggested and the respondents are only asked to choose the ones that are related to them (yes, no, and multiple choice). The questionnaire contained four sections. The first section contained four questions that attempt to gather general information about the students. The respondents were asked to identify their gender and age, their level in English as well as their writing experience .The second section includes four questions that seek to determine EFL learners' attitudes towards Chat GPT experience. The third section is made up of ten questions designed to gather information about the extent of using Chat GPT in the writing classroom and its relation with students' motivation to write. The last section involves five questions intended to gather information about students' perceptions toward using ChatGPT in education and future implementation.

Before administering the questionnaire, there is an important and necessary stage, which is the piloting stage. It was used to determine whether the questions were well organized, appropriate, clear and provided in a suitable manner. (Hassan,Schattner and Mazza, 2006). In the same path, Cohen et al (2005) posit that the purpose of piloting the questionnaire is to:

-Check the clarity of the questionnaire.

-Eliminate ambiguity and difficult terms.

-Collect comments on the questionnaire's overall format.

-Determine the exact time to fill in the questionnaire.

-Examine the Relevance of research objectives.

That is to say, in piloting, the reliability and validity is important for checking the growing and comprehensibility of the raised questions. As indicated by Robert (2004), The degree to which the elements seem appropriate to a set of assessors with in-depth knowledge of the topic is how content validity is evaluated (cited in Hajjar, 2018). Hence, three teachers validated the questionnaire and they confirm that all the questions are clear and there is no ambiguity. But they added some comments that is why i made minor adjustments. On the other hand, i kept some questions as they were, because they were originally designed to serve specific purposes in our study. I added clear definitions for difficult terms, deleted two unnecessary questions. I use closed ended, yes/ no questions to obtain specific and quantifiable answers during analysis. Additionally, I used 'Likert 5 scale options' to precisely gauge the degree of students' beliefs aiding us in quantitative analysis next. From the initial investigation that allowed us to determine our target sample, I noticed that there were older individuals, for example 40-year old man who relied less on technology. In other words, they

do not consider Chat GPT as motivating for writing; instead, they rely on their creativity unlike younger individuals. As for gender, the majority of our purposive sample are 'females', as well as 'males' being the minority. However, there are almost the same opinions from both genders regarding the importance of using Chat GPT and its effect on stimulating the writing process.

The questionnaire was first piloted on the 1st of March 2024 with fifteen (15) students before its administration to the rest of the sample, the piloting stage allowed the researchers to detect and correct mistakes. To ensure reliability, internal consistency or Cronbach's alpha was calculated manually to confirm the relationship and correlation among the questionnaire questions. As mentioned by Hajjar (2018); the degree of internal consistency is indicated by Cronbach alpha, which also reflects the number of elements on the scale and the strength of their connections. The covariance among these factors is essentially represented by this statistic, which only goes from 0 to 1 and captures the percentage of variability shared by these elements.

After encoding the responses for fifteen (15) questionnaire answers, the following law was applied, according to Aban (2020):

$\alpha = k/k-1 \left[1 - \left(\sum S^2 \text{item} / S^2 \text{ total}\right)\right]$

$\sum S^2$ item: Total variances of questionnaire items.

K: Number of questionnaire items.

α: Cronbach alpha

S^2 total: Total score variance of the questionnaire.

Where we found Cronbach alpha to be 0.77 indicating strong internal consistency.

2.4.1.2. Analysis Procedures

The quantitative analysis of the data collected tackled the close-ended questions obtained from the offline questionnaire, which are distributed manually during writing sessions. The results are interpreted in terms of numerical data manually coded in a form of percentages, which were demonstrated in the form of graphs. Indeed, the latter is used to check whether using Cha GPT will impact learners' motivation to write positively or negatively. In addition, the quantitative analysis uncovers the existing relationship between the variables, and points at any drawbacks of using Chat GPT for writing, simply to verify and measure the validity of the previously stated questions and hypothesis.

2.4.2. The Teachers Interview

In social research, an interview is a qualitative tool, thus it is a useful data gathering strategy. There are various types of interview among which are the semi-structured, structured and unstructured interviews. According to Cohen and Manion (1994, p.35), the interview is "used between two character with the interviewer for the aim of collecting views and attitudes of the interviewers concerning specific topic." That is to say, as it is known in social research, the interview is an important and essential data collection method that is used widely by many researchers. In this present study, the researcher adopted a semi-structured interview to collect teachers' attitudes towards the impact and relationship between students writing motivation and the use of Chat GPT in the WE classroom. Because of its greater flexibility and validity of reports, the semi-structured interview is a qualitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will instead pose more open-ended questions.

In the same context, Dawson (2009, p.65) said,

"Semi-structured interviewing is perhaps the most common type

of interview used in qualitative social research. In this type of

interview, the researcher wants to know specific information,

which can be compared and contrasted with information gained

in other interviews. To do this, the same questions need to be

asked in each interview. However, the researcher also wants the

interview to remain flexible so that other important information

can still arise."

In this study, this tool is adopted as a follow up to the questionnaire' response, Gay (1992) notes that semi-structured interviews help advance research through open-ended questions and allow for better data analysis.. **(See** Appendix 03)

2.4.2.1. Description of the Interview

The present study involved an interview, which is based on what was dealt within the theoretical part of this research. The interview was conducted with WE teachers at Cheikh Laarbi Tebessi University. The interviewees were not chosen randomly, rather purposively. We had to select teachers of WE since our topic investigates the impact of using Chat GPT on learners' motivation in the writing classroom. Thus, we gave sufficient time for the respondents to express their opinions, share their views and make comments on the topic under investigation.The interview was made with three teachers; they contributed to our study by answering the questions, commenting, and giving suggestions. The interview consists of twelve (12) questions, which are either directly or indirectly related to the research. The questions are open-ended questions, which provide free responses as to gain more detailed answers to gather information on our subject.

2.4.2.2. Analysis Procedure

This study is a mixed method approach wherein the teachers' interview was the second instrument to be used. The obtained data were analysed using "Qualitative Content Analysis" (QCA) with the aim to explore the impact of using Chat GPT by L2 students on their writing motivation in the writing classroom. To reach this aim, QCA was used to categorize the data into different themes. Hsieh and Shannon (2005, p. 1278) assert that QCA is "a research method for subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns". Put differently, qualitative content analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. Therefore, QCA was used in order to analyze the qualitative data obtained from the teachers interview. The teachers answers data were analysed by two raters.

Section Two: Data Analysis and Discussion

2.4.3. The Students Questionnaire Results

The first data collection tool used in our research is a questionnaire which was administered to L2 LMD students at the department of English at Cheikh Laarbi Tebessi University. The questionnaire assisted us to get the necessary data to reach the objectives of the study and answer the research questions stated in the general introduction of this dissertation. The students' questionnaire includes four sections, and it aims to know L2 English majors attitudes towards the impact of using Chat GPT on their motivation, particularly in the writing class.

The procedure of analyzing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.

- The results of the questions are presented in the form of tables and Diagrams.

-Each question will be analyzed and discussed separately.

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

2.4.3.1. Display and Analysis of the Students Questionnaire Findings

<u>*Section One: Background Information*</u>

The questionnaire starts with general questions which aim to know students personal information.

Q1. Participants' age: This questions aims to identify students' age in order to know the reason behind their answers. In addition, the participants are free to answer without having any options. This question is dedicated to discover the diversity in age at that effect in a way or another student's foreign language acquisition. In the second year, the students' age ranges from 19 to 40 years old .According to statistics, the majority of them (17 participants), making up 44%, are 19 years old. The second category includes 11 participants (28%) that are 20 years old . Another category is inclusive of 9 participants (25%) who are aged between 21 and 25 years old, whereas the last category encompasses only one participant (3%) aged 40 and English is his additional diploma.

Q2. Participants' gender:

   This question aims to know if the participants are males or females. The question offers two items about learners' gender male or female, also, the aim of this item is to determine the most interested category of students answering our research question. The answer to this question is displayed in table and diagram 1.

Table 2. 1

Students Gender

Gender	Number	Percentage
Male	11	27%
Female	29	73%
Total	40	100 %

Figure 2. 1

Students' Gender
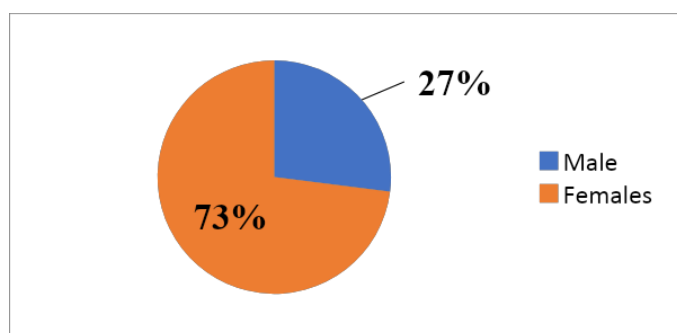
The results displayed in table 2.1 show that the majority of the participants (73%) are girls, and only (27%) are boys. In fact, females (29) outnumber of males (11) because boys most often prefer to study scientific majors rather than humanities or languages ones.

Q3. Participants' current level of English:

This question enquires about the respondents' opinions about their level in English. Three options were offered to select from the lowest degree to the highest: weak, moderate, and Proficient. The results of this question are displayed in table and diagram 2.

Table 2. 2

The students' Consideration of their Level in English

Options	Number	Percentage
Weak	1	3%
Moderate	34	85%
Proficient	5	12%

Total	40	100%

Figure 2. 2

The students' Consideration of their Level in English
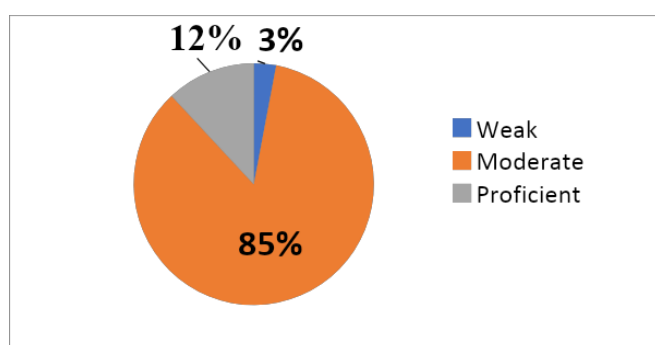
It is noticeable from the results contained in the table and diagram that a considerable number of the participants (85%) claim that their level in English is moderate. Others (12%) show that they are proficient in English, while some (3%) admitted that their proficiency level in English is weak.

Q4. Which of the following statements best describes your writing experience in the writing classroom?

This question investigates learners' writing experience in the writing classroom. In this question learners have to choose one of the three main options that were offered moving from the lowest degree to the highest one: beginner, intermediate, and advanced. The results of this question are displayed in table and diagram 3.

Table 2. 3

The Students' Consideration of their Writing Experience

Options	Number	Percentage
Beginner	6	15%

Intermediate	18	45%
Advanced	16	40%
Total	40	100%

Figure 2. 3

The Students' Consideration of their Writing Experience
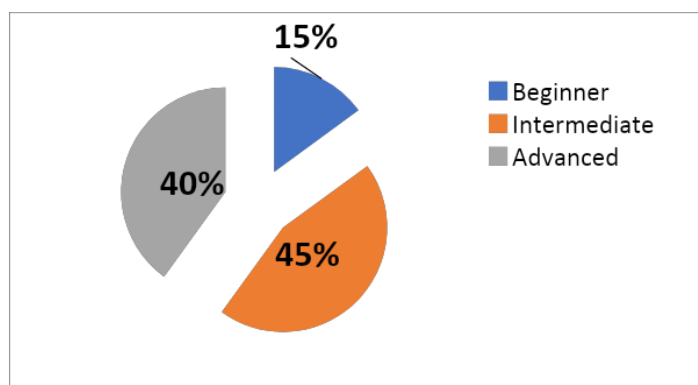
As noticed in Diagram 3, (45%) of the participants consider their writing experience as being "intermediate" and (40%) as "advanced". The minority (15%) believes that they are "beginners" in writing.

<u>*Section Two: Experience with Chat GPT*</u>

Q5 .Have you ever used Chat GPT as an artificial intelligence writing tool before?

This question seeks to gather information about students' views regarding the use of Chat GPT or similar artificial intelligence writing tools. In this question, learners have to choose one of two main options "Yes or NO". The results are presented in Diagram 4.

Table 2. 4

Students' Use of Chat GPT as an Artificial Intelligence Writing Tools

Options	*Number*	*Percentage*
Yes	**33**	83%

No	**7**	17%
Total	40	100 %

Figure 2. 4

Students' Use of Chat GPT as an Artificial Intelligence Writing Tool
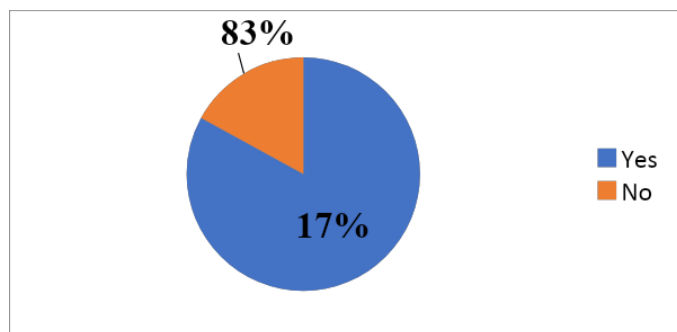
Diagram 4 reveals that more than half of the students (83%) said that they use Chat GPT as an artificial intelligence writing tools. On the contrary, (17%) of the respondents answered the question negatively

Q6. How often do you use Chat GPT for writing tasks?

Question 6 aims to know the frequency of students' use of Chat GPT for writing tasks. The respondents are asked to give their answers by ticking one from the five frequency adverbs .The results are displayed in Diagram 5.

Table 2. 5

Students Frequency of Chat GPT Use for Writing Tasks

Options	*Number*	*Percentage*
Daily	**6**	15%
Weekly	**19**	48%
Monthly	**4**	10%
Rarely	**10**	25%
Never	**1**	2%

| Total | 40 | 100 % |

Figure 2. 5

Students Frequency of Chat GPT Use for Writing Tasks
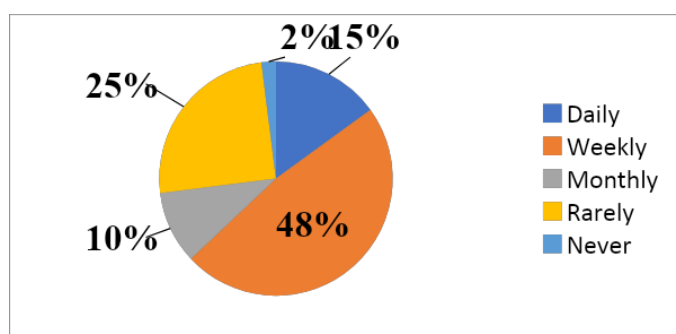
The results shown in Diagram 5 reveal that the majority of the respondents (48%) claim that they weekly use Chat GPT in writing tasks. In addition, (25%) of the students choose rarely, and (15%) use this form of application on a daily basis. Also, (10%) of the respondents select the option 'monthly', while just (2%) of them opted for 'never'.

Q7_How do you describe your level after using Chat GPT in Writing?

This question aims to seek information about the level of students after using Chat GPT in Writing. The question consists of two main options.

Table 2. 6

Students' Level after Using Chat GPT in Writing

Options	Number	Percentage
Improved	**29**	73%
Not different compared to before	**11**	27%
Total	40	100 %

Figure 2. 6

Students' Level after Using Chat GPT in Writing
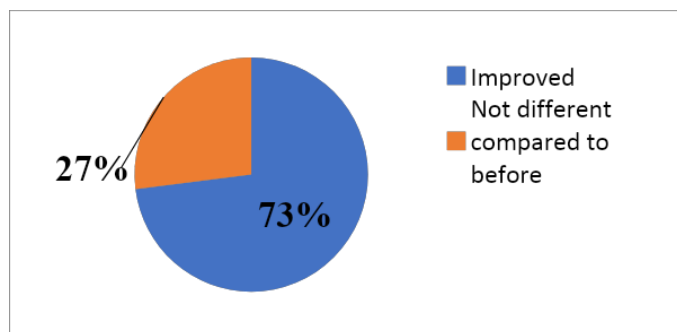
According to the statistics presented in Diagram 5, one can see that the majority of the participants (27%) claimed that their level in writing is not different compared to after using Chat GPT. However, (73%) reported an improved level.

Q8. Do you believe that using Chat GPT motivates you while writing?

This question aims to know whether the use *of Chat GPT motivates students while writing* or not. This question is closed ended offering two options 'Yes' and 'No'. The results obtained from the above question are displayed in Diagram 7.

Table 2. 7

Students' Opinion about the Use of Chat GPT as a Motivating Tool while Writing

Options	Number	Percentage
Yes	**35**	88%
No	**5**	12%
Total	40	100 %

Figure 2. 7

Students' Opinion about the Use of Chat GPT as a Motivating Tool while Writing
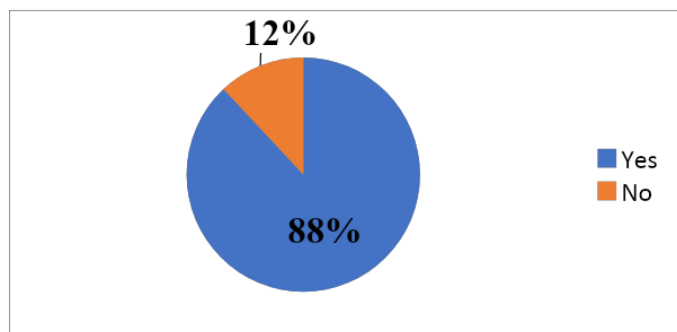
Diagram 7 demonstrates that the majority of the students (88%) consider using Chat GPT as a motivating tool while writing. On the contrary, (12%) of the respondents answered the question negatively.

Section Three: Motivation in the Writing Classroom

Q9 .Do you agree that when using Chat GPT as a writing tool to produce written content you will feel more motivated.

Question nine seeks to know students' views about whether using Chat GPT as a writing tool to produce written content makes them feel more motivated. The participants are expected to express the degree of their agreement or disagreement with this statement by ticking one of the five options. Participants' answers are displayed in Diagram 8.

Table 2.8

Students' Perception of Using Chat GPT as a Motivating to Produce Written Content

Options	Number	Percentage

Strongly disagree	**2**	5%
Disagree	**3**	7%
Neutral	**4**	10%
Strongly agree	**18**	45%
Agree	**13**	33%
Total	40	100 %

Figure 2. 8

Students' Perception of Using Chat GPT as a Motivating to Produce Written Content
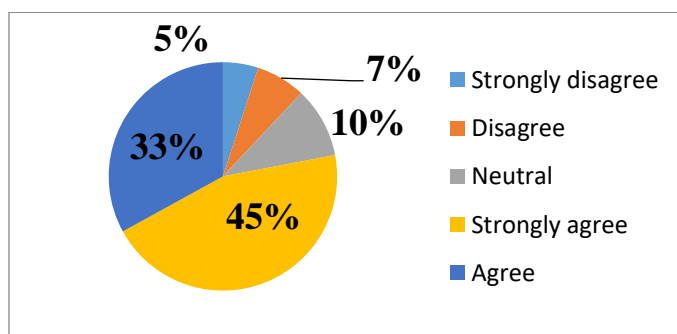
Diagram 8 reveals that approximately half of the students (45%) strongly agreed that when using Chat GPT as a writing tool to produce written content they feel more motivated, and (33%) agreed with the statement. However, (10%) of students are neutral . Others (7%) selected the options 'disagree', whereas a small percentage (5%) of the participants ticked the option 'strongly disagree'.

A /Chat GPT's impact on your intrinsic motivation to write, in line with Self-Determination Theory

Q10- Do you feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in your writing tasks with Chat GPT?

This question seeks to discover whether the students feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in their writing tasks with Chat GPT. The participants answered this question by ticking one of the five options offered about degree of their agreement or disagreement. Participants' answers are displayed in Diagram and Table9.

Table 2. 9

Students' Perception towards their Feeling in their Writing Tasks with Chat GPT

Options	Number	Percentage
Strongly disagree	**1**	3%
Disagree	**7**	17%
Neutral	**8**	20%
Strongly agree	**7**	17%
Agree	**17**	43%
Total	40	100 %

Figure 2. 9

Students' Perception towards their Feeling in their Writing Tasks with Chat GPT
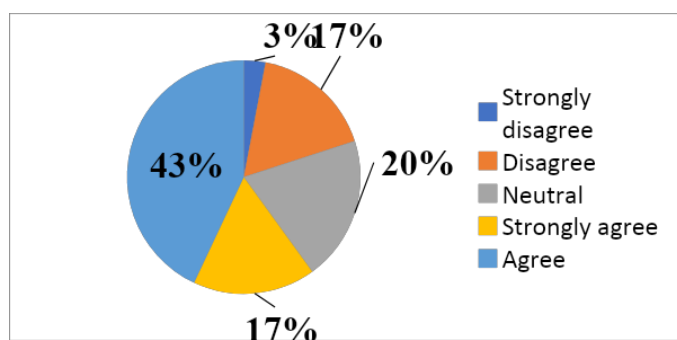
From Diagram 9, it can be observed that (43%) of the students indicated that they agree with the fact that they feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in their writing tasks with Chat GPT. It can

also be seen that (20%) are neutral. (17%) selected disagree, also, others (17%) opted for strongly agree. The remaining percentage (3%) refers to the students who select "strongly disagree".

Q11– Does Chat GPT enhance your competence (feeling of confidence and capability) in writing?

This questions aims to determine whether Chat GPT enhances students' competence (feeling of confidence and capability) in writing process or not. This question has five options strongly disagree, disagree, neutral, strongly agree and agree. The results are provided in Diagram and table 10.

Table 2. 10

Students' Perception of Enhancing Competence in Writing through Chat GPT

Options	Number	Percentage
Strongly disagree	**1**	3%
Disagree	**5**	12%
Neutral	**9**	23%
Strongly agree	**5**	12%
Agree	**20**	50%
Total	40	100 %

Figure 2. 10

Students' Perception of Enhancing Competence in Writing through Chat GPT
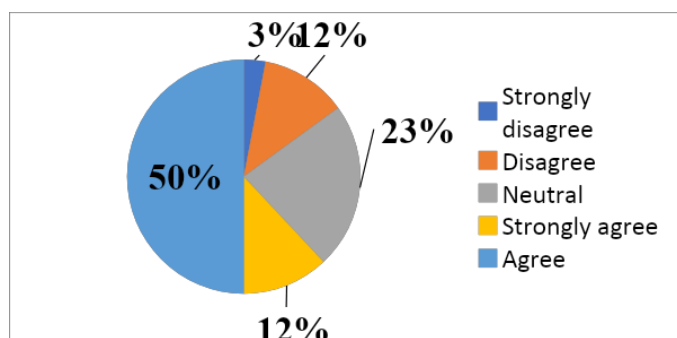
Diagram 10 shows that half of the participants (50%) agree with the statement that Chat GPT enhances their competence (feeling of confidence and capability) in writing. (23%) are neutral, others (12 %) selected strongly agree. On the other hand, (12%) reported that they disagree, and the remaining percentage (3%) refers to the students who opted for strongly disagree.

Q12 – Do you agree that Chat GPT helps feeling connected (engaged)with writing tasks and the writing process?

This question aims to have extra information about students' attitudes towards the topic of investigation, which is about whether Chat GPT helps feeling connected (engaged) with writing tasks and the writing process. The participants' answers were obtained by ticking one of the five options. The results are provided in Diagram and Table 11.

Table 2. 11

Students' Attitudes towards Chat GPT as Helping to Feel Connected with Writing Tasks

Options	Number	Percentage
Strongly disagree	**1**	3%
Disagree	**5**	12%
Neutral	**8**	20%
Strongly agree	**5**	12%
Agree	**21**	53%
Total	40	100 %

Figure 2. 11

Students' Attitudes towards Chat GPT as Helping to Feel Connected with Writing Tasks
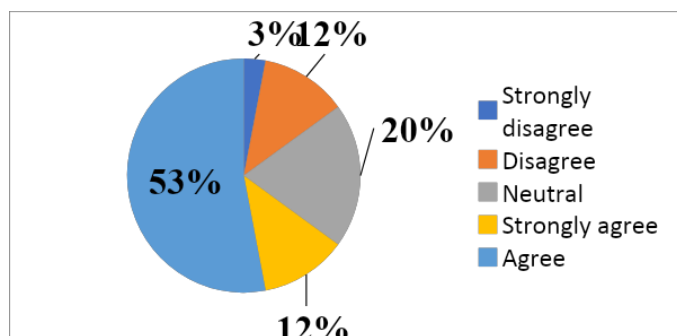
It can be seen from the statistics provided in Diagram 11 that students agree that Chat GPT

helps feeling connected (engaged)with writing tasks and the writing process, which was

mentioned by (53%) of them. Neutral option is selected by (20%) of the students. The third

option is strongly agree, with a percentage of (12%). Also, (12%) of the students reported that

they strongly disagree. However, the least percentage (3%) represented students who selected

the option 'disagree'.

B/. The Impact of Chat GPT on your extrinsic motivation for writing, based on the

Expectancy Value Theory.

Q13. Do you believe that using Chat GPT motivates you while writing?

This question aims to know students perception via Chat GPT as a motivating tool

while writing. The data are provided via ticking one of the obtained options 'Yes' or 'No'.

Students' answers are summarized in Diagram and Table 12 using percentages.

Table 2. 12

Chat GPT as a Motivating Tool while Writing

Options	Number	Percentage
Yes	**39**	97%

No	**1**	3%
Total	40	100 %

Figure 2. 12

Chat GPT as a Motivating Tool while Writing
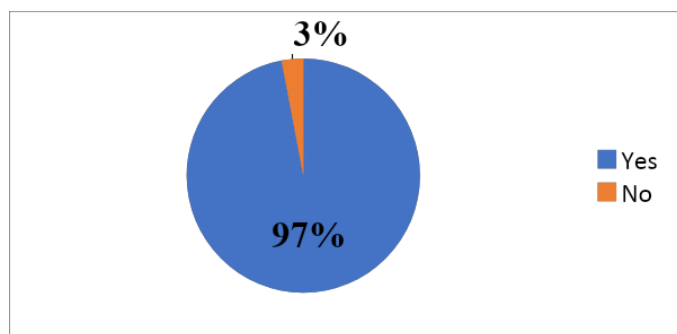
The data obtained from this question reveal that the majority of the students gave an affirmative answer. More specifically, a percentage of (97%) of the students claimed that using Chat GPT motivates them while writing. However, (3%) answered the question negatively "No" , meaning that they do not see that Chat GPT motivates them while writing.

Q14 – Do you believe that using Chat GPT increases the perceived value (usefulness) of writing tasks?

This question aims to find the position of Chat GPT which increases the perceived value (usefulness) of writing tasks, here, five options were offered to select from. Students' answers are summarized in Diagram and Table 13 using percentages.

Table 2. 13

The use of Chat GPT to Increase the Perceived Value of Writing Tasks

Options	*Number*	*Percentage*
Strongly disagree	**1**	3%
Disagree	**4**	10%
Neutral	**6**	15%

Strongly agree	4	10%
Agree	25	62%
Total	40	100 %

Figure 2. 13

The use of Chat GPT to Increase the Perceived Value of Writing Tasks
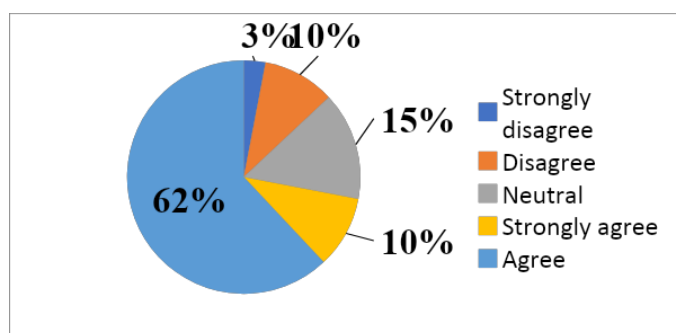
The results displayed in Diagram 13 show that the majority (62%) of the participants "Agree" with the use of Chat GPT to increase the perceived value of writing tasks. Others (15%) selected "Neutral" and some of them (10%) said that they "Strongly agree" with the idea. However, (10%) represented students who selected the option 'disagree'. The least percentage (3%) represents students who chose 'Strongly disagree'.

Q15- Do you perceive that Chat GPT increases your confidence in succeeding with writing tasks?

This question aims at seeking more information about the matter addressed in question fourteen , so it aims to know whether or not the use Chat GPT increases learners' confidence in succeeding with writing tasks. Participants are then expected to express their degree of agreement or disagreement on this statement by ticking one of the five options. Participants' answers are displayed in Diagram and Table 14.

Table 2. 14

Students' Perception about Chat GPT as Increasing Students' Confidence in Writing Tasks

Options	Number	Percentage
Strongly disagree	**1**	3%
Disagree	**1**	3%
Neutral	**10**	24%
Strongly agree	**6**	15%
Agree	**22**	55%
Total	40	100 %

Figure 2. 14

Students' Perception about Chat GPT as Increasing Students' Confidence in Writing Tasks
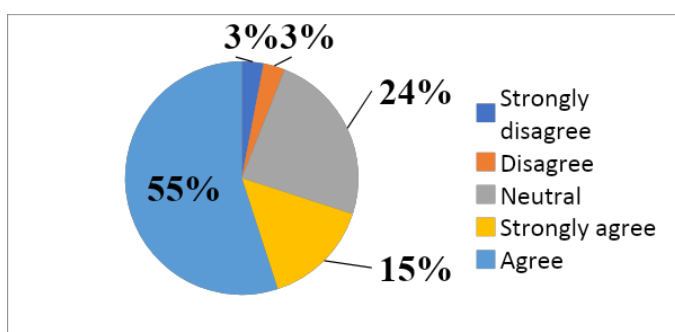
As noticed in Diagram 14, (55%) of the students agree that Chat GPT increases their confidence in succeeding with writing tasks, and (24 %) of them are "Neutral". Others (15%) chose strongly agree, while the minority (3%) selected only strongly disagrees or disagrees.

C/ The effect of Using Chat GPT on your mental effort when writing, based on Cognitive Load Theory

Q16. Do you think Chat GPT helps in organizing and inspiring your mental abilities when writing, as a motivator and guide for the writing process?

This question aims to collect data about whether Chat GPT helps in organizing and inspiring learners' mental abilities when writing, as a motivator and guide for the writing process. This question offers multiple choices to be selected. Students' answers are summarized in Diagram and Table 15 using percentages.

Table 2.15

Chat GPT as a Helping Tool for Learners Organizing and Inspiring their Mental Abilities for the Writing Process

Options	Number	Percentage
Strongly disagree	**3**	7%
Disagree	**7**	17%
Neutral	**5**	13%
Strongly agree	**00**	00%
Agree	**25**	63%
Total	40	100 %

Figure 2. 15

Chat GPT as a Helping tool for Learners Organizing and Inspiring their Mental Abilities for the Writing Process
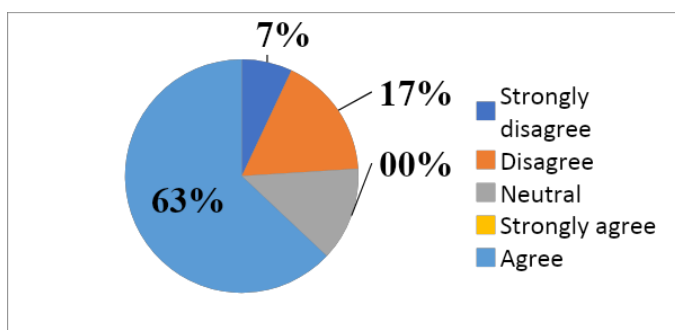
The results shown in Diagram 15 reveal that more than half of the respondents (63%) claim that they agree with the idea that Chat GPT helps in organizing and inspiring learners' mental

abilities when writing, just as a motivator and guide for the writing process. .On the contrary, (17%) of the students claimed that they disagree. In addition, (13%) said that they are neutral. However, (7%) of them selected strongly disagree, and none of the students opted for 'Strongly agree'.

Q17– Do you think using Chat GPT decreases mental writing effort (concentration, thinking, flow of Ideas), making writing tasks more challenging without it?

This question investigates the student's opinion towards whether or not using Chat GPT decreases mental writing effort (concentration, thinking, flow of Ideas), making writing tasks more challenging without it. Participants are then expected to express their degree of agreement or disagreement on this statement by ticking one of the five options. Students' answers are summarized in Diagram and Table 16 using percentages.

Table 2. 16

Students' Attitudes towards Chat GPT in Decreasing Mental Writing Effort

Options	Number	Percentage
Strongly disagree	**00**	00%
Disagree	**10**	25%
Neutral	**5**	13%
Strongly agree	**7**	17%
Agree	**18**	45%
Total	40	100 %

Figure 2. 16

Students' Attitudes towards Chat GPT in Decreasing Mental Writing Effort
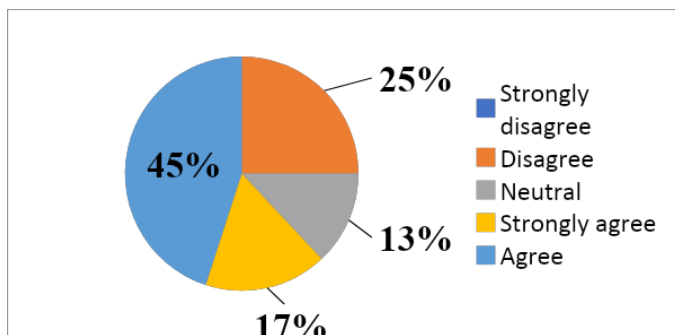
According to the statistics offered in Diagram 16, the majority of the students (45%) agree that using Chat GPT decreases mental writing effort (concentration, thinking, flow of Ideas), making writing tasks more challenging without it . However , some of them (25%) disagree with the statement , others (17%) chose strongly agree and (13%) of students are neutral; however, none of the students opted for 'Strongly Disagree'.

Q18. Does Chat GPT influence your anxiety, fear or stress related to your writing tasks?

This question investigates whether Chat GPT influences the learners' anxiety, fear or stress related to their writing tasks. So, it aims to reflect students' psychological difficulties depending on Chat GPT tool. Participants are required to tick one of the five options that describe the degree. Students' answers are summarized in Diagram and Table 17 using percentages.

Table 2. 17

The students' View about the Influence of Chat GPT on Learners' Anxiety, Fear or Stress Related to Writing Tasks

Options	Number	Percentage
Decreases anxiety, stress	19	48%
Slightly decreases anxiety, stress	11	27%
No effect	3	7%
Increases anxiety, stress	5	13%

Highly increases anxiety, stress	2	5%
Total	40	100%

Figure 2. 17

The students' View about the Influence of Chat GPT on Learners' Anxiety, Fear or Stress Related to Writing Tasks
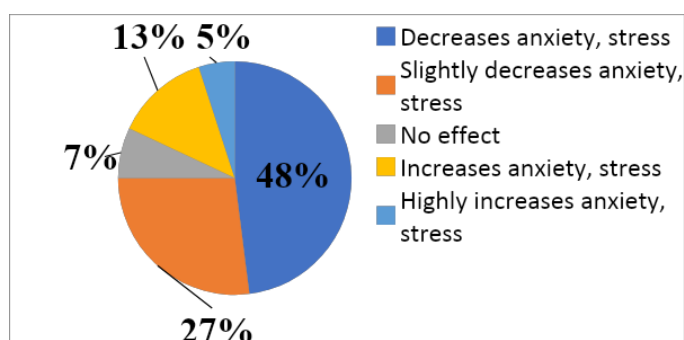
From Diagram 17, it can be seen that (48%) of the students indicated that Chat GPT decreases anxiety, stress related to their writing tasks. It can also be observed that (27%) selected slightly decreases anxiety, or stress. However, (13%) said it increases anxiety, stress. Others (7%) chose no effect. The remaining percentage (5%) refers to the students who said that it highly increases anxiety, stress.

Section Four: Perceptions towards Using Chat GPT in Education and Future Implementation

Q19. Do you believe that Chat GPT enhances the learning experience in writing classrooms?

This question investigates the enhancement of the learners learning experience in the writing process through Chat GPT. Participants are required to tick one of the five options that describe the degree of agreement or disagreement. Students' answers are summarized in Diagram and Table 18 using percentages.

Table 2. 18

Students' Attitudes towards Chat GPT Enhance the Learning Experience in Writing

Classrooms

Options	Number	Percentage
Strongly disagree	**00**	00%
Disagree	**4**	10%
Neutral	**10**	25%
Strongly agree	**9**	22%
Agree	**17**	43%
Total	40	100 %

Figure 2. 18

Students' attitudes Towards Chat GPT Enhance the Learning Experience in Writing

Classrooms
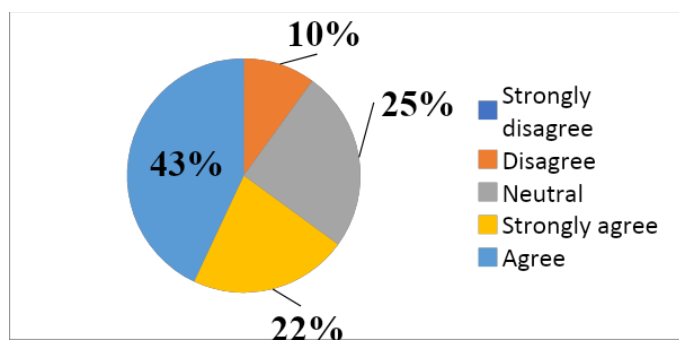
Diagram 18 shows that the majority of the participants (43%) agree that Chat GPT enhances

the learning experience in writing. (25%) of the students are neutral, others (22%) reported

that they strongly agree. On the other hand, just a few part of the participants (10%) said they

disagree , none of students selected strongly disagree option.

Q20. Do you think Chat GPT is useful in improving the writing skill?

This question aims to determine students' opinion about the usefulness of Chat GPT in improving the writing skill, the question offers 5 options. Students' answers are summarized in Diagram and Table 19 using percentages.

Table 2. 19

The students' View Concerning the Usefulness of Chat GPT in Improving the Writing Skill

Options	Number	Percentage
Extremely useful	9	22%
Quite useful	12	30%
Somewhat useful	10	25%
Not very useful	8	20%
Not at all useful	1	3%
Total	40	100%

Figure 2. 19

The students' view concerning the usefulness of Chat GPT in improving the writing skill
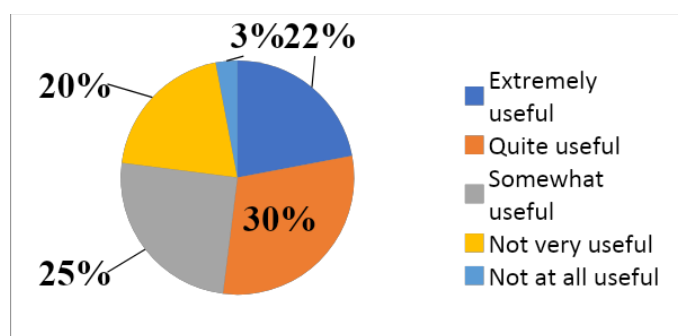
Diagram 19 reveals that (30%) of students said that Chat GPT is quite useful in improving the writing skill, and (25 %) said somewhat useful. Also, (22 %) selected extremely useful. However, (20%) of them chose not very useful, and the least percentage (3%) represented the students who selected the options "not at all useful".

Q21. Do you agree that Chat GPT support plagiarism (copying someone's work as yours)

in writing tasks?

Question 21 aims to gather data about student's views towards whether Chat GPT

supports plagiarism (copying someone's work as yours) in writing tasks, participants are

required to tick one of the five options given in the question. Students' answers are

summarized in Diagram and Table 20 using percentages.

Table 2. 20

Chat GPT Supports Plagiarism in Writing Tasks

Options	Number	Percentage
Strongly disagree	**00**	00%
Disagree	**6**	15%
Neutral	**8**	20%
Strongly agree	**12**	30%
Agree	**14**	35%
Total	40	100 %

Figure 2. 20

Chat GPT Supports Plagiarism in Writing Tasks
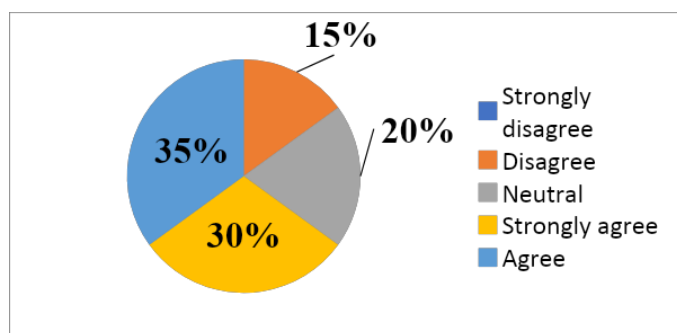
Diagram 20 demonstrates that (35%) of the participant agree that Chat GPT support

plagiarism (copying someone's work as yours) in writing tasks. Others (30%) selected

strongly agree while (20%) are neutral . On the contrary, (15%) of the respondents answered the question selecting disagree with the statement, none of students selected strongly disagree option.

Q22_ Does Chat GPT's responses lack details and aren't aligned with what you need to improve your Writing tasks?

This question seeks to discover whether Chat GPT's responses lack details and isn't aligned with what students need to improve their writing tasks. The question consists of three main choice answers "Yes, No, or Sometimes". The results to this question are displayed in Diagram 21.

Table 2. 21

Chat GPT's Responses Lack Details which Affect Students Need to Improve their Writing Tasks

Options	Number	Percentage
Yes	**10**	25%
No	**5**	12%
Sometimes	**25**	63%
Total	40	100 %

Figure 2. 21

Chat GPT's Responses Lack Details which Affect Students Need to Improve their Writing Tasks
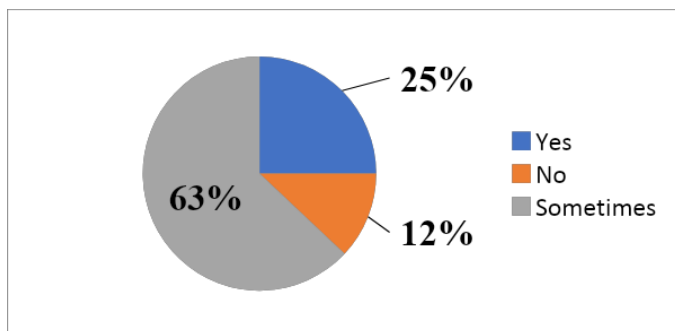
The data presented in Diagram 21 reveal that the majority of the students, that is a percentage more than half (63%), gave sometimes option that Chat GPT's responses lack details and isn't aligned with what students need to improve their writing tasks . Others (25%) gave an affirmative answer. However, (12%) of the students answered the question negatively. From the findings, it can be deduced that the respondents consider Chat GPT's as an improving tool used to enhance their writing tasks.

Q23_Do you agree that Chat GPT's role in writing experience and educational setting could be improved in the future?

This question is asked in order to know whether Chat GPT's role in writing experience and educational setting could be improved in the future or not. The participants answered this question by ticking one of the five options offered to describe the degree of agreement or disagreement. Students' answers are summarized in Diagram and Table 22 using percentages.

Table 2. 22

Students' Attitudes towards the Role of Chat GPT in Writing Experience and Educational Setting

Options	Number	Percentage
Strongly disagree	00	00%
Disagree	2	5%
Neutral	6	15%
Strongly agree	15	37%

Agree	**17**	43%
Total	40	100 %

Figure 2. 22

Students' Attitudes towards the Role of Chat GPT in Writing Experience and Educational Setting
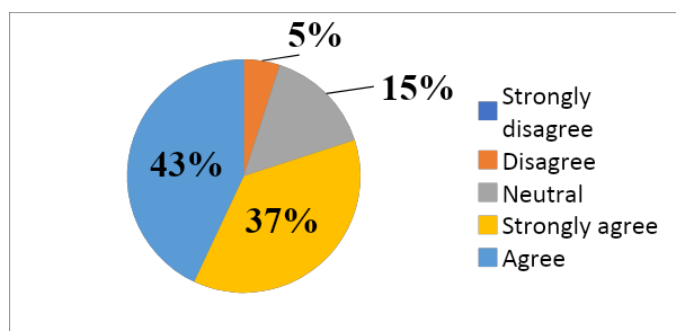
It can be seen in the last diagram 22 that the majority of the students, representing a percentage of (43%), agree that Chat GPT's role in writing experience and educational setting could be improved in the future. The second part (37%) supports the statement they selected 'strongly agree'. Others (15%) are neutral. A minority of the students, representing a percentage of (5%) disagree with the statement. However, none of the participants selected 'strongly disagree' option.

2.4.3.2. Discussion of the Students Questionnaire Results

This part provides a discussion of the main results obtained from the students' questionnaire addressed to EFL second year students at Cheikh Laarbi Tebessi University. Moreover, it seeks to answer the research questions formulated in the general introduction and check the validity of the advanced hypothesis as well as it discussed the interpretation of the findings addressing the second research tool.

On the basis of the results reached, the first question was dedicated to discover the diversity in age. Second year students' age are varying from 19 to 40 years old. The majority of them (44%) are between 19 years old. The findings also show that the majority of EFL students are girls. Moreover , the data show that most students (85%) had a moderate level in English. As noticed in Diagram 3, (45%) of the students consider their writing experience as being "intermediate". However, the minority of students (15%) believe that they are "beginners" in writing.

Furthermore, the data displayed from the analysis of this questionnaire showed that more than half of the students (83%) affirmed that they use Chat GPT as an artificial intelligence writing tools. Accordingly, the majority of the respondents (48%) claim that they weekly use Chat GPT in writing tasks. Also, according to the statistics presented in Diagram 5, one can see that the majority of the students (73%) reported an improved level. However, (27%). claimed that their level in writing is not different compared to before using Chat GPT

Regarding students views, it has been clearly demonstrated that, the majority of the students (88%) consider using *Chat GPT* as a motivating tool while writing. On the contrary, just a few of the respondents answered the question negatively. Indeed, half of the students (45%) strongly agreed that when using Chat GPT as a writing tool to produce written content they feel more motivated. Hence, it can be deduced that (43%) of the students indicated that they agree with the fact that they feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in their writing tasks with Chat GPT. As a result, half of the participants (50%) agree with the statement that Chat GPT enhances their competence (feeling of confidence and capability) in writing.

Accordingly, the statistics provided in the analysis indicated that students agree that Chat GPT helps feeling connected (engaged) with writing tasks and the writing process. Indeed, they gave an affirmative answer towards using Chat GPT, which motivated them while

writing. More specifically, the majority (62%) of the participants are agreeing with the use of Chat GPT to increase the perceived value of writing tasks. As noticed in results, (55%) of the students also agree that Chat GPT as increasing their confidence in succeeding with writing tasks.

In addition,   the results show that more than half of the respondents (63%) claim that they agree with the idea that Chat GPT helps in organizing and inspiring learners' mental abilities when writing as a motivator and guide for the writing process. . On the contrary, just (17%) of the students claimed that they are disagreeing with that. The statistics offered indicated that the majority of the students (45%) agree that using Chat GPT decreases mental writing effort (concentration, thinking, flow of Ideas) making writing tasks more challenging without it.

Through the results we gained in question 17, (48%) of the students indicated that Chat GPT decreases anxiety, stress related to their writing tasks. Also, the data stated that the majority of the participants (43%) agree that Chat GPT enhance the learning experience in writing. The data displayed that (30%) of the participants said that Chat GPT is quite useful in improving the writing skill.

From the quantitative evidence, i.e., the data obtained from questionnaires , (35%) of the participant agree that Chat GPT support plagiarism (copying someone work as yours) in writing tasks. The finding also showed that , the majority of the students, that is a percentage more than half (63%), said that sometimes Chat GPT's responses lack details and isn't aligned with what students need to improve their writing tasks . Finally the data obtained stated that the majority of the students, representing a percentage of (43%), agree that Chat GPT's role in writing experience and educational setting could be improved in the future.

        To sum up, given the analysis of learners questionnaire ,the participants show a high awareness about the value of using Chat GPT on motivating EFL learners in writing process

in educational setting. So, through the interpretation of the result, I conclude that learners 's use of Chat GPT facilitates the enhancement of writing production as it trains them to be experienced in writing proficiency.

2.4.4. The Teachers' Interview Results

The current research tool (teachers' interview) is essentially based on qualitative content analysis (QCA). Accordingly, it presents a thorough analysis of the findings obtained from an interview conducted with three teachers who teach written expression at the English department of Cheikh Laarbi Tebessi University Algerian. In order to collect the necessary data to address the study questions and test the validity of the research hypothesis, four sections were designed including twelve (12) open-ended questions. Due to time constraints, a written version of the interview was dispatched to the participants via the G-Mail platform. Therefore, answers to the interview questions were provided in a written form. This instrument was employed for collecting the required data about their perception concerning the impact of using Chat GPT on L2 motivation, particularly in the writing class.

2.4.4.1. Display and Analysis of the Teachers' Interview Findings
Section A: Teachers' Experience in the Discipline of Teaching Writing

The first section of the interview included two questions that seek to gather information about teachers' experience in teaching writing and the levels they teach. The teachers' responses to each question are provided below.

Q1. How long have you been teaching writing?

The purpose of this question was to discover the teachers' experience in teaching writing through giving the number of the years. Teachers' responses indicate that their EFL teaching careers are different. The first teacher affirms that he has been teaching writing for four years,

the second for 9 years, while the third teacher has been teaching this subject for 2 years .The variety of teachers' periods in teaching writing is positive for the researcher, because it guarantees that the next responses will be gathered from teachers with different experiences in teaching writing skill. They justified their answers as follows:

- Participant 1 claimed: *"4 years"*

- Participant 2 claimed: "*I've been teaching writing since 2016".*

- Participant 3 claimed: *"Two years"*

Q2.What are the levels you have been teaching so far?

The aim of this question is to investigate teacher's teaching levels. Teachers taught different levels, the first teacher claims that she taught first year and third year. The second teacher affirms that she taught second year and first year. However, the last participant said that he taught only second year level. Their answers are listed as follows:

- Participant 1 affirmed: *"I have taught L1 and L3"*

- Participant 2 affirmed: "*I taught L2 back in the years, and I've been teaching L1"*

- Participant 3 affirmed: *"Second year"*

Section B: Exploring the Impact of Using Chat GPT on Students' Motivation

The second part of the interview contained three questions which aimed to collect data about the impact of using Chat GPT on students' motivation when dealing with writing. The results are given below.

Q3.Could you describe your experience with Chat GPT during writing classes?

This question constitutes the primary aim of this investigation**.** It targeted to obtain information about the teachers' experience regarding the use of Chat GPT during the writing process. From the teachers' responses, it is clear that there is unanimity about the use of Chat GPT during the writing process. Indeed, all the interviewees affirm that they do not allow and

forbid students to use this kind of electronic devices. In addition, they claim that most students rely on using Chat GPT in a negative way; therefore, students did not depend on their own style in their written compositions. Teachers 'responses are cited below:

- Participant 1 stated: *"I do not allow students to use their electronic devices during writing because when I did allow them to do so, they just copied and pasted the response from GPT"*

- Participant 2 said: *"This year's students totally rely on Chat GPT to generate any assigned written composition. They enter the topic and get a ready-made work. I had a discussion with them, only two are using Chat GPT appropriately, for they think about ideas, put them together, and then ask Chat GPT to help them out with form, structure and mechanics. It is worth mentioning that very few students depend on their own style to craft their written compositions from A to Z"*.

- The same perspective is shared by participant 3 who stated: *"As a teacher, I forbid the use of it whether in class or out of it. I always advise my students to rely on their own ideas and language , and restrain themselves from using it"*.

Q4.Do you think there is a relationship and impact between Chat GPT and students' writing motivation, especially in writing classes?

This question was asked in order to know about the impact of Chat GPT on students' writing motivation, especially in writing classes. Here, the first two teachers affirm that there is a negative relationship between the two. Through Chat GPT, learners will not be motivated to write in the subject matter. Conversely, one teacher claimed that learners get ready-made works, so they get motivated since they do not have to put effort into writing. Teachers replied as follows:

- Participant 1 holds: *"Yes and No. Back in the day when students used to write everything for themselves, it would get tiring and they would lose motivation to write. Now, students know they can get a ready-made response in seconds, which it does motivate them a bit, but this is not to say that they get motivated to actually WRITE. They are not doing any of the writing themselves! So, they get motivated because they know they do not have to put effort into writing".*

- Participant 2 says: *"I don't think so! The majority of students are not motivated to write, and they are using AI to get rid of all assignments as quick as possible".*

- Participant 3 holds: *"Definitely, there is a strong tie between the two. When learners are allowed to use Chat GPT, they seem demotivated in the subject matter. They hurry to finish the writing task without furnishing any efforts of their own".*

Q5. In your opinion, do you support the idea of incorporating Chat GPT as a means to support students' writing skill and achievement in education?

This question was asked with the purpose of identifying the teachers' view about incorporating Chat GPT as a means to support students' writing skill and achievement in education. Given this question, all the interviewed teachers reacted negatively to its underlying idea. Their answers are listed as follows:

- Participant 1 declared: *"Chat GPT has a lot of potential for helping students improve their writing. It can be a great tool. Unfortunately, students abuse it, so it is very difficult to trust students with using these AI tools because they will most likely use them the incorrect way."*

- Participant 2 declared: *"Absolutely not. I may consider the use of software and platforms that help with grammar and mechanics, but definitely not in generating ready-made work".*

- Participant 3 declared: *"No, I disagree with that. I believe that it affects students negatively more than anything else. It restricts their minds, hinders them from generating genuine ideas, and above all decreases their writing ability.*

Section C: Assessing Teachers Perspectives

The third section of the interview targeted the participants' perspective towards the use of Chat GPT in writing. It encompassed three questions whose answers are provided below.

Q6. Have you faced any negative outcomes or challenges when utilizing Chat GPT in class?

This question intended to inquire about teachers' perception concerning the negative outcomes or challenges they face when using Chat GPT in class. From their answers, we noticed that two teachers shared the same point of view. They never supported the use of Chat GPT in class. The other teachers said that he used Chat GPT and he faced the challenge of organizing ideas, students writing performance would decline with time due to the excessive use of Chat GPT. They justified their answers as follows:

Participant 1 claimed: *"I have never used Chat GPT in class. However, sometimes, I do use it out of class and I noticed that it gives a lot of incorrect information. Relying on it too much would not be so wise"*

Participant 2 claims: *"I do not use it!"*

Participant 3claims: *"Yes, I do. I frequently face the challenge of generating ideas together with my students simply because they do not want to use their grey matter, i.e., their minds. Instead, they rush to use chat GPT for that. Another example is that their writing performance would decline with time due to the excessive use of Chat GPT. If this happens, it is hard for them to get rid of this habit because it is such an addiction, especially for male students."*

Q7.How do you deal with plagiarism issues while utilizing Chat GPT with learners?

The goal of this question was to probe into the way the teachers deal with plagiarism issues while utilizing Chat GPT with learners. The findings indicated that all the teachers do not give the permission to their students, and they do not allow them to plagiarize from Chat GPT. If they do, their teachers would punish them. Accordingly, they reward students who do not use Chat GPT. EFL teacher answered as follow:

- The following declaration demonstrates the point of the first participant: *"For class work, I do not allow use of mobile phones. I stopped assigning homework assignments because I know that students will use Chat GPT".*

- The following declaration demonstrates the point of the second participant: *"I tend to reward the students who do not use Chat GPT, and this motivated the others to bar from totally depending on AI. I also talk to the students that practice is not marked, and that it's a chance to develop their writing skills. I always tell them that I do not need perfect writings, but I want to see mistakes and errors upon which corrections are made and learning takes place.*

- The following declaration demonstrates the point of the 3 participant: *"I punish them by assigning more tasks to do at home. Also, I refuse to correct any work which is prone to cheating or copying written passages from the net."*

Q8.How do you think Chat GPT supports learners' autonomy and creativity in writing?

This question was asked with the purpose of identifying the teachers' view about whether using Chat GPT supports learners' autonomy and creativity in writing. There was unanimity in answering this question; all teachers answer that Chat GPT did not support learners ' autonomy and creativity in writing, since they do not do any effort in writing tasks. Teachers' responses are cited below:

- Participant 1 claims: *"Theoretically, it should be used as a tool to support learners ' autonomy. So if they used it ethically, they would benefit immensely. Unfortunately, this is not the case for most students".*

- Participant 2 claims: *"I does not! It's a machine that's still being fed by humans. It will never be creative, let alone support learners".*

- Participant 3 claims: *"I do not think that it does so. On the contrary, given the written expression module, students' autonomy and creativity are at a true hazard. They are no longer creative in their writing nor autonomous, since they do not furnish the least effort to get their writing tasks done by them in due time."*

Section D: Identifying Challenges and Problems

The last section of the interview contained four questions which aimed at ascertaining the challenges and difficulties that both teachers and students encounter when using Chat GPT in writing. The results are given below:

Q9.Have you received opinions and ideas about the idea of integrating artificial intelligence such as Chat GPT to stimulate writing among students?

The aim of this question was to investigate whether teachers received opinions and ideas about the idea of integrating artificial intelligence such as Chat GPT to stimulate writing among students. As far as this question is concerned, two teachers claim that they did not receive any opinion concerning the idea. Whereas, one teacher said that he shared an opinion from a colleague when he went to Austria. Teachers there advocated the use of Chat GPT and AI apps in the classroom.

- Participant 1 declared that: *"I have not".*

- Participant 2 declared that: *"No!".*

- Participant 3 declared that *"I have received an opinion from a colleague who was abroad for training. She has been to Austria , and there teachers advocate the use of Chat GPT and AI apps in their presence in class. They believe that there is no way how to stop students or refrain them from using it. As a result, they allow its use but with the authority and control of teachers, who in turn assist students to use such new technologies wisely and for their own benefit."*

Q10. Do you think that Chat GPT stimulates and improves students' writing skills?

The purpose of this question was to determine teachers' opinion about whether the use of Chat GPT stimulates and improves students' writing skills. Despite the fact that all the teachers are against the idea of using Chat GPT in writing classes, here, all the interviewed teachers answer negatively, teachers replied as follows:

- Participant 1 declared:*" Again, theoretically, it should. However, students are misusing it, so it is doing the opposite".*

- Participant 2 declared: *"I don't think so. It hampers any creativity or style"*

- Participant 3 declared: *"In my case, no, this is because students do not use it wisely. They copy blindly the answers they get from it without questioning any single word or*

searching for the credibility of the sources of the information being enclosed. Relying on using Chat GPT to get assignments done would limit students' critical thinking skills, and kills creativity within them."

Q11. How do you advise students to use Chat GPT to have a positive impact on their writing performance?

This question was mainly asked with the purpose of knowing what advice teachers can give to students who use Chat GPT in order to have a positive impact on their writing performance. After analysing the answers to this question, it appears that teachers have given useful tips and remarks to their student writers, such as use Chat GPT as a helping tool or for personalized feedback, reading information without coping them, take short of ideas, reformulating passages in your own style and utilize your own vocabulary. Teachers 'responses are cited below:

- Participant 1 claimed: *"To use it for personalized feedback and as a one-on-one tutor/ assistant rather than relying on it to do the work for the students.*

- Participant 2 claimed: *"Chat GPT should be used as a helping tool. Idea generation should be the students', and putting them together should dovetail with students' styles."*

- Participant 3 claimed: *"Use it wisely, and question any information that you may doubt its source. Use it as a last solution when you run short of ideas, especially when the essay question revolves around an abstract topic, or a purely scientific one which you do not have a good background about. Such topics cannot be discussed and developed further by merely giving personal thoughts. On the contrary, you need to invest in facts, statistics, and numerical data as well, but not opinions. Try just to read information, do not coy them word for word, and letter for letter. Add you own touch*

by reformulating what you have read in your own style and utilize your proper

vocabulary."

Q12. How do you recognize Chat GPT's function increasing in writing classrooms in the future?

This question sought to discover how teachers recognize Chat GPT's function increasing in writing classrooms in the future. Accordingly, the interviewed teachers have the same view that with the world of globalization and technology. It is sure that using Chat GPT will be integrated in EFL classroom since it is spreading on a fast paste. They justified their answers as follows:

- Participant 1 declared: *"I think teachers will find a way to integrate it gradually into the classroom."*

- Participant 2 declared: *"Yes , the same vocabulary is used in all writing, but they are strung together differently. They are the same but paraphrased differently from one writing to the other."*

- Participant 3 declared: *"Surely, it will increase with time since it is spreading on a fast paste. Who knows? Maybe teachers too will adopt it, as it is the case abroad. As any other innovation, Chat GPT and AI apps have some pros as well. If the latter is exploited rightly, this would revolutionize the world of academia on a large scale. I think that both teachers and learners are in a dire need to know more about these technological innovations, and how they can be used in our favor so that we make the most of it and not the other way around."*

2.4.4.2. Discussion of the Teachers Interview Results

This part is devoted to the discussion of the findings presented in the teachers' interview in relation to the research questions and the theoretical framework. It aims at

discussing and interpreting the main results derived from an interview conducted with three writing teachers at the English department at Cheikh Laarbi Tebessi University. The interview was designed in order to achieve the objectives of the study and answer the research questions raised in the general introduction. In addition, the interview questions were analysed qualitatively using Content Analysis.

To begin with, the findings of the first question showed that EFL teachers' experiences in teaching writing are different; they are varying between two years to nine years in teaching writing. Also, the results showed that, teachers taught different levels, the first year, second year and third year. The findings also indicated that the interviewed teachers affirm that they do not allow and forbid students to use this kind of electronic devices. In addition, they claim that most students rely on using Chat GPT in negative way; therefore, students did not depend on their own style in written compositions in all the whole work.

Besides, the teachers mentioned that through Chat GPT learners will not be motivated to write effectively because they get ready made work, since they do not have to put effort into writing. Concerning the results of question five, it showed that all teachers answer negatively with the idea that incorporating Chat GPT as a means to support writing skill and student achievement in education. To be more precise, data were collected from question six shows that EFL teachers never supported the use of Chat GPT in the writing classes.

The analysis of the interview also revealed that all the teachers interviewed do not give the permission to their students to use Chat GPT and they punish them if they do so. Besides, they reward students who do not use Chat GPT at all. The findings obtained from the eighth interview question revealed that Chat GPT did not support learners ' autonomy and creativity in writing, since they do not do any effort in writing tasks (Chat GPT kills creativity and critical thinking). The results of the ninth question showed that the interviewed teachers

did not receive any opinion concerning the idea. Whereas, one teacher said that he got an opinion from a colleague who went to Austria, where teachers advocate the use of Chat GPT and AI apps in the classroom. Regarding the results of the tenth interview question, the interviewed teachers acknowledged that Chat GPT did not improve students' writing skills. To go more specific, the results demonstrated that the three teachers asserted that learners can benefit from Chat GPT and take the positive part like using Chat GPT as a helping tool or for personalized feedback, reading information without copying them, taking short ideas, reformulating passages in students' own style and utilizing their own vocabulary. Concerning the findings of the last question, it demonstrated that all EFL teachers claimed that Chat GPT's will surely be integrated in EFL classroom since technology is spreading on a fast paste.

To sum up, the results reached from the interview demonstrated that teachers do not support the use of Chat GPT in their writing classroom, since it hinders and affects negatively learners' motivation in doing writing tasks. It will be part of an educational process in the future and it should be used professionally.

2.4.5. Summary of Results, Limitation, and Recommendation

This section provides the readers with a summary of results, limitations of the research under investigation, besides the recommendations.

Summary of Results

The findings of the study demonstrate substantial evidence on the effectiveness of Chat GPT in increasing students' motivation in the writing classroom. The results also display the significance of Chat GPT as a modern tool for enhancing learners' writing production in English, and its positive impact on decreasing the psychological difficulties which affect their writing skills. It is therefore, important to take into consideration the positive impact of it as a

complementing tool to improve the quality of language learning in general and writing experience for the EFL university students.

The data displayed from the analysis of the questionnaire addressed to L2 English majors at Chekih Laarbi Tebessi University showed that Chat GPT plays an important role in facilitating learners' writing process and boosting their written achievement. Chat GPT helps learners with what they need to improve their writing performance in that it has a positive effect on their writing production. In addition, it decreases anxiety and stress related to learners' writing tasks. Accordingly, the writing skill will be improved.

However, the results gained from the teachers' interview show the contrary , EFL teachers are against the use of Chat GPT since it de-motivates students to rely on themselves while writing compositions. Accordingly, Chat GPT decreases learners' autonomy and creativity in the writing process. But in the end, it remains an important support tool for the student because we are in the era of technology.

Limitation

Limitations are overwhelming weaknesses in the study. Furthermore, we encounter limitations in almost everything we do. As a result, my current inquiry has encountered some limitations that should be highlighted.

Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to our research (lack of sources) from the faculty library since the topic of using Chat GPT in relation to learning English is not widely studied in Algeria which lead us to use electronic sites.

The second limitation is that the study was limited to L2 EFL students at Cheikh Laarbi Tebessi University. Consequently, the findings of the study cannot be generalized to other levels.

The third limitation is the questionnaire. Some students did not answer at all, while others might be hesitant to cooperate fully in that they skipped some questions. Also, some teachers refused to answer the interview questions for certain reasons.

The fourth limitation is that the time factor in our research is one of the most challenging issues that stood against more elaborated research work. More data collections tools are required to overcome these limitations.

Recommendations

To end this present study, that turns around the impact of using Chat GPT on L2 EFL students' writing motivation, i state some suggestions and recommendation that will be helpful and practical for both EFL students and teachers in their writing classroom. Likewise, such suggestions might guide future research:

1. Recommendations for EFL teachers at Cheikh Laarbi Tebessi University
-Teachers should focus more on encouraging learners to use modern application as Chat GPT in written tasks that reduce many difficulties which could hinder their progression towards improving writing skill.
-They should play the role of a guider and controller who encourages them to take part in their lectures.
 -Teachers have to motivate students to write in English in order to contribute to their academic success.
-Teachers have to prepare different activities that will motivate students to write.
-Teachers must give the chance to their students to correct their errors in writing.

2. Recommendations for EFL students at Cheikh Laarbi Tebessi University

- Students should practise more writing activities in the written expression course, so this will help them increase their ability to enhance learning a foreign language.

-Students should understand the importance and limitations of using Chat GPT that will help them to improve their writing process.

-The students' role is to focus more on teachers' instruction in writing process and take it as a facilitating step to achieve their written proficiency

3. Recommendations for future research:

- Future researchers can explore the relationship between Chat GPT (or any other AI tools) and various English language skills. Additionally, they can conduct quasi- experimental and explanatory studies between English language skills and the use of AI tools, they can do this in my topic too. Finally, researchers may well expand sample sizes for generalized results, and they can conduct this topic in diverse educational settings not only universities.

Conclusion

This chapter included the general design and methodology of this study as well as the findings obtained from the analysis of the teachers' interview and the students' questionnaire, in which all the important steps related to data collection and analysis are presented. It is divided into two parts. The first section includes the research method used to address the study questions and test the validity of the research underlying hypothesis. Then, it has described the data collection instruments (namely the teachers' interview and the students' questionnaire see Appendix 1and 3). Also, it has provided a descriptive account of the data analysis procedures. In the second part, it highlighted the analysis of the findings of both research tools. Thereon, it provides a discussion of the main results obtained from the interview and questionnaire addressed to EFL teachers and learners respectively at Cheikh Laarbi Tebessi University.

General Conclusion

The present study has attempted to investigate the impact of using Chat GPT on L2 EFL students' motivation, particularly in the writing class. More specifically, the ongoing study sought to reach the main aims which were previously mentioned in the general introduction. The study aimed to explore how Chat GPT influences the motivation of second year English majors in the writing class. In addition, it aspires to offer a comprehensive understanding about integrating Chat GPT in the writing class.

In order to attain the research objectives, provide answers to the research questions stated in the general introduction, and confirm or refute the proposed hypotheses, I have meticulously examined the use of Chat GPT in the writing classroom. A mixed method approach was adopted. To be more precise, data were collected using a questionnaire for second year students at Cheikh Laarbi Tebessi University, twenty three (23) questions were directed to the participants. The obtained data were analyzed using a quantitative method, while teachers' interview was analysed using qualitative content analysis (QCA).

Based on the results displayed in chapter two and the discussion provided, the research questions are fully answered. First, from the results of the students' questionnaire, I deduced that the students use Chat GPT to enhance their writing production. In this content, the participants mentioned that they use Chat GPT as a helping tool to improve their writing process.

The findings indicated that the questioned learners use Chat GPT in writing tasks in EFL classroom. For that, learners support the integration of Chat GPT as a modern way of learning which facilitates the enhancement of writing production and train them to be more proficient in their writing performance.

Conversely, for the analysis of the teachers' interview the finding indicated that EFL teachers do not allow or support students to use Chat GPT during writing since they just copied and pasted the responses. Additionally, the results showed that EFL teachers claim that students rely on Chat GPT to generate any assigned written composition. Therefore, they get a ready-made work which is not appropriate for the written structure and mechanics. Also, this kind of electronic application do not make them depend on using their own style to craft their written compositions.

Indeed, the first step in the analysis involved identifying the impact of using Chat GPT on second-year English majors' L2 motivation, particularly in the writing class, according to teachers and students' perceptions. At this point, Chat GPT is prominent among EFL learners written production for using it as a fast way in writing . As the findings revealed, since students did not use to write everything for themselves, they lose motivation to write in the subject matter. They hurry to finish the writing task without furnishing any efforts of their own.

Indeed, the two steps in the analysis involved answers to the research questions. As the findings revealed that, there are significant differences between teachers and students' perceptions towards using Chat GPT in the writing class. Since the results of teachers' interview showed that Chat GPT did not support learners ' autonomy and creativity in writing, as a result , it did not improve students' writing skills. Hence, it affects their writing performance negatively. This partially confirms the research hypothesis from the one side. The hypothesis states that if L2 English majors at Cheikh Larbi Tebessi University of Tebessa use Chat GPT, their learning motivation, particularly during the writing class, will be affected negatively.

On the contrary , according to the learners' questionnaire results , EFL learners confirm that they use Chat GPT as a modern tool for enhancing their writing production in English, and it has a positive impact on decreasing the psychological difficulties like stress and anxiety which affect their writing skills. It is, therefore, important to take into consideration the positive impact of it as a complementing tool to improve the quality of language learning in general and writing experience for students. The result confirms the hypothesis from the second side that if L2 English majors at Cheikh Larbi Tebessi University of Tebessa use Chat GPT, their learning motivation, particularly during the writing class, will be affected positively.

Relying on the results of the two selected data collection tools that the present study provides, the findings confirmed that the hypothesis which was previously advanced in the general introduction is accurate and valid. Both teachers and students view chat GPT differently. Yet, they both confirm that it has a strong impact on learners' motivation, be it positively (in that it lessens the psychological factors of students), or negatively (students will rely on it and, hence, their writing performance will deteriorate with time).

In light of this conclusion, some suggestions for further research are required. Hopefully, my study would contribute to the field of modern (technological) teaching. In fact, i have dealt only with both gender of L2 students, but in future studies one may focus on the difference in gender (males or females) and its impact on using Chat GPT in writing.

Moreover, future studies may use other instruments to collect data; the current study is just a starting point. To determine the impact of Chat GPT on learners' motivation in writing classes, classroom observation is a powerful tool that helps researchers to obtain more detailed and precise evidence. Also, using experimental research is highly informative and beneficial . Finally , Future studies can explore the use of Chat GPT and its impact on other language factors and methodologies, such as self-confident , autonomy and language skills (

reading , listening , speaking) to ensure the generalizability of the research findings, the study should be repeated with a larger sample and should preferably include learners from the different Algerian provinces.

Appendices

Appendix 01

The Students Questionnaire

Students' Questionnaire

Dear Participants,

Thank you for participating in our research project, "Exploring the Impact of Using ChaGtgpt on Learners' Motivation in the Writing Classroom: Teachers and Learners' Perspectives.". The

Case of Second year English Majors at Echahid Cheikh Larbi Tebessi University, Tebessa, Algeria". The study explores how Chat GPT shapes writing motivation in the writing classroom.

Your answers are important for generating meaningful results. As a result, we would like you to respond to the questions as honestly, precisely, and carefully. To complete this questionnaire, you must react to each question based on your experiences and thoughts.

The participant number is (This is for the researcher).

Section One: Background Information

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1. Participants' age

2. Participants' gender:

a.male   b.female

3. Participant's current level of English:

a- Weak

b Moderate

c-Proficient

4. Which of the following best describes your Writing experience in Writing classroom?

a.Beginner

b.Intermediate

c. Advanced

Section Two: Experience with ChatGPT

---

5 .Have you ever used ChatGPT as an artificial intelligence writing tools before?

a- Yes

b- No

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

 a- Daily

 b-Weekly

c-Monthly

d_Rarely

e-Never

7_ How do

you

describe

your level

after using

ChatGPT

in Writing

a/improvd

b _ Not

different

campared

to befor.

8. Do you believe that using ChatGPT motivates you while writing?

a-Yes

b-No

Section Three: Motivation in the Writing Classroom

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9 .Do you agree that when using ChatGPT as a writing tool to produce written content you will feel more motivated?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

A /Chat GPT's impact on your intrinsic motivation to write, in line with Self-

Determination Theory

10- Do you feel a sense of autonomy (the desire for self-directed activity, which encourages intrinsic motivation and well-being) in your writing tasks with Chat GPT ?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

11– Does ChatGPT enhance your competence (feeling of confidence and capability) in writing?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

12 – Do you agree that ChatGPT helps feeling connected (engaged) with writing tasks and the writing process?

a - Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

B/. The Impact of ChatGPT on your extrinsic motivation for writing, based on the

ExpectancyValue Theory.

13. Do you believe that using ChatGPT motivates you while writing?

a-Yes

b-No

14 – Do you believe that using ChatGPT increases the perceived value (usefulness) of writing tasks?

 a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

15- Do you perceive that ChatGPT as increasing my confidence in succeeding with writing tasks?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

C/ The effect of Using ChatGPT on your mental effort when writing, based on

Cognitive Load Theory?

16. Do you think ChatGPT helps in organizing,inspiring your mental abilities when writing, as a motivator and guide for the writing process?

a- Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

17– Do you think using ChatGPT Decreases mental Writing ffort (concentration, thinking, flow of Ideas) making writing tasks more challenging without it ?

a- Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

18. Does ChatGPT influence your anxiety,fear or stress related to your writing tasks?

a- Decreases anxiety,stress

b-Slightly decreases anxiety, stress

c-No effect

d-Increases anxiety ,stress

e-Highly increases anxiety, stress

Section Four: Perceptions towards Using ChatGPT in Education and Future

Implementation

19. Do you believe that ChatGPT enhances the learning experience in writing classrooms?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

20. Do you think Chat GPT is useful in improving the writing skill?

a-Extremely useful

b-Quite useful

c-Some what useful

d-Not very useful

e-Not at all uuseful

21. Do you agree that ChatGPT support plagiarism (copying someone work

as yours) in writing tasks?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

22_ Does ChatGPT's responses lack details and aren't aligned with what you need to improve

your Writing tasks?

a_ yes

b_ No

c_ sometimes

23_ Do you agree that ChatGPT's role in Writing experience and educational setting could be improved in the future?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

Appendix 02

Preliminary Student Interview

Preliminary student interview

1 _Can you tell us about your experience utilizing Chat GPT for writing tasks?

2-_Why do you prefer Chat GPT to other catboats or writing aid tools?

3-_How do you usually utilize Chat GPT for your writing sessions?

4 _ Which Chat GPT features or functionalities do you find most beneficial for your writing?

5 _Can you clarify how Cha GPT has influenced your writing process and results when compared to other bots   or tools?

Appendix 03

The Teachers Interview

Teachers' Interview Questions

Dear teachers, I respectfully request your views on the following questions and appreciate your time in providing them. Be confident that your private details will be kept strictly confidential. Taking part in the questionnaire is greatly appreciated. Thank you.

Section A: Teachers' Experience in the Discipline of Teaching Writing:

1. How long have you been teaching writing?

2. What are the levels you have been teaching so far?

Section B: Exploring the Impact of Using Chat GPT on Students' Motivation:

3. Could you describe your experience with Chat GPT during writing classes?

4. Do you think there is a relationship and impact between Chat GPT and students' writing motivation, especially in writing classes?

5. In your opinion, do you support the idea of incorporating Chat GPT as a means to support writing skill and student achievement in education?

Section C: Assessing Teachers Perspectives:

6. Have you faced any negative outcomes or challenges when utilizing Chat GPT in class?

7. How do you deal with plagiarism issues while utilizing Chat GPT with learners?

8.How do you think Chat GPT supports learners' autonomy and creativity in writing?

Section D: Identifying Challenges and Problems:

9. Have you received opinions and ideas about the idea of integrating artificial intelligence such as Chat GPT to stimulate writing among students?

10. Do you think that Chat GPT stimulates and improves students' writing skills?

11. How do you advise students to use Chat GPT to have a positive impact on their writing performance?

12. How do you recognize Chat GPT's function increasing in writing classrooms in the future?

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Résumé

Pour les apprenants de langues ecrire dans une seconde langue est une compétence complexe nécessitant beaucoup de travail et de pratique .Cette dissertation examine impact de l'utisation de chat GPT sur la motivation à écrire des étudiants en déisme année d'anglais a l'université Echahid Cheick Larbi Tebessi.L'étude explore comment Chat GBPT influence la motivation des étudiants lors de leur performance en écreture , en cosiderant la fois les aspect positifs, tells quel'améloiration des competences et reduction de l'anxiété ,et les aspect negatives, commune possible diminution de la creativity et de l'autonomie. Une approaches de recherché mixte sera utilisé, avec des questionnaires distributes à 60 étudiantes des entretiens semi-structures avec trois professors de reduction's fin devalues left global de Chat GPT et des étudiants sur son utilization en course de reduction.

Mots clés: Chat GPT, motivation à écrire, deuxieme langue, recherche mixte

ملخص

تعتبر مهارة الكتابة مهارة صعبة ومعقدة بالنسبة لمتعلمي اللغات. تتحقق وتدرس هذه المذكرة تحديدا تأثير استعمال Cht

GPT في تحفيز الكتابة لدى تلاميذ السنة الثانية ليسانس تخصص لغة انجليزية في جامعة الشهيد الشيخ العربي التبسي في

قسم الكتابة. تهدف هذه الدراسة لمعرفة كيف ولأي مدى يؤثر Chat GPT في تحفيز الطالب أثناء الكتابة، مع العلم أن

التحفيز هو عنصر داعم واساسي في دعم ونجاح الطالب. لقد زعمنا أنه عند استعمال Chat GPT من قبل الطالب فهاذا

يساعده في الإبداع عند الكتابة والقيام بواجباته وتقليل التوتر، كذلك يمكن أن يكون له جانب سلبي على ابداع الطالب وإنتاجه

الكتابي. لقد اعتمدنا على دراسة أو منهج مختلط كميا وصفي لاستكشاف والتأكد من هذه الفرضيات لذألك تم توزيع 60

استبيان على عينتنا المستهدفة المذكورة أعلاه وتم إجراء مقابلة مع 3 أساتذة لمادة الكتابة.

المعلومات التي تلقيناها من الطلاب والاساتذة وضعت للتحقق والتأكد من فعالية وتحفيز Chat GPT كأداة للذكاء الصناعي

والكتابي في التأثير على كتابة وإنتاج الطالب. بالإضافة إلى رأيهم حول مدى فعالية هذه الأداة تزامنا مع تمرين الكتابة ومدى

تأييد فكرة دمجها في التعليم واقسام الكتابة تحديدا في المستقبل.

الكلمات الرئيسية: Chat GPT، التحفيز الكتابي، استكشاف، اللغة الثانية، المنهج المختلط كمي و صفي