Investigating Teachers' Attitude towards the Use of Artificial Intelligence in Teaching Essay Writing

The Case of Teachers' of Written Expression at the Department of Letters and English Language, University of 8 Mai 1945- Guelma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the degree of Master of Language and culture

Candidate: **Supervised by:**

Ouarda BOUCHAGHCHOUGH   Dr. Imane DOUAFER

Nadjat HIMED

BOARD OF EXAMINES

Chairwoman: Dr.Amina ELAGGOUNE (M.C.A)   **University of 8 Mai 1945- Guelma**

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Examiner: Mrs. Imene TABOUCHE   (M.A.A)   **University of 8 Mai 1945- Guelma**

2023/2024

Dedication

To the inhabitants of my heart ……

To the man of struggle. To those who implanted Islamic values and principles; my Father.

To the beating heart. A symbol of tenderness, love and, sacrifice. To the one whose sincere prayers were the secret of my success, my dear mother.

To everyone who supported me throughout my academic career, especially my brothers who stood by my side in times of adversity.

To my Family and Friends.

Acknowledgements

Abstract

The current study seeks to investigate teachers' attitudes towards the use of artificial intelligence in teaching essay writing. Teachers have become subject to a new form of teaching that combines the traditional method with the use of artificial intelligence. Hence, it is hypothesized that teachers are aware of the importance of using artificial intelligence in enhancing essays writing. And they may have a positive attitude towards using AI in enhancing essays writing. The research is conducted through a quantitative method by administering a questionnaire to sixteen (16) teachers of written expression at the English Department, University 8 Mai 1945, Guelma. The purpose of this questionnaire is to find out about teachers' views and perceptions about the influence of employing artificial intelligence when teach students' essay writing. The analysis of the questionnaire revealed that the majority of teachers are aware of the importance of using AI, but they hold negative attitudes towards using it to teach students' essay writing. Thus, the first research hypothesis was proved. Yet, teachers' negative views about AI in general and its implication in writing essay in particular disconfirmed the second research hypothesis.

Key words: Artificial intelligence, essay writing, teachers 'attitudes.

List of Abbreviation

AI: Artificial Intelligence

EFL: English as a Foreign Language

et al: Latin for "and others "

GPS: General Problem Solver

N: Number

P: Page

Q: Question

%: Percentage

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Résumé

GENERAL INTRODUCTION

General Introduction

Reading, speaking, listening, and writing are the four fundamental language skills that a learner must passes in order to be proficient in a foreign language. The fourth skill can be defined as a communication ability in which the student is able to express ideas, information, or emotions through written language. This skill began in ancient times with primitive symbols, forms, and words scratched into rocks and tree's leaves to facilitate human communication. In addition, writing skill did not remain primitive because it progressed in line with global development and the birth of contemporary technology such as artificial intelligence, both of which influence it.

1. Statement of the Problem

Many English as a foreign language (EFL) students have a low level of writing skill because they do not have enough vocabulary and information to write and become creative. They also have many problems in sentence structure, organization, and writing mechanics, which are big problems and obstacles that face students during the writing process. So, researchers suggest that artificial intelligence could be effective in teaching students essay writing by using different tools that cover all aspects of language including grammar, vocabulary, and spelling.

2. Aims of the Study

Writing is a significant skill for EFL learners and required to be developed .Thus, teachers of written expression seek to enhance learners' writing through the use of AI. This study aims at investigating teachers' attitudes towards the use of AI in teaching essay writing. It also attempts to determine whether or not the artificial intelligence is used by teachers of written expression.

3. Research Questions

The current research addresses the following questions:

1. Are EFL teachers' aware of the importance of using AI in teaching students' essay writing?

2. What are teachers' attitudes towards using AI in enhancing students' essays writing?

4. Research Hypotheses

The research hypothesizes that:

1. Teachers are aware of the importance of using AI in teaching students essays writing.

2. Teacher have positive attitudes towards using AI in enhancing essays writing.

5. Research Methodology and Design

a- Research Method

The present investigation adopted a quantitative descriptive method to investigate teachers' perceptions about the using of AI in teaching essay writing. It aims at testing the research hypothesizes using a well structured questionnaire as a data gathering tool.

b- Population of the Study

The sample for this study consists of 16 teachers of written expression selected from a total population of 25 at the Department of English language, University of 08 Mai 1945, Guelma. The sample was carefully selected. In any research, the researcher always look forward the sample responses is that they have the appropriate expertise and background knowledge to honestly contribute to the completion of our study gaps regarding their attitudes towards the impact of AI on students' essay writing.

c- Data Gathering Tool

In this research, data collection involves distributing a questionnaire to teachers of written expression enrolled in the University of 8 Mai 1945, Guelma Department of English Language. This questionnaire aims to investigate their attitudes towards the use of AI in teaching essay writing. It seeks to answer the prementioned research question and test the hypotheses presented in the study.

6. Structure of the Dissertation

Aside from the general introduction and general conclusion, the dissertation is divided into three chapters. The first two chapters are dedicated to a literature review, while the third chapter is focused on the practical part.

The general introduction covers statement of the problem, aims of the study, research questions research, hypotheses, research methodology and design which contain research method and population of the study, and structure of the dissertation.

The first chapter is entitled "Artificial Intelligence." It provides a brief history definition. And different types of AI. Then, it discusses different AI tools for writing, the impact of AI on education, and the advantages and disadvantages of AI.

The second chapter deals with the writing skill. It firstly addresses the theoretical foundations of the writing skill. It describes its concept, stages, various writing styles, and its components. In addition it defines the essay as well as it sheds light on its types and elements. The third chapter focuses on the analysis of teachers' questionnaire and the interpretation of its results.

Chapter One: Artificial Intelligence

Chapter One: Artificial Intelligence

Introduction

Technology's effects on education generally and language instruction specifically. Technology is a group of techniques, software, and skills that have spread recently using the latest means. It brought about changes in all areas of life, especially in the field of education. Among them is artificial intelligence (AI) which is a new way that has emerged to help students in learning and to develop them skills. This chapter is devoted to detailed examination of the concept of "Artificial Intelligence". It starts with some definitions, history, and importance of artificial intelligence. In addition to it's types, branches, applications and tools. Moreover, it covers the benefits of artificial intelligence as well as the obstacles it faces.

1.1. History of Artificial Intelligence

Flasinski (2016) has believed that in 1955, the first AI system was designed by Allen Newell, Herbert A. Simon, and J. Clifford Shaw at Carnegie Mellon University. The system proved nearly 40 theorems in Alfred N. Whitehead and Bertrand Russell's Principia Mathematical. However, the Journal of Symbolic Logic rejected the paper, claiming it contained only elementary theorems. Simon, Newell, and Shaw continued their study toward developing systems with mental capacities , which resulted in the 1959 release of the General Problem Solver (GPS) (p. 4).

Flasinski (2016) has claimed that the knowledge-based approach to symbolic AI evolved in the 1960s, commencing with the Dendral expert system project at Stanford University. This approach focused on well-defined application areas, equipped with human experts' knowledge in a specific field. The knowledge was stored in the system's knowledge base and used as data for reasoning. This approach is related to the logic-based approach because it employs comparable inference schemes (p.5) .

AI places great importance on natural language and intelligent systems' ability to use it. Three linguistic theories, including Noam Chomsky's theory of generative grammars, Roger Schank's conceptual dependency theory, and George Lakoff's cognitive linguistics, are particularly important in AI. Chomsky's theory posits that the human brain is capable of learning natural language grammar, also known as universal grammar. When exposed to given language, this grammar becomes parameterized, resulting in a formal set of rules. Although not fully fulfilled, Chomsky's theory has become a fundamental model in computer science (Flansinski , 2016 , p.7)

Flasinski (2016) has stated that roger schank's conceptual dependency theory in the 1960s emphasized the importance of concepts rather than syntax for defining language semantics. He has defined conceptual dependency graphs to formalize dependencies among concepts, allowing two linguistic structures with equivalent meanings to be represented by the same graph. This approach has been applied to Artificial Intelligence (AI) systems, such as ELIZA, SHRDLU, MARGIE, SAM, and PAM. These models have been applied to various programming languages and environments, including KRL and KL-ONE. The approach based on structural models of knowledge (p.7-8).

The branch of linguistics known as cognitive linguistics, led by George Lakoff , appears to be the most at odds with the physical symbol system theory. "Women, Fire, and Dangerous Things: What Categories Reveal" is his well-known book. In his 1987 publication, "About the Mind", he initiated the most successful assault on Strong AI (Flansiski, 2016,p.9).

Artificial Intelligence (AI) has been developed using mathematical theories since its inception. Pattern recognition, cluster analysis, Bayesian inference, Bayes networks, fuzzy set theory, and rough set theory are all important methodologies. Pattern recognition is an ancient field, used for classifying unknown objects/phenomena. Bayesian theory was introduced early,

and its role increased with the introduction of Bayes networks. Fuzzy set theory and rough set theory were introduced to address the imperfection of real-world representation. AI is an interdisciplinary research area with philosophical disputes between different schools. Despite these disputes, AI systems have integrated various approaches since the 1980s, with cognitive architectures being particularly useful for this integration (Flansiski ,2016 , p.12-13).

1.2. Definition of Artificial Intelligence

Many researchers have been attempted to define AI. Thus, It can be widely defined from different views and perspectives. For example Sheikh,et al (2023) have declared that AI is defined as the computer equivalent of human intelligence (p.15). This description suggests that AI functions as tools as human intelligence

Sheikh et al. (2023) have also described AI more specifically as the application of mathematical formulas. An "algorithm" is a set of instructions used to solve a problem or carry out a calculation (p. 20). This means that AI is considered as a part of mathematics' because it contains mathematical symbols and algorithms in systems used to solve problems.

Furthermore, another definition considered most applicable was in the dictionary all the words (2006) claimed that AI is the capacity to solve issues and adjust to new circumstances by using memory, knowledge, experience, comprehension, reasoning, imagination and judgment (as cited in goertzel and Wang , 2006 , p. 18). This means that AI is the same as a human being, who must use their cognitive abilities to solve problems and adapt to new situations.

According to Joshi (2017), the process of making machines think and act intelligently is known as AI. This Al has a lot to do with the sophisticated software programs that run these robots because software is what gives them their control. It is the study of developing ideas and approaches that enable robots to comprehend the outside world and respond to circumstances

in a manner that is analogous to that of humans (p. 8). Therefore, AI are machines and robots that have the capabilities and qualifications to solve difficult situations and understand the outside world because they rely on programs that qualify them to understand and develop these situations.

1.3. Types of Artificial Intelligence

1.3.1. Types of Artificial Intelligence based on capabilities

1.3.1.1. Narrow Artificial Intelligence

Srinivasa (2021) has argued that one type of AI is called narrow AI or, weak AI, occasionally that is capable of carrying out a predetermined, limited set of instructions. It is the form of AI that is utilized worldwide the most. Several well- known instances of the computer are IBM's watson supercomputer, Apple's siri, Alexa , Alpha Go, Sophia, and the humanoid (p.25).

Similarly, Muneer et al. (2023) have advocated the claim that narrow AI is one of the widely used types which are also called weak AI. Narrow Al systems accomplish certain jobs or handle specific problems within a narrow domain. These systems lack broad intelligence, yet they are skilled at handling certain tasks. Voice assistants like Alexa and Siri, numerous recommendation engines, picture or pattern recognition software, chatbots, and other similar technologies are a few examples of narrow Al systems (p.7-8).This means that this type of AI works within a narrow scope, as it has limits and areas in accomplishing its tasks, but it lacks broad intelligence.

1.3.1.2. General Artificial Intelligence

Srinivasa (2021) has stated that general intelligence is a kind of AI can do jobs similar to those performed by humans. Until now, there are no machines that work like humans or think as well as humans, but this may change in the near future (p.25).

Another definition which has been regarded as the most applicable was that general AI (also known as strong AI) may include AI systems with human-level intelligence and the ability to produce results as efficiently as a human being. This type of AI is does not yet exist. General AI would be able to comprehend, learn, and apply information in a variety of disciplines, demonstrating both cognitive and emotional capacities (Muneer et al., 2023, p.8). Therefore, Unlike the first type, this type is sometimes considered to represent human intelligence because it possesses superior and worthy capabilities in achieving results at the human level.

1.3.1.3. Strong Artificial Intelligence

Another prominent scholar who greatly contributed to define the strong AI is Srinivasa (2021). He has believed that it is a kind of AI in which the machine is intended to outperform humans. It will outperform humans, even though it is difficult but not impossible. It is possible that machines will become the masters and eventually supplant humans. Scientists such as Stephen Hawking have seen it as a significant threat to society (p.25). This implies that this type of AI is considered capable of surpassing human intelligence in the future by occupying its place due to its ability to solve intractable problems.

1.3.2. Types of Artificial Intelligence based on Functional

1.3.2.1. Reactive Machine

Jindal and Mittal (2023) have stated that reactive machines based on the principles of AI interact with their environment and use their intelligence to perceive the immediate, but they lack memory, which makes them limited to specialized activities. In addition, reactive machines are reliable and trustworthy, constantly responding to the same stimuli. The most important example of this is Deep Blue designed by IBM Company in 1990s. It is a supercomputer that defeated chess grandmaster Gary kasparov to discover and calculate the best logical move based on the rules of the game. Another example of a reactive machine is Google's Alpha Go. It is a reactive computer that plays games on its neural network to judge current game developments. Despite its limited scope but reactive machine AI can become more complex and reliable when developed for repeated tasks (p.8-9).Therefore, it is true that this type of AI is important but it lacks memory, which makes it limited to certain activities only.

Similarly, Muneer et al. (2023) have claimed that reactive machines are task-specific AI systems without memory, designed for quick and precise responses. They lack memory and historical perspective which make them unsuitable for long-term adaptation. For instance, a chess-playing computer program analyzes the board's state and responds based on predefined rules. While effective in predictable environments, they may not be suitable for tasks requiring context-awareness, planning, or long-term adaptation (p.8). This means that, reactive machines are considered rapid-response AI systems, but they are not capable of long-term adaptation because they lack features such as memory.

1.3.2.2. Limited Memory

Limited Memory AI machines store past predictions and data for decisions-making and information gathering. These machines are more complex than reactive computers or robots and can be trained continuously or automatically. They follow six steps: creating training data, creating a machine learning model, predicting, enabling feedback, and storing feedback in the data. Limited-memory AI machines are divided into three types: reinforcement learning, long and short- term memory, and evolutionary generative adversarial networks, which change based on past experiences and new moves (Jindal & Mittal, 2023, p.9-10). This means that AI computers with limited memory are considered the most complex and diverse type of interactive machines due to their ability to store predictions, past data, and future decisions which this type is based on six stages and applied to three categories.

Muneer et al. (2023) have claimed that limited memory Al systems utilize past information to make decisions based on historical data, making them useful for tasks like natural language processing, speech recognition, time series analysis, and video processing. They capture dependencies and patterns over time, improving understanding and prediction (p.8). Limited Memory AI systems are very important and helpful for some application because they use historical data to understand and make decisions.

1.3.2.3. Theory of Mind

Chatterjee (2021) has believed that the theory of mind AI aims to create machines with dynamic abilities similar to humans, enabling them to understand and recall emotions and change their behavior based on these feelings, but more work is needed before AI can effectively treat every human emotion (p.7). In other words, this type of AI seeks to achieve parity between machines and humans in understanding human emotions.

Theory of mind is a theoretical idea that lacks the scientific and technological advancements necessary to develop an AI process. This theory is predicated on the psychological knowledge that all living things have thoughts and emotions, which influence their general behavior. This implies that computers will be able to use information about how humans, animals, and other machines make decisions based on willpower and introspection, and they will be able to apply that understanding to form their own opinions. By processing and understanding notions like "mind," how emotions change during decision-making and a plethora of other real-time psychological ideas, machines will eventually be able to communicate with people in a two-way manner (Jindal & Mittal, 2023, p.10). This means that, this theory suggests that AI computers can understand and analyze human decision-making based on willpower and inclinations, along with psychological concepts such as reason and emotion which enabled these machines to communicate with people in a two –way manner.

However, Muneer et al. (2023) have acknowledged that the theory of mind is a psychological concept that explains how individuals attribute mental states to themselves and others. It is being explored in AI and cognitive science to develop AI systems that understand and interact with humans more human-likely. This involves inferring and reasoning about others' mental states, despite the challenge of modeling human cognitive processes (p.8-9). This theory relies on mental abilities to understand others and how to analyze their personality in order to develop AI systems that understand humans.

1.3.2.4. Self -Awareness

Sexana et al. (2022) have believed that self-awareness these AI systems represent the future of AI; they will have more intelligence than humans and will have their own consciousness, emotions, and self-awareness (p.66) .This means that , this types of AI is

considered more intelligent than human intelligence due to the independence of its consciousness and feelings, as in the future it will be able to take the place of human.

Furthermore, According to Muneer et al. (2023) self-awareness in AI refers to a system's understanding of its own existence and capabilities. Despite AI systems exhibiting advanced abilities, they lack subjective consciousness and self-awareness. Research on self-aware AI systems could impact fields like robots and human-machine interaction, highlighting the ongoing challenge (p.9). This shows that, not all AI devices have advantages but some have drawbacks, such as their lack of self-awareness.

In this figure, Kumar et al divided the types of AI into two types: AI based on capabilities and AI based on functionalities. In the first one, there are three kinds which are narrow AI, general AI, and super AI. However, the second type has four kinds which are reactive machine, limited memory, theories of mind, and self-aware.

Figure 1. 1 : Types of Artificial Intelligence
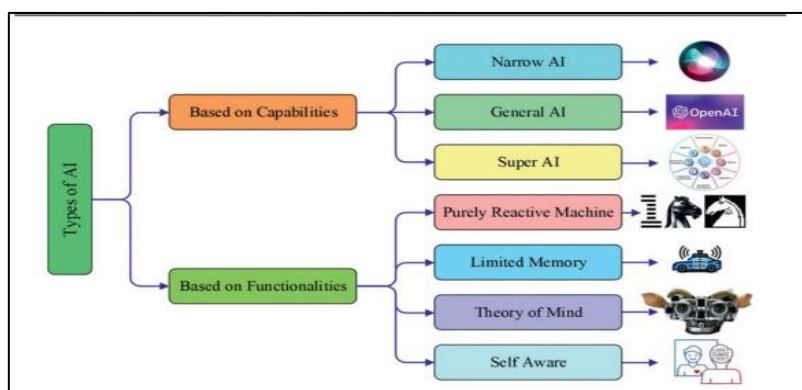
(Kumar et al, (n.d), p.7)

1.4. Branches of Artificial Intelligence

AI employs various branches or processes to solve real- world problems. They include:

1.4.1. Machine Learning

According to Gokran (n.d), machine learning is the science of teaching machines to understand, process, and analyze data in order to solve issues. Computers now have the capacity to learn without explicit programming. In systems where explicit algorithm design and programing are not possible, machine learned is applied. Search engines, like Google are one example of how machine learning is being used (p.108). In other words, machine learning is a study of making machines capable of interpreting, processing and analyzing data to solve problems. This type is only used in systems when the algorithms are unclear.

Similarly, singh (2023) has believed that machine learning is a branch of AI that develops algorithms that learn from data and make predicting without human intervention. It allows computers to identify patterns and insights and decisions. Machine learning adapts and improves overtimes, using the "interative process" of continuously updating its understanding of the data (p.35-36). This means that ,the most important role of this branch of AI is to predict the accurance of problems and to make decisions as quickly as possible that would enable it not to cause any harm.

1.4.2. Deep Learning

Deep learning is a sophisticated type of machine learning that can be used to solve increasingly complicated problems. The reasoning behind Facebook's face verification algorithms, autonomous vehicles, virtual assistants like siri and alexa, and other systems is known as deep learning (Gokarn, (n.d.), p.108). This means that, this type relies on the algorithms unlike the first type and solves more sophisticated problems.   Deep learning is a sophisticated type of machine learning that can be used to solve increasingly complicated problems. The reasoning behind Facebook's face verification algorithms, autonomous vehicles, virtual assistants like siri and alexa, and other systems is known as deep learning (Gokarn,

(n.d.), p.108). This means that, this type relies on the algorithms unlike the first type and solves more sophisticated problems.

1.4.3. Natural Language Processing

Natural learning processing refers to the scientific study of using human language in natural ways to understand machine language. For instance, natural learning process is used by social networking sites like facebook , twitter , and amazon to filter content and hide options that are unneeded or undesirable (Gokarn , (n.d) , p.108). This type is used to communicate with machines.

However, Swargiary (2023) have believed that natural language processing allows machines to recognize, interpret, and reply to human language. This technology is essential for applications such as chatbots, virtual assistants, and language teaching systems because it enables machines to engage with users using spoken or written language (p.15).

1.4.4. Robotics

Robotics is a field of AI which integrates various fields to develop robot applications. Artificial Agents sometimes known as robots which are machines that carryout activities in the real world and generate outcomes. They act in accordance with directives provided to them by their programming. AI is embodied in sophia, the humanoid robot (Gokarn , (n.d) , p.108). This type of robot operates in the real world in compliance with their own programs.

1.4.5. Fuzzy Logic

Gokarn (n.d) has believed that fuzzy logic is a distinct type of computer logic from Boolean logic. Only true or false logic or on or off is allowed in Boolean logic. It permits any combination of on and off more precisely represented than just on or off . It is applied in the medical domains to resolve difficult cases involving judgment calls. Additionally, self – driving

automobiles use it (p.108). This suggests that this type focuses on how to control a machine through the on or off buttons.

1.4.6. Expert System

An expert system is a computer program built on the AI programming language that mimics and learns from humans experts decision- making skills. Expert systems handle complicated issues by applying reasoning. It is typically employed in banking, healthcare, business, and computer virus detection, among other applications (Gokarn, (n.d), p.108). This indicates that this type refers to solving the most serious and complex problems through the use of logic, as it is used, for example, when viruses penetrate the device.

In this figure, Gokran divided AI into six branches, which are machine learning, deep learning, natural language processing, robotics, fuzzy logic, and expert systems.

Figure 1. 2: Branches of Artificial Intelligence
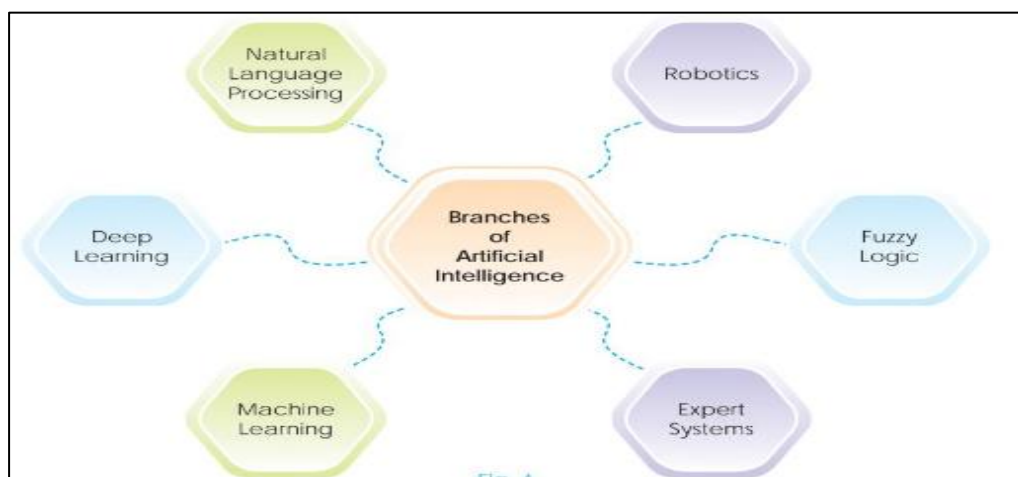
(Gokarn,n.d, p.107)

1.5. Artificial Intelligence Tools in Writing

1.5.1. Trinka

According to Srivastava and Agarwal (2024) trinka is a grammar checker with a language correction tool for academic and technical writing; it detects faults specific to

academic writing that other grammar checkers may overlook. It is a language improvement tool intended for academic writing. It helps users enhance the quality of their academic papers, research articles, and other scholarly writing by providing aid with grammar, syntax, style, and structure. Trinka use AI to generate ideas and feedback that are consistent with academic writing norms and rules. Its goals are to help people convey their ideas effectively and professionally, particularly in academic and research settings (p.52). This means that this application is considered one of the most important applications that helped students correct the most important grammatical and morphological gaps that hindered them when writing.

1.5.2. Lex

Another tool of AI is lex, which is essentially an artificially intelligent word processor that is constantly available to assist you in writing more effectively and quickly, as well as help you get beyond writer's block. Simply put, lex is an online writing tool that makes it simple and quick to create material (Srivastava & Agarwal, 2024, p.52). This suggest that an artificial tool that provides the student with ideas and words that relieve him of his inability to write on any topic.

1.5.3. Grammarly

Grammarly is a popular AI-powered writing aid tool. It is intended to help users improve their writing by detecting and correcting grammatical, punctuation, spelling, and style errors. Grammarly offers a web- based program, a Microsoft word add-in, and a mobile app (Srivastava & Agorwal , 2024,p.53). In other words a tool that helps the student correct all errors and punctuation marks and reformulate the style for the better.

1.6. The Impact of Artificial Intelligence on Education

According to Montasiri (2023) in recent years, particularly after COVID-19, AI has been applied to a variety of applications in education. On the one hand, it can offer personalized

tutoring and 24-hour access to pupils. This can enable students from diverse backgrounds to gain equal and equitable access to education. On the other hand, it enables educators to automate chores like administration, assessment, grading, and repetitive question-answering, freeing them up to focus on more inventive work. The rapid growth of AI technology provides students with additional opportunities to put their ideas into action (p.20).This means that AI gives students and teachers the opportunity to study even in difficult circumstances that do not allow them to study within the classroom.

As a result of natural language processing technology, AI is increasingly being employed in a range of writing essays to assist students in improving their writing. Students, for example, can use Grammarly to check their grammar, Wordtune to touch up their sentences, and QuillBot to proofread. Plagiarism detection and citation, as well as applications like Rytr, may create material on a range of themes. This software learns from a large collection of writings and can generate texts that are nearly identical to actual human language, even when using diverse languages and styles (Montasari,2023, p.21). This shows that, AI also helps students develop writing skills, especially in writing essays.

Despite the positive impact of AI on education in particular, it has a negative impact, and Montasri (2023) has believed that these tools assist people in improving their mastery of numerous skills and broadening their range of abilities. However, they introduce additional obstacles and even possible threats to education, such as ethical concerns, bias, poor habits, and over-reliance. To begin, these technologies are based on learning from publicly available databases of data created from the intellectual work of others. As a result, anyone who uses the work generated by these technologies will certainly encounter concerns about academic integrity. Second, they have the ability to make pupils unduly reliant on them or to instill such confidence that they ignore their own unique learning and training. As a result, people struggle to achieve the required performance after leaving these instruments. Third, even seemingly

proper machine-generated code might conceal undiscovered defects, which can be dangerous and even costly if used without complete comprehension by the user (p.22). Therefore, AI has obstacles that hinder education in particular, making it lose academic credibility.

1.7. Advantages and Disadvantages of Artificial Intelligence

1.7.1. Advantages of Artificial Intelligence

AI has many benefits that have contributed to the development of all areas of life . Here we find one of the most writers Bhbosale , et al ., (2020) believed that AI can reduce the amount of work that needs to be done by humans by substituting human labor with machine labor (p. 228-229).

- AI functions similarly to inexpensive labor, and by utilizing it, our task will be completed more quickly and profit will rise.

- Similar to humans, machines do not require breaks or refreshments.

- It is possible to reprogram machines to operate for extended periods of time without them growing tired or bored.

Furthermore, Muzaffer (2023) has believed that there are a lot of advantages of AI in all fields (n.p). They include:

- The capacity of AI to increase productivity and efficiency is one of its main advantages. AI can help businesses save time and money, lower error rates, and perform better overall. For example, AI can be used in the healthcare industry to automate processes like medication administration and medical record keeping, freeing up medical staff members to concentrate on patient care.

- AI can also increase productivity and efficiency by being a better decision-maker. AI can assist firms in making better informed and efficient decisions by evaluating data and offering insights and recommendations.

1.7.2. Disadvantages of Artificial Intelligence

Bhbosale et al. (2020) have claimed that there are many risks of AI (p.229). They include:

- It is difficult to design machines since the necessary equipment is costly.

- It can be extremely expensive and time- consuming to develop, rebuild, and maintain.

- When used improperly, machines have the potential to do great harm.

- Because AI programs automate the majority of the work, people are becoming more indolent. People have a propensity to become addicted to these technologies, which could harm the coming generations.

Conclusion

Technology has played an important role in all aspects of our lives, especially in the field of education. Which may influence and shape learner's success in language learning. One of them has been the use of artificial intelligence. In this chapter, we discussed artificial intelligence and the history of its emergence. In addition to, we focused on the basic applications of the artificial intelligence branches and types. Finally, the chapter concludes with the advantages of AI as well as its challenges.

Chapter Two: Writing Skill

Chapter Two: Writing Skill

Introduction

Foreign language is based on four main skills reading, speaking, listening, and writing. This later is considered one of the most complex skills, especially, writing essays where the student finds difficulties and obstacles because good writing needs efforts and time and also based on essential stages and steps. Good essay writing requires practice and sufficient information to achieve and produce effective essay. This chapter starts with the definition of writing skill then, it sheds light on stages and the three branches and problem of writing. Finally, the chapter ends with definition of essay and its main parts and then the important types of essays.

2.1. Definition of Writing

Writing skill which is a complex process, presents a means of communication between people. Byran (1988) has stated that writing is obviously much more than just creating visual symbols, it must be in accordance, and words must be arranged to form sentences .However, if the writer only compelling lists of words like grocery lists or inventory lists we can still be considered to be good writers (p.1).This means that writing is a group of symbols and sounds which produce a meaningful sentences according to specific rules

2.2. Stages of Writing

Writing is a complex process that requires steps to be done well and for the writer to gets the results he wants .So, it is composed of five stages which are very important in any piece of writing and each stage complete the other. They are preparation, drafting, revising, editing and publishing.

Hyland (2019) has summarized the process of writing in the following figure.

Figure 2. 1: Model of process writing instruction

(Hyland, 2019, p.11)

2.2.1. Preparation (prewriting)

Preparation stage is an important step during the writing process, Brown and Hood (1989) have claimed that writing involves preparation where the writer specifies the reader, the purpose, and the period of the preparation (p.7) .Thus ,when learners start to write, they should indicate the objective ,the reader, and the subject which are considered as a plan before they begins to write .Hatcher and Goddard (2005) have argued that the preparation phase may seem so simple and it does not need to be included, but it is actually one of the most crucial and often overlooked a clear grasp of the readers needs and the objective of the piece of writing (p.12) . This means that the first thing to do is to define the goal and the readers to make the writing process easy. Similarly, Roge and Krop (2004) have acknowledged that for some writers the most difficult and time consuming part of writing is the prewriting phase, a solid prewriting plan facilitates and expedites the remainder of the writing process (p.12).

Additionally Hatcher and Goddard (2005) have believed that most writing issues both on our part and that of our students stem from a lack of proper planning and organization.

2.2.2. Drafting

Brown and Hood (1989) have mentioned that drafting phase is when the author write on papers, and it is not a time to concentrate on grammar, punctuation, and spelling (p.14). This means that drafting is the writer's first attempt, he has all the freedom to make mistakes this step helps the writer to write down all the ideas and the information about the subject.

Rog and kropp (2004) have supposed that, the stage of drafting occurs when a writer executes his or her strategy, unleashes his thought in a form of resembling phrases, and paragraphs on paper or on the computer. At this point, spelling and mechanics are not as important as getting thought down (p 13) .Therefore, at this stage the writer begins to be creative in writing without restrictions and implements his plans that he developed in the first stage. He focuses on writing only, as he does not pay attention to spelling or linguistics errors.

2.2.3. Revising

Revising is the stage that comes after finishing writing. Brown and Hood (1989) have added that revising is more than just proofreading for spelling , punctuation , and grammar because it entails arranging , altering , adding , and deleting words (p.20) .So revising is a stage where the writer makes some changes in content , punctuation , and spelling .In addition ,Mahler and Caswell (2004) have stated that revising entails alteration ,the draft is worked on by the writer in order to include elements that entails the reader ,clarity and voice (p.6) .This indicates that the writer recapitulates the draft by adding or completely deleting things , according to the needs of the reader or listener .

2.2.4. Editing

Editing stage can be defined as the final review of the draft, where the writer must check every word he wrote, grammar , and even punctuation. According to Caswell (2004) during the

editing step the writer applies the final touches in order to ensure that the reader understands the updated work (p.6). This means that editing plays a major role in clarifying ideas to the readers because the writer adds or deletes sentences or puts punctuation marks in the appropriate place and it makes complex concepts easy to understand so that the reader can better can better grasp the writing .

Figure 2.2 shows an example of the changes made by the writer during the editing phase by Brown and Hood (1989)

Figure 2. 2: Some changes you might make when revising
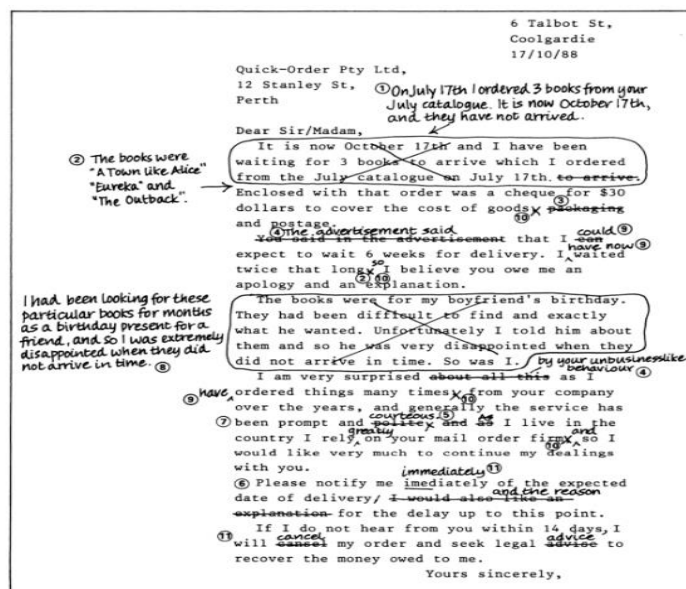
(Brown and Hood, 1989, p.21)

2.2.5. Publishing

Rog and Kroop (2004) have claimed creating a polished, redabal, and obtaining an error free final production. If the material produced by the students could be printed, bound, and published by professionals; that would be fantastic. However in practice publishing in the classroom really just means sharing with an audience (p.18).This implies that the publishing process is the last stage of writing where the product is ready for publication for the writer, or

ready for reading for student or pupil as it is considered a decisive and difficult time and meanwhile a moment that any writer awaits, which is seeing his work finished.

2.3. Elements of Writing

Effective writing should contain some essential elements, Hatcher and Goddard (2005) stated that good writing should consist of what they called the three Cs: clear, concise, and correct .They are includes some qualities to make the writing process good and effective.

2.3.1. Clear

Hatcher and Goddard (2005) have believed that clear writing is when the intended audience can comprehend with just one reading that seems easy enough (p.7). This means that writing is clear when the reader can understand the meaning without obstructions .In addition they (2005) have acknowledged that too many writers believe that if they can understand their writing, others will too .The writer will be able to determine which two possible readings for a word or sentence are intended .However, the reader does not possess this benefit and can have a different perspective (p.7-8). This means that many writers believe that readers have the ability to understand and analyze their writing and works however the reader finds it difficult to understand the intended meaning or comprehend some words.

Furthermore, Hatcher and Goddard (2005) have presented two suggestions to make sure that the writing is clear. Firstly, the writer should get some new eyes and a different perspective from a knowledgeable person. Secondly, it is important for authors , editors ,and proofreaders to keep in mind that writing should be done so that one cannot be misunderstood it is not enough to write to be understood (p.8) . Therefore, the writer must seek the help of educated people to re-read his work that he did not see or consider it correct.

2.3.2. Correct

Hatcher and Goddard (2005) have considered that correct writing often implies that it must be relatively devoid of typographical, grammatical, punctuation and usage problem (p.9-10) .It means that writing is usually considered correct grammar rules and punctuation marks are in place. Also, Hatcher and Goddard (2005) have linked the correctness by language, they have believed that the way we speak is always evolving what is appropriate in one context may not be in another (p.9-10).

2.3.3. Concise

Hatcher and Goddard (2005) have argued that the fact is that wordy first drafts are often written by practically all writers even seasoned pros (p .9). In other words, most writers in boring detail at the beginning until in the end they take only the important elements and dispense with the importance ideas.

2.4. Approaches of Writing Process

There are different approaches to teach writing, the most prevailing approaches are; the process approach, the product approach, and the genre approach.

2.4.1. The Process Approach

Weese et al. (1999) have stated that teaching writing, which takes a process approach can be very personal and focused on expressive writing as opposed to transactional to view writing pupils are encouraged to view writing as a recursive process of producing ,organizing, drafting ,revising and editing in such an autonomous expressive classroom. Pupils are frequently questioned about the writing procedures they now use, questioned about the origins of these procedures and their purposes beyond the origins. The students' autonomy as writers are not addressed as one goal a writing process can be aimed toward ,academic writing might be introduced often only implicitly without study of its rules and teachers believe that when

students are given writing assignment like research papers argumentative essays or literacy analysis they will produce such works (p.36).This implies that the process approach focuses on how the idea is developed and formulated, this approach is largely related to the individual the individual and his way of expressing and generating ideas by going through the steps of writing process .

Moreover, the process approach to writing instructions utilizes what is understood about the steps and techniques proficient writers take when writing. Therefore, the process method primarily concentrates on the learner's executive and monitoring function as well as the performance level of writing competence for young EFL learners. Additionally, the teaching process always consists of important steps which are preparing exercises, including concept generation and text preparation, writing a draft , collecting feedback and editing the text before it is revised (Hyland ,2001, as cited in Trub, 2022 , p.84) .This means that writers goes through processes and strategies during the writing process including preparing , drafting ,revising , editing , and publishing .

2.4.2. Product Approach

Weese et al. (1999) have agreed that the product approach is used to highlight the intended out comes of academic writing. This method sees the process as only the support that will be removed once the final result is produced. In such an instance we might find ourselves assisting students in completing the prescribed kind of academic essay, and emphasis both them and ourselves when their final portfolios include reasonable facsimiles there of this product emphasis might result from replacing first year writing as a standalone subject with writing intensive general education courses In fact because the product is the one that is given the most comprehensive review even the most process product (p.36). In simple terms, this approach believes that the stages writers goes through when writing are merely steps that are removed

once the writing is finished, therefore the most important thing that should be focused on the final product or work because it is the one that gets the evaluation .

2.4.3. The Genre Approach

Hyland (2004) has claimed that the focus of genre approach is on the writing processes of students' writing .Instructors can structure their courses to fit the needs of their students by identifying the type of texts that students will need to write in their intended academic professional or social contexts by having a solid understanding are created (p.5). Moreover, the genre approach is considered a means of communication between the reader and the writer because it invites the writer to look beyond the content of his writing.

Hyland (2004) has added stated that the genre approach is a means of accomplishing goals, and individuals don't just write for sake of writing (p.5) .Hence the writer has always a specific goal before starting to write because he does not write freely, but rather he is restricted to achieving a specific goal behind his writing.

2.5. The Importance of Writing

According to Caswell and Mahler (2004) have acknowledge that writing is a necessary life skill and a means of communication in all spheres , notes are written by parents to theirs kids , prescriptions are written by doctors , works order written by politicians, letters are written by grandparents emails are sent by friends. So writing is an everyday activity that involves communication of students regardless of age understand the importance of written communication , it is our responsibility as educators to assist students in seeing writing as a necessary component of education .Teaching writing to children not only emphasizes the value of effective communication skills, but also gives them the chance to practice critical thinking when giving enough time to write and organize their ideas pupils learn how to critically evaluate their own ideas they learn about fallacies ,and the path of reasoning through writing

start to rely less on spontaneous thought and more on analytical reasoning students who write are also more accountable for their education because they are unable to participate in class in a positive manner they have participate (p.3) .This means that writing is considered important , whether ancient or modern because it is considered as a tool of communication between individuals, since it is used daily .

Byran (1988) declare that written works serve to provide the learner with tangible evidence that they are making progress in language and it also provide variety in classroom activities as a break from oral works (p.6) .This means that writing plays a crucial role which learners should master because it grants to the readers the ability to transform texts or verbal expressions into something tangible. Similarly, brown (2004) has added that writing has evolved into crucial capacity in our globally literate society (p.218).

2.6. Problems in Writing Skills

2.6.1. Psychological Problems

Byrne (1988) has mentioned that the majority of the time ,speech is our natural form of communication because it accustoms us to both having someone physically present when we use it and receiving some feedback .Writing is essentially a solitary activity and the fact that it must be done alone without opportunity for interaction or the benefit of feedback all this makes writing challenging (p.4) .In other words, the person is accustomed to communicating orally with his community, and this is done in the presence of two parties or a group of communication, which facilitates the exchange of experiences easily. However, writing, in contrast, is an individual act that the individual performs without assistance.

2.6.2. Linguistic Problems

Byran (1988) has explained that oral communication is sustained through interaction and in social context like lectures; the participants are what keep it going because speech is

typically spontaneous and we have little time to focus on organizing our sentences, connecting them, or anything else. These are maintained through the interaction process where we repeat based on how others respond to what we say incomplete and even grammatically incorrect utterances typically go unnoticed (p .4).

Therefore, writing must always be correct in all aspects, unlike oral communication, which is spontaneous and far from formalities, where a person finds comfort in communicating. Hence, writing is considered an obstacle because it makes a person somewhat restricted by rules and language and does not express everything he has comfortably, so he must write a correct sentence and be fully focused Cognitive problems.

Byrne (1988) stated that speaking is something we learn as children and in most cases do for much of day .we also seems to communicate without much conscious thought and we usually chat about topics that interests and relevant to our lives in either social or professional capacity .On the other hand ,learning to write require teaching in order to write well one must become proficient in the written form of the language and acquire some grammar rules that are not frequently employed in speech or writing (p.4-5) .This means that a person can communicate fluently without exerting much effort because language is acquired by a person innately through his society and daily practices, unlike writing, which is imposed by circumstances or the need that drives him to learn it and receive it in schools where he learns sentence structures, grammar, etc. A person finds great difficulty when writing since he does not find appropriate ideas, but he is forced to do them.

2.7. Definition of essay

According to Brich (1993), the essay is simply" an attempt". It is a trial by a writer or student to express his thoughts and opinion on a specific topic or issue. Besides, Connelly and Forsyth (2012) have defined it as a type of formal writing, that aims to toughly examine a

specific topic, and it follows particular rule (p.8). In other words, the essay is considered an important type of writing that consists of paragraphs. It must address a specific topic and provide information about it, and the student must follow the basic components of writing a good essay .Also, Roy and Haney (2012) have argued that an essay is a type of writing with a single major topic; it could be a few paragraphs lengthy or several pages long. It delivers information about that topic in an interesting and well organized essay; it has a beginning, middle, and an end (p.6).

2.8. Parts of Essays

Any academic essay consists of three basic parts; wyldeck (2013) has stated that the essay consists of three stages: the essay's broad concept is introduced in the introduction, and facts are incorporated in the body to analyze the issue. Finally the conclusion which is a comprehensive summary of essay (p.12).

2.8.1. The Introduction

Quince (2013) has reported that the introduction's purpose is to stimulate the reader's interest and give a broad overview of the essay's subject and material (p.126). Therefore, the introduction is the first paragraph or section in essay it is very important in writing an effective essay because the introduction helps in attract the reader's attention. In addition to that, Hajizadeh and et al (2021) have stated that the introduction outlining the task's idea. The essay's thesis statement and outline (p.32). This means that, the introduction gives readers background information about the issue and conclude with the thesis statement which is the statement that helps readers better understand the precise aim and major argument in the essay.

2.8.2. The Body

The body is the second portion of the essay , when the writer tries to go into all the of the relevant facts to the topic in the form of interlinked paragraphs , Quince (2013) has informed that the body section is where the writer should explain, describe, or make an argument and write a paragraph by using the outline points (p.126). This means that, each paragraph discusses a specific idea and the writer uses examples and facts to support his discussion about the topic.

2.8.3. The Conclusion

The conclusion is the last step in any essay; according to Hajizadeh and et all. (2021) have mentioned that the final paragraph is a summary of the major ideas (p.32). This shows that after the introduction and the body, the essay closes with a clear conclusion that summarizes all the writers' ideas without mentioning new information.

2.9. The Types of Essay

2.9.1. The Informative Essay (reports)

wyldeck (2013) has acknowledged that the informative essay is the writer must learn everything about the subject by using maps and diagrams may be beneficial (p.15) Therefore ,the informative essay is considered as a type of essay that often deals with a quantity of information and ideas about a specific topic or issue this is a method adopted by the writer to explain a term or provide solution to problem that the reader or the learner is unfamiliar with , where the writer always touches on topics related to science, history health and culture .In addition to this Rollins (2013) has suggested the informative an essay that provides information on topic (p.5)

2.9.2. Descriptive Essay

Rollins (2013) has declared that a descriptive essay is one that tells about or describes an object or event (p. 5). According to wyldeck (2013) the descriptive essay is the opportunity to concentrate in depth on an item, a character, an occasion, or an emotion (p.18). This means that in a descriptive essay where the writer describes something, a feeling, or a person within it writer uses simple descriptive language that makes the reader or listener imagining the picture that the writer describes. So for example if the writer wants to describe a specific person, he must describe the most precise elements in him, such as his eyes, hair, stature, and body shape, to bring the image closer to the reader's mind.

2.9.3. Narrative Essay

Another kind of essay is the narrative essay. According to Weldeck (2013) the narrative essay is describes events that take place in real time , and its' structure revolves around time frame in contrast to other academic essays which are structured around supporting sub-topics for thesis (p.18). In other words, narrative essay is the writers' opinion of narrating personal experience he has heard about or the imagination where he controls a certain sequence and successive events. It includes basic elements such as the character, the setting of the story, and the events that represent the plot of the new climax the conclusion is the lesson or moral of story.

2.9.4. Literary Essay:

Literary essay is a piece of writing wyldeck (2013) has defined it as a kind of essay where the writer is able to explain a scenario or character, paraphrase speech from different

sections, or evaluate the authors' style (p.19). In other words all literary essays 'all its topics are related to literature such as analyzing or describing characters, and explaining a quote.

2.9.5. Explanation Essay

Wyldeck (2013) has confirmed that the writer must properly understand the subject matter in order to provide an explanation for a given event or phenomena (p.16).The writer give a brief overview of the subject before factually and logically examine the causes, consequence, and justification.

2.9.6. Argumentative Essay

Hoffman (2004) has stated that the goal of the argumentative essay is to persuade the reader on specific topic .The writer must keep to his point of view while still presenting a balanced argument that considers competing view points(p.42). Similarly wyldeck (2013) has believed that this kind of essays emphasizes the points that the author think are true while criticizing the other point of view (p.17) .In simple words the argumentative essay in which there is a conflict about a specific topic .the writer presents arguments and evidence to support their position by using scientific evidence in an attempt to able to persuade or influence the interests of readers and listeners.

2.9.7. Discussion Essay

Wyldeck (2013) has assumed that this kind of essay maintains balance by addressing all relevant angles without favoring one over the other (p .16).Therefore it is an essay that addresses a topic from both sides for example: the advantages and disadvantages of the internet where the writer presents the two opposite sides.

Conclusion

Writing is considered one of the means of communication that people use in all areas of life especially the educational aspect. It represents one of the most important skills that every student must learn and excel it .Writing is a tool for preserving ideas and information in a tangible way and also preserving science and experiences for subsequent generations . Nowadays, students seek to excel and develop the four skills, especially the writing skills by using technology and other tools. This chapter starts with the definition of writing skill. Then it sheds light on the essential steps of the writing process and its main approaches. Finally the chapter highlights on the problems and difficulties of writing.

Chapter Three: Field Investigation

Chapter Three: Field Investigation

Introduction

The teacher is considered an essential focus in guiding students in writing, especially essay writing. Not only teaching them how to write but also providing them with useful and modern techniques and strategies that help them to do it. The current chapter details the study's field work and data processing. It focuses on teachers' questionnaire description, data analysis, and outcome summary. Therefore, through a questionnaire that is administered to the teachers of written expression, this chapter investigates teacher attitudes and views toward the impact of AI on writing essays. According to this analysis of questionaire, the results are interpreted in order to support or reject the research hypothesis.

3.1. Teachers' Questionnaire

3.1.1. Population of the Study

The current research focused on a type of questionnaire, teachers at the department of English on 8 May 1945- Guelma- University .The sample includes are sixteen teachers of written expression. In order to collect the needed data about teachers' perceptions, views, and attitudes toward the impact of using artificial intelligence to teach students' essay writing.

We choose teachers of written expression as sample because they have a good experience in education generally and in written expression particularly. In addition, they are able to know whether AI can affect students' writing essay.

3.1.2. Description of Teachers' Questionnaire

The teachers' questionnaire aims to investigate their perceptions about the impact of AI on writing essays. It also seeks to know whether teachers are aware of. This questionnaire consists of twenty-five questions, which are a mixture of both closed and open ended questions,

semantic, and multiple choice questions where teachers are allowed to choose more than one choice, each one focused on particular objectives.

The first section, called "general information", it contains four questions. In this section, teachers are required to indicate their qualification in Q1. Then, they are asked to tell their years of teaching English at the university in Q2. However, in the Q3 teachers specify their teaching situation at the department of English .In the last question Q4, teachers are asked about their years of teaching the module of written expression.

The second section, is entitled" teachers' attitudes towards teaching students' essay writing". It consists of seven (07) questions. In Q5, teachers are asked about the most difficult skill for students. In the sixth question (Q6), teachers are required to decide whether writing is a significant skill that EFL students' need to develop. In the following question Q07, teachers are asked to determine the level of their students, and Q8 is concerned with the aspects of writing that the teacher focuses on when teaching essay writing. They also identify the challenges that students face when it comes to writing essay in Q9. They are asked to choose more than one option and write down justification. In the following question (Q10), teachers are asked about if they support their students who find it difficult to write essay. In the last question Q11 of section two, teachers are asked to identify if they follow specific strategy to teach essay writing.

The third section named "teachers attitude toward artificial intelligence", contained of five (05) questions that are related to AI. Questions (12, 13, and14) deal with the usage of AI tools to improve writing skill. The following question's (Q15) aims to collect information about the greatest fears when using AI in writing essays. The last question (Q16) aims to identify the advantages of integrating AI in classroom.

The last section deals with the attitudes of using AI in teaching essay writing. It combines 08 questions from (Q17 to 25). Q17 collects teachers' views on whether they support the integration of AI to teach writing essays or not. Teachers are asked to say whether AI can help their students to overcome their problems in essays' writing in Q18. In addition, teachers are asked whether AI is better than traditional method in Q19, Q20, Q 21, and Q 22 seek to know whether AI enhances students' essay writing and become more effective writers. In the following Q23, teachers are asked to identify whether the use of AI can affect the academic validity of writing essays and provide some justification. However, in Q24 it is an open question where the teachers are asked whether the AI can affect their roles in providing guidance and instruction to students 'essay writing. Finally, Q25 is set to get further information about the topic and gives the opportunity to teachers to add other suggestions and comments.

3.1.3. Administration of Teachers' Questionnaire

The questionnaire was conducted on April 20, 2024, at the university of Guelma 08 Mai, 1945. It took two weeks to distribute it to 16 teachers .They responded to it at the end of semester with concentration and anonymity.

3.1.4. Analysis of Teachers' Questionnaire

The following section provides an analysis of the results to the previously described questions.

Section One: General Information

Q1- Specify your qualification, please?

a- Master Degree

b- Magister

c- Doctorat

Table 3. 1

Teachers' Qualifications

Options	Number	Percentage
a	4	25%
b	8	50%
c	4	25%
Total	**16**	**100%**

According to table 1.1, the majority of teachers have a magister degree (50%) while (25%) of them have a doctorate degree, equally 25% of them have master degree .This implies that teachers of written expression at the university of May 8, 1945 have a high level of education.

Q2- How long have you been teaching English at the University?

    a) 1-5 years

    b) 6-10 years

    c) 11-15 years

    d) 16-20 years

Table 3. 2

Teachers' Years of Experience

Numbers of years	Number	Percentage
a	6	37.50%
b	2	12.50%
c	7	43.75%
d	1	6.25%
Total	**16**	**100%**

As Table 3.2 shows, teachers who had 11-15 years of teaching experience represent the highest percentage with 43.75%. However, teachers who have taught for 1-5 years represent 37.50%. Moreover, the percent number 12.50% stands for the teachers who had teaching experience that ranges from 6-10 years. Finally, only one teacher who had 16-20 years of teaching experience represent the lowest percentage with 6.25%. This means that most teachers have sufficient experience in teaching foreign languages.

Q3- Do you work at the department of English as

a- Part –time teacher

b- Full- time teacher

Table 3. 3

Teachers' Teaching Situation at the University

Options	Number	Percentage
a	6	37.50%
b	10	62.50%
Total	**16**	**100%**

The results show that the majority of teachers worked as full-time teachers (62.50%). However, a few number of teachers worked as part-time (37.50%). This indicates that the majority of teachers spend their time teaching in order to develop and motivate students.

Q4- How long have you been teaching written expression?

a- One to three years

b- Three to six years

c- More than six years

Table 3. 4

Teachers' Experience in Teaching Written Expression

Options	Number	Percentage
a	12	75%
b	1	6.25%
c	3	18.75%
Total	**16**	**100%**

The findings show that the majority of the participant teachers had a teaching experience that ranges from one to three years, as they represent 75%. While, 18.75% went to those who had more than six years of experience in teaching this module. However, only one respondent had a teaching experience from three to six years (6.25%). This justifies that the majority of written expression teachers have not taught this module for long time, despite the importance of this module for students in their academic path.

Section Two: Teachers' Attitudes towards Teaching Students' Essay Writing

Q5- In your opinion, which of the four skills is the most difficult for students?

a- Writing

b- Speaking

c- Reading

d- Listening

Table 3. 5

Teachers' Views about students' Most Difficult Skill

Options	Number	Percentage
a	12	75%
b	3	18.75%
c	0	00%
d	1	6.25%
Total	**16**	**100%**

The results displayed in the table above demonstrate that the majority of participants opted for writing as the most difficult skill for students (75%). This implies that these teachers think that the writing needs enough background about the topic, strategies of writing to produce a piece of writing.

The remaining percentage is divided between speaking and listening. 18.75% of teachers chose speaking as the most difficult skill. While another percentage of 6.25% represents those teachers who selected listening as the most difficult skill. However, all teachers ignored reading as a fundamental and importance skill. This indicates that writing requires creativity and originality, which can be challenging for students who struggle with generating new ideas and expressing themselves effectively on paper.

Q6- Writing is a significant skill that EFL students need to develop?

a- Yes

b- No

Table 3. 6

Teachers' Views about the Basic Skill Students Need to Develop

Option	Number	Percentage
Yes	16	100%
No	0	00%
Total	**16**	**100%**

All teachers (100%) affirmed that writing is a significant skill that EFL students need to develop; and there is no teacher (0%) who ignored writing as a significant skill. This implies that writing exercises help EFL students to develop their language skill, such as grammar, vocabulary, and sentence structure. Writing practice allows students to improve their language skills and gain confidence in using English.

Q07- Your students' level in writing is

    a- Very good

    b- Good

    c- Bad

    d- Very bad

Table 3. 7

Teachers' Perceptions about the Students' Level

Options	Number	Percentage
Very good	0	00%
Good	6	37.50%
Bad	7	43.75%
Very bad	3	18.75%
Total	**16**	**100%**

Concerning students' level in writing, the majority (43.75%) of teachers claimed that it is bad, and (37.50%) of them stated that it is good while (18.75%) believed that the students' level in writing is very bad. This indicates that the majority of teachers are not satisfied with students' writing performance.

Q8- What aspects of writing do you focus on when teaching essay writing?

a- Clarity and coherence

b- Grammar and punctuation

c- Vocabulary and word choice

d- Style and tone

e- Purpose and audience

f- All of them

Table 3. 8

The Writing Essay Aspects Teachers focus on

Options	Number	Percentage
F	8	56.25 %
a + d	1	6.25%
a+ b+ c	2	12.50%
d	1	6.25%
b + c	1	6.25%
d + f	1	6.25%
a+ b	1	6.25%
Total	**16**	**100%**

As it is revealed in table 3.8 half of the respondents (56.25 %) claimed that all aspects of writing should be focused on when writing essays which are clarity and cohesion, grammar and punctuation, vocabulary and word choice, style and tone, and purpose and audience. While,

12.50 % of teachers believed that when writing we should focus on grammar and punctuation, clarity and coherence, and vocabulary and word. While, five teachers (6.25%) chose different options. This implies that focusing on all aspects of writing essays is important for several reasons. Writing essays requires communicating ideas and arguments in clear and simple manner. Also, it will guarantee that thoughts are clearly expressed to the reader. In addition, using aspects of writing correctly can help to avoid misunderstanding and improve their writing.

Q9- In your opinion, what are the biggest challenges students' faces when it comes to writing essays?

a- Not understanding the assignment

b- Neglecting grammar and spelling

c- Lack of knowledge on the topic

Table 3. 9

Teachers' Views about the Challenges that Students' face when Writing Essays

Options	Number of teachers	Percentage
a	1	6.25%
a+b+c	4	25%
b+c	4	25%
a+c	1	6.25%
c	2	12.50%
b	3	18.75%
a+b	1	6.25%
Total	16	100%

The findings in table 3.9 show that the majority of respondents (25%) said that the biggest challenge students face when it comes to writing essays is that they do not understand

the assignment, neglect grammar and spelling, and also lack knowledge on the topic. With the same percentage (25%), teachers acknowledged that the lack of knowledge on the topic and mistakes and spelling present a problem for students when writing essays, while (18.75%) of teachers claimed that the lack of knowledge on the topic is an obstacle for students when writing essays. In addition, 18.75% of respondents stated that students neglect grammar and spelling, and as a result, they find difficulties when writing their essays, while 12.50% of teachers see that the lack of information is a challenge for students. Finally, a few respondents (6.25%) think that when students don't understand the question of the assignment, it is a problem, and the same percentage (6.25%) of teachers declared that the lack of knowledge on the topic and the ambiguity of the assignment are challenges for students when it comes to writing essays. This implies that students have difficulties with the content, grammar, grammar organization, and vocabulary, and they struggle with generating ideas and information.

This implies that some students may have difficulty expressing their thoughts and ideas in writing, leading to frustration and anxiety when trying to write an essay. Also if student are not interested or engaged in the topic of the essay, they may struggle to find the motivation to write.

Q10-How do you support students who find it difficult to write essays?

a- Provide guidance throughout the writing process.

b- Explain thesis statements.

c- Assign brief writing exercise in your class regularly.

d- Give students opportunities to talk about their writing.

Table 3. 10

Teachers' Views on Students' Difficulty when Writing Essays

Option	Number	Percentage
a+ b+ c	3	18.75%
a+ d	2	12.50%
a+ c	3	18.75%
c+ d	1	6.25%
b+ c	1	6.25%
a+ b+ c+ d	2	12.50%
a+ b + d	1	6.25%
b + d	1	6.25%
a+ b	1	6.25%
C	1	6.25%
Total	**16**	**100%**

It is found that the majority of the participants (18.75%) said that the students suffer from providing guidance throughout the writing process, explaining thesis statements, and assigning brief writing exercise in their class regularly. The same percentage of teachers (18.75%) stated that their students suffer from providing guidance throughout the writing process and assigning brief writing exercises in their class regularly. 12.50% of them declared that their students suffer from all the mentioned difficulties, and with the same percentage tea (12.50%) teachers reported that providing guidance throughout the writing process and giving students opportunities to talk about their writing .However only few teachers (6.25%) chose different answers from the previously mentioned options.

These results indicate that all the difficulties mentioned so far are still experienced by students when writing essays. Therefore, we find that teachers can help students who struggle with essay writing by providing clear and precise directions, clearly describing the essay prompt, expectations, grading criteria so that students know what is expected of them and

provide recommendations via the writing process. Also teachers provide instances by showing students examples of well-written essays to help them know what a successful essay looks like and to give them ideas for their own writing.

Q11-Do you follow a specific strategy to teach essay writing?

a- Yes

b- No

Table 3. 11

The Writing Strategy Used by Teachers

Options	Number of teachers	Percentage
Yes	11	68.75%
No	5	31.25%
Total	**16**	**100%**

Most of the teachers (68.75%) reported their use of specific writing strategy; while the rest of the teachers (31.25%) indicated that they did not follow any special method of teaching writing .Most of the teachers said they usually rely on using example, choosing every interesting topic, brainstorming, and providing explicit instructions on how to write an effective essay .They also stated that they make practice on each part of the essay ; then start practicing the whole essays in different types. Moreover, other teachers argued that they use a scoring rubrics strategy where they pay attention to content, form, and style.

One of the teachers argued that the use of deductive approach is necessary. According to these teachers, students need to know how to write all parts of essays , and know the name of each part and how to write each part , then conduct a practice .

Only two teachers who do not use specific strategy of teaching writing which justified their answers .One said that the level of the students does not allow to follow a specific strategy because they need repetition , and feedback because all students the limitation of vocabulary and they don't have enough background about every topic. Also the other teachers stated that it is not necessary to use a specific strategy but the can provide instructions on how to write and talk about the right form of writing an essay.

This result indicates that teachers frequently utilize certain strategies to teach essay writing because they help students organize their thoughts , develop their arguments, and express their perspectives effectively.

Section Three: Teachers' Attitude towards Artificial Intelligence

Q12- Do you use Artificial Intelligence in teaching written expression?

   a- Yes

   b- No

Table 3. 12

The Uses of Artificial Intelligence in Teaching Written Expression

Options	Number	Percentage
Yes	8	50%
No	8	50%
Total	**16**	**100%**

The findings show that half (50%) of teachers use AI in teaching written expression, while (50%) of them declared that they does not use it. This implies that half of teachers use AI in teaching written expression because it allows them to obtain new information about any topic and also saves their efforts and time, allows them to rapidly identify areas where students may

require more support or teaching. Also, AI can be used to automatically grade essays, giving students immediate feedback on their writing. However, the other half refused to use AI because they think that it doesn't help them.

Q13- If yes, how often do you use artificial intelligence in teaching essay writing?

- a- Always
- b- Often
- c- Sometimes
- d- Rarely

Table 3. 13

Description of Teachers' Frequency about the Use Artificial Intelligence in Teaching Students' Essay Writing.

Options	Number of teachers	Percentage
Always	0	0%
Often	2	12.50%
Sometimes	5	31.50%
Rarely	1	6.25%
Total	**16**	**100%**

As displayed in Table 3.13, 31.25% of teachers declared that sometimes use AI in teaching students' essay writing .While, 6.25% of them stated that they rarely use AI in teaching essay writing. In other words, AI tools can quickly analyze and provide feedback on students' writing, allowing them to make improvements and learn from their mistakes in real-time .However, some teachers believe that human feedback is more valuable and personalized than feedback provided by AI tools.

Q14- Do you think that the use of artificial intelligence will improve students' essay writing?

Useless   Useful

1	2	3	4	5	6	7

Table 3. 14

Teachers' Views about the Use of Artificial Intelligence in Improving Students' Essay Writing

Options	Number of teachers	Percentage
Yes	14	87.50%
No	2	12.5%
Total	**16**	**100%**

As it is displayed in Table 3.14, the majority of respondents (87.5%) claimed that AI is useless and does not affect students at all in essay writing in a positive way. Because the teachers may their students to write the essay with a pen without relying on anything that affects their own abilities. However, only two teachers assumed that AI has a positive impact when writing essays.

Q15- What are the greatest fears when using AI in writing essays?

a- Students' lack of understanding of AI codes and algorithms.

b- Weak human interaction and personal learning.

c- Students' lack of personal innovation in classrooms.

d- Students' laziness in the classroom because they rely on artificial intelligence.

Table 3. 15

Teachers' Views about the Greatest Fears when Using Artificial Intelligence in Writing Essays

Options	Number	Percentage
b+ c +d	4	25%
c+ d	3	18.75%
a + b +c + d	3	18.75%
b + c	1	6.25%
d	4	25%
b + d	1	6.25%
Total	**16**	**100%**

The majority of teachers (25%) stated that the greatest fears when using AI in writing essays are students' lack of understanding of AI codes and algorithms and also their laziness and lack of personal innovation in classrooms. And with the same percentage, teachers' (25%) rate. They declared that students' laziness in the classroom. While (18.75%) of the participants teachers agreed that the students' lack of personal innovation in classrooms and laziness are the greatest fears when using AI. The same percentage (18.75%) of teachers declared that all the choices are the greatest fear when using AI in writing essays. It is the students' laziness and the students' lack of personal innovation in the classroom. In addition, few of teachers (6.25%) believed that the greatest fear when using AI in writing essays are weak human interaction and personal learning and students' lack of personal innovation in classrooms. With the same percentage (6.25%) teachers acknowledged that the weak human interaction and students' laziness in school because they rely on artificial intelligence is the greatest fear when using AI in writing essays .This implies that one of the biggest concerns when using AI to write essays is that the AI may lack a true understanding of the content and context of the topic intended by the researcher. Furthermore, there are worries about the ethical implications of utilizing AI to

write essays, intellectual property ownership, and openness regarding the use of automated methods to generate content.

Q16- Among the advantages what are the most important you can see when integrating AI in the classroom?

a- Artificial intelligence can help students complete our tasks more quickly.

b-   Artificial intelligence can make an effort for teachers by creating lesson plans and evaluating students.

c- Artificial intelligence can help students with disabilities teach in the easiest way.

d- Artificial intelligence helps guide students.

Table 3. 16

Teachers' Views about the Advantages of Integrating Artificial Intelligence in Classroom

Options	Number	Percentage
b + d	2	12.50%
d	1	6.25%
b	2	12.50%
a	2	12.50%
c + d	1	6.25%
a + b	2	12.50%
a+ b + c	1	6.25%
b + c + d	2	12.50%
a+ b + c + d	1	6.25%
b + c	1	6.25%
a+ c	1	6.25%
Total	**16**	**100%**

As it is displayed in Table 3.16, the majority of teachers (12.5%) claimed that AI can make an effort for teachers through creating lesson plans and evaluating students. And , with

the same percentage (12.5%) of teachers stated that AI can help students complete their tasks more quickly, and another 12.5% of them acknowledged that AI can make an effort for teachers through creating lesson plans, evaluating students , and guiding them. Further, 12.5% of the teachers affirmed that AI helps teachers by creating lesson plans and evaluating their students. It is also a good tool that can help students disabilities write in the easiest way. However, few teachers (6.25%) stated that AI can help students complete their tasks more quickly. Also, (6.25%) agreed that AI is an effective tool for students with disabilities to write in the easiest way and guide them. With the same percentage (6.25%) teachers believed that AI can help students complete their tasks more quickly, make an effort for teachers through creating lesson plans and evaluating students and help also students with disabilities to write in the easiest way. In addition, only one teacher (6.25%) chose all the options. (6.25%) of teachers stated that AI can help creating lesson plans and evaluating students and specially students with disabilities write in the easiest way. Finally, with the same percentage (6.25%) AI also can help students with disabilities to write in the easiest way and to complete their tasks more quickly. This implies that AI can assist teachers in their daily tasks such as grading assignments, creating lesson plan, and providing feedback to students. This indicates that AI can create personalized learning experiences for students based on their own pace and learning styles, allowing them to progress at their own pace and receive targeted support where needed. Also AI can make learning more interactive and engaging for students, helping to maintain their interest and motivation in the classrooms.

Section Four: Teachers' Attitudes towards the Impact of Using Artificial Intelligence in Teaching Essay Writing

Q17- Do you support the integration of artificial intelligence to teach essays writing?

   a- Yes

   b- No

Table 3. 17

Teachers' Views about Supporting the Integration of Artificial Intelligence into Writing Essays

Options	Number	Percentage
Yes	8	50%
No	8	50%
Total	**16**	**100%**

As indicated in the table 3.17, half of teachers (50%) agreed that they should support the integration of AI to teach essays writing. While the second half of the participants (50%) claimed that they do not support AI in essays writing. This implies that some teachers are aware that AI is a significant factor in developing students' essays writing because it can help students generate ideas and organize their thoughts more efficiently. This allows students to learn from their mistakes and make correction more effectively. Whereas, the other teachers refused it because they may worry that AI may not be able to effectively assess the content creativity, and critical thinking skills that are important in writing. Teachers may believe that AI lack the ability to provide personalized feedback and support to students in the same way that a human teacher can.

Q18- Do you think that artificial intelligence can help your students to overcome their problems in essays writing?

   a- Yes

   b- No

Table 3. 18

Teachers' Attitude towards Artificial Intelligence to Rise their Problems in Essays' Writing

Options	Number	Percentage
Yes	7	43.75%
No	9	56.25%
Total	**16**	**100%**

The results show that the majority of the participants (56.25%) claimed that AI does not help students solve their problems in essays writing. Only 43.75% of them asserted that they solve students' problems concerning the use of AI in essays writing. This implies that AI cannot replace the teacher within the classroom to solve students' writing problems.

Q19- Do you think that artificial intelligence is better than traditional methods of writing essays?

   a- Yes

   b- No

Table 3. 19

Teachers' Views about the Significant of Artificial Intelligence in Comparison to Traditional Methods of Writing Essays

Options	Number	Percentage
Yes	3	18.75%
No	13	81.25%
Total	**16**	**100%**

As the table 3.19 shows, that the majority of teachers (81.25%) saw that the traditional method is better than AI tools in writing essays. While 18.75% of them considered AI to be better than the traditional method. This means that traditional methods help students to know parts of the essay and how to write it step by step, unlike AI, which provides it ready-made.

Q20- Do you think that artificial intelligence enhances students' essay writing?

a- Yes

b- No

Table 3. 20

Teachers' Views about the Role of Artificial Intelligence in Enhancing Students' Essay Writing

Options	Number	Percentage
a	8	50%
b	8	50%
Total	**16**	**100%**

The Table 3.20 indicates that half (50%) of teachers stated that AI enhances students' essay writing. whereas, other half (50%) of teachers mentioned that AI is does not enhance

students' essay writing. This means that AI can generate writing prompts and suggests topics for students to write about, helping them overcome writer's block and develop their critical thinking skills. However, AI may not always accurately interpret or analyze the information provided, leading to errors in the content of the essay.

Q21- If yes, please justify

 Justification: In case of "yes"

Only 8 out of 16 teachers justified their answers as follows:

- Because AI gives guidelines for writing essays, help with outlining phase, and editing phase.

- AI enhances students' essay writing in some ways as identifying their grammatical errors, and providing different vocabulary choices.

- We can use it as a guide to learn how to structure essays (two teachers).

- When it is used rationally, AI can provide students with suggestions to refine their drafts.

- AI can enhance style, provide ideas, and enhance structure.

- AI provides students with new topics and a large number of knowledge and information about a specific subject.

- AI enhances students' essay writing through providing knowledge about this topic, and guiding the structure of the essay.

Q22- Do you think that Artificial Intelligence's tools can help students become more effective writers of essays?

a) Yes

b) No

Table 3. 21

Teachers' Views about the Effectiveness of Artificial Intelligence Tools in Writing Essay

Options	Number	Percentage
Yes	6	37.50%
No	10	62.50%
Total	**16**	**100%**

The results show that the majority of teachers (62.50%) indicates that AI tools cannot helps students in essay writing because essay writing involves synthesizing information from various sources , formulating arguments and constructing a coherent and logical narrative . AI tools may struggle to handle the complexity and nuance of these tasks. However, few teachers (37.50%) considered AI tools as effective in writing essay since AI tools can help students generate ideas, outline their thoughts, and even draft essays quickly, save time for both students and teachers and it can help students by providing real-time feedback on grammar, spelling, and sentences structure.

Q23- Do you think that the use of artificial intelligence can affect the academic validity of writing essays?

a) Yes

b) No

Table 3. 22

Teachers' Views about the Effect of Artificial Intelligence on the Academic Validity of Writing Essays

Options	Number	Percentage
Yes	14	87.50%
No	2	12.50%
Total	**16**	**100%**

Nearly all teachers who presented 87.50% of the sample advocated that the use of AI can affect the academic validity of writing essays. Only 12.50% of them disagreed with this claim. This implies that AI powered writing tools can sometimes in advertently promote plagiarism by providing ready-made content or paraphrasing existing texts without proper attribution. This can compromise the originality and credibility of the essay. Also, while AI can assist in generating research suggestions and references, there might be limitations in the depth of analysis and critical thinking that AI systems can provide to human researchers.

Q24- If yes, please justify

Teachers' Justifications and Comments Q24

Out of 16 teachers from of them justifies their answers as follow:

- Because AI can't provide sources and references about the information (1 teacher).

- Because this is related to students' innovation and interests in AI.

- Because it makes it invalid (1 teacher).

- Because when the students use the AI its' like plagiarism (1 teacher).

- Because students at certain levels lack awareness of adequate ways dealing with AI tools, they copy and paste wrong information. They develop lazy attitudes as for as learning is concerned (2 teacher).

- Because AI can never replace human efforts and expertise (1 teacher).

- Because if students do not use it properly and ethically, they will fall into the trap of plagiarism (2 teachers).

- In bad way students' won't learn how to really write an essay, they will be just coping it (1 teacher).

- Because AI tools help students with grammar, structure, citation, cohesion and coherence. So, these tools improve the efficiency and quality of students writing if they know how to rely on them to enhance their skills (2 teachers).

- Because the students do not depend on their own efforts to write the essay (1 teacher).

- Yes, it can but this depends on the writer, because the student can still use AI to guide him but still following the ethical code (1 teacher).

Q25- Do you believe that the use of artificial intelligence can affect teachers' role in providing guidance and instruction to students' writing essays?

Table 3. 23

Teachers' Views about the Effectiveness of Artificial Intelligence in Providing Guidance and Instruction to Students' Writing Essays

Options	Number	Percentage
They answered	7	43.75%
They did not answered	9	56.25%
Total	16	100%

Out of 16 teachers, 7 of them answer as follows:

- Teachers stated that students' won't trust their teachers any more, as they will get as lazy as their students.(2 teachers)

- AI may help by providing some tips about grammar correction, plagiarism detection and writing style. (2 teachers)

- Because if students used AI in a good way, which means not relying on it totally the role of an instructor or guides or guider.(2 teachers)

- Of course, probably AI tools will replace teachers in the future.

  This implies that AI can affect teacher roles because it provides good tools like grammar checker and plagiarism detection. So, it is a good tool, but do not rely on it totally to respect the validity of research.

Q26- Could you please add any further suggestions and comments about the topic?

Table 3. 24

Teachers' Suggestion and Comments Q26.

Options	Number	Percentage
They answered	2	12.50%
They did not answered	14	87.50%
Total	**16**	**100%**

Out of 16 teachers', 2 of them answers as follows

- Teacher believed that AI is very beneficial when it comes to providing assistance not doing the full job.

- They believed that AI can significantly the time spent on searching and gathering information from databases, allowing students to focus more on organizing and reviewing their essays.

3.1.5. Summary of Results and Findings from Teachers' Questionnaire

- The majority of teachers(50%) represented have a magister degree

- The majority of participants (43.75%) represented teaching English for11-15 years.

- A significant participants(62.50%) stated their teaching situation at the university as full-time teachers

- The majority of teachers(75%) reported that their experience in teaching written expression from one to three years

- Proximently,(75%)of participate indicated that writing is the most difficult for student.

- .All teachers (100%) reported that writing is a significant skill that EFL students need to develop.

- The highest percentage of teachers (43.75%) noticed that the level of their students as "bad"

- Half of the respondents (56.25%) claimed that all aspects of writing should be focused on when writing essays.

- The majority of teachers(18.75%) said that the students suffer from providing guidance throughout the writing process, explain thesis statements, and assigning brief writing exercise in their class regularly

- Most of the teachers (68.75%) reported that they use specific writing strategy. While the rest of teachers (31.25%) indicated that they did not follow any special method of teaching writing.

- Half (50%) of teachers use AI in teaching written expression. While, (50%) of them declared that they does not use it.

- A significant majority, with (31.25%) sometimes use AI in teaching written expression.

- The majority of respondents (87.5%) reported that AI is useless and does not affect students in essay writing in positive way.

- (25%) of teachers sated that the greatest fears when using AI in writing essays are students lack of understanding of AI codes and algorithms and also their laziness and lack of personal innovation in classrooms.

- The majority of teachers (12.50%) declared that AI have many advantages in integrating it in classroom.

- Half of participants (50%) confirmed that they supporting the integration of AI to teach essays writing. While, the second half of teachers (50%) ignored it.

- (56.25%) of teachers declared that AI does not help students solve their problems in writing essays.

- The majority of teachers (81.25%) saw that the traditional method is better than AI tools in writing essays**.**

- Half of respondents (50%) stated that AI enhances students essay writing whereas, other half (50%) of teachers mentioned that AI is not interesting.

- (50%) of teachers who justified their answers about the role of AI in enhancing students' essay writing.

- The majority of teachers (87.50%) who justified their answers about the effect of AI in the academic validity of writing essays

- The majority of participants (56.25%) declared that AI can affect teachers' role in providing guidance and instruction to students writing essays.

- The majority of teachers did not provide any suggestions and comments about the topic.

In the general information section, note that most of the written expression teachers have many years of experience in the field of teaching English, which confirms that they have experience in this field. This makes them capable of teaching any subject, especially written expression, which requires special techniques and skills.

The results of the second section showed that the majority of teachers affirm that writing is a basic skill in the field of education, especially for foreign language students, but it is difficult, and this is due to the difference in the level of the student from one to another. In addition, we find that teachers acknowledge that writing has basic characteristics that must be relied upon when teaching essay writing in order to avoid the gaps that the student suffers from when writing an essay. Moreover, despite all these efforts that teachers make, they still suffer from the problems and obstacles that students suffer from when writing an essay, such as not understanding the assignment, neglecting grammar and spelling, and a lack of knowledge on the topic.

The results of the third section showed that the majority of teachers confirm that they are familiar with the concept of artificial intelligence. We noticed that half of these teachers use artificial intelligence in their written expression classes. As for the other half, they confirmed that they do not use it .However, the frequency of its use varies from one teacher to another. Regarding the teachers' point of view towards artificial intelligence in terms of developing students in essay writing skills, the majority of teachers prefers the traditional method in the department for writing essays and rejects artificial intelligence.

In this regard, teachers also indicate that they face a large number of concerns during teaching when using artificial intelligence in essays writing, which is mainly due to the teacher losing his role in the classroom to guide students and guide them in how to write. As well as, students' reliance on technology and their lack of reliance on their personal abilities and creativity. Despite all these fears of artificial intelligence, it has advantages and positives, including saving time and effort for the teacher and students by gaining new information on any subject.

3.1.6. Pedagogical Implications and Recommendations

This study revealed teachers' attitudes towards the impact of AI in enhancing students' essay writing. Thus, the following implications and recommendations are presented as the following:

- The use of technology in education must be enhanced in general to ensure progress and prosperity.

- To encourage students to use AI and use it in writing essays to obtain new information.

- Caution must also be exercised when using AI in education because it can make education loss its transparency and credibility, and eliminates the students' intellectual creativity. Therefore, the important role of the teacher in the department must be maintained.

- Despite the positive aspects of AI, it also has disadvantages that negatively affect students, so they must adapt to the developments of the 21st century .

3.1.7. Limitation of Study

Despite the difficulties and obstacles, we were able to complete our research which was intended for teachers of written expression at the University of 8 Mai 1945, Guelma . These obstacles include:

➢ The questionnaire was distributed to teachers during the end of the educational program, which makes it difficult reach to all the teachers of written expression.

➢ The biggest difficulty we faced was the answers of the teachers, as a few of them gave an incomplete answer without justification or answered randomly.

> ➢ Concerning the theoretical chapters, the difficulty of finding sources is the biggest obstacle which took days.

> ➢ In addition, we did not find sometimes the sources we were looking for because it was somewhat new topic that researchers had not dealt with before.

3.1.8. Suggestion for Further Researchers

The current study examined teachers' attitudes towards the impact of using AI to teach students essay writing .In a descriptive study, we employed teachers' questionnaires to collect data and analyze teachers' perceptions about their effectiveness. Moreover, future researchers 'may deal with the impact of AI on teaching and learning, which can be a comprehensive topic for research.

Conclusion

The chapter three evaluated the hypothesis and indicated answers to the questions based on the views and opinions obtained from teacher's questionnaire. The result of the questionnaire confirmed that the majority of teachers of written expression have negative attitudes about using artificial intelligence in writing essay. However, they are fully aware of the role of AI today, especially in writing essays.

General Conclusion

The current study provided some interesting insights concerning teachers' attitudes towards the impact of using AI to teach students' essay writing. Therefore, it seeks of to raise teachers' attitudes towards the impact of using AI to teach students' essay writing. The gathered findings from the practical part indicated that most of the teachers are aware of the importance of using AI, but they hold negative attitudes towards using it to teach students' essay writing. Thus, the first research hypothesis was proved. Yet, teachers' negative views about AI in general and its implication in writing essays in particular disconfirmed the second research hypothesis, based on the obtained results, the majority of teachers negatively perceived AI use in essay writing as follows:

- Teachers believe that relying too heavily on AI in the classroom can hinder the development of critical thinking and problem-solving skills in students.

- Teachers confirmed that relying on AI to write essays loses credibility and transparency because it does not rely on reliable sources.

- Teachers may feel overwhelmed or intimidated by the complexity of AI technology and may hesitate to adopt new tools that they are not familiar with.

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Dear teachers,

You are kindly asked to answer this questionnaire, which is the administered as part of a master dissertation. It aims to collect information about teachers' attitude toward the writing essays potential and challenges in the age of artificial intelligence. Your answers are valid for consideration. Please tick the appropriate box (es) and make full statements.

Bouchaghchough Ouarda

Himed Nadjat

Department of English

Faculty of Letters and Language

University of 8 Mai 1945

2024/2025

Section One: General Information

1. Specify your qualification, please ?

   a) Degree Master ☐

   b) Magister ☐

   c) Doctorat ☐

2. How long have you been teaching English at the University? (please specify the number of years)

   e) 1-5 Years ☐

   f) 6-10 Years ☐

g) 11-15 Years ☐

h) 16-20 Years ☐

3. Do you work at the Department of English as :

a) Part- time teacher ☐

b) Full- time teacher ☐

4. How long have you been teaching written Expression?

a) One to three years ☐

b) Three to six years ☐

c) More than six years ☐

Section Two: Writing Essays

5. In your opinion, which of the four skills is the most difficult for students?

a) Writing ☐

b) Speaking ☐

c) Reading ☐

d) Listening ☐

6. Writing is a significant skill that FL students need to develop?

a) Yes ☐

b) No ☐

7. How is your students' level in writing?

a) Very good ☐

b) Good ☐

c) Bad ☐

d) Very bad ☐

8. What aspects of writing do you focus on? (you can choose more than one option)

a) Clarity and coherence ☐

b) Grammar and punctuation ☐

c) Vocabulary and word choice ☐

d) Style and tone ☐

e) Purpose and audience ☐

f) All of them ☐

9. In your opinion, what are the biggest challenges students face when it comes to writing essays? (you can choose more than one option)

a) Not understanding the assignment ☐

b) Neglecting grammar and spelling ☐

c) Lack of knowledge on the topic ☐

d) Other , please specify ☐

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10. How do you support students who find it difficult to write essays? (you can choose more than one option)

a) Provide guidance throughout the writing process ☐

b) Explain thesis statements ☐

c) Regularly assign brief writing exercises in your class ☐

d) Give students opportunities to talk about their writing ☐

11. Do you follow a specific strategy to teach essays writing ?

a) Yes ☐

b) No ☐

c) Whatever your answer, please justify…………………………………………...

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Section Three: Teachers' Attitude towards Artificial Intelligence

12. Do you use Artificial Intelligence in teaching written expression?

    a) Yes ☐

    b) No ☐

13. If yes , how often do you

    a) Always ☐

    b)   Often ☐

    c)   Sometimes ☐

    d)   Rarely

14. Do you think that the use of Artificial Intelligence will improve writing skills?

Useless

Useful

1	2	3	4	5	6	7

15. What are the greatest fears when using artificial intelligence in writing essays?(you can choose more than one option)

    a) Students' lack of understanding of artificial intelligence codes and algorithms ☐

    b) Weak human interaction and personal learning ☐

    c) Less of students personal innovation in classrooms ☐

    d) Students are lazy in school because they rely on artificial intelligence ☐

16. Among the advantages what are the most important you can see when integrating artificial intelligence into the classroom?(you can choose more than one option)

    a) Artificial intelligence can help students complete our tasks more quickly ☐

☐

b)   Artificial intelligence can make an effort for teachers by creating lesson plans and evaluating students

c) Artificial intelligence can help students with disabilities teach in the easiest way

d) Artificial intelligence helps guide students

Section Four: Teachers' attitudes towards the Impact of Artificial Intelligence on Essay Writing

17. Do you support the integration of artificial intelligence to teach writing essays?

a) Yes

b) No

18. Do you think that artificial intelligence can help your students to overcome their problems in essays writing?

a) Yes

b) No

19. Do you think that artificial intelligence is better than traditional writing instruction methods for how to write essay?

a) Yes

b) No

20. Do you think that artificial intelligence enhance students' essay writing ?

a) Yes

b) No

21. If yes, would you please state how?

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22. Do you think that artificial intelligence tools can help students become more efficient

and effective writers of essays?

a) Yes

b) No

23. Do you think the use of artificial intelligence can affect the academic validity of

writing essays?

a) Yes

b) No

24. Whatever your answer, please justify?

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25.Do you believe that the use of artificial intelligence can affect teachers' roles in

providing guidance and instruction to students' for writing essays?

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26.Could you please add any further suggestions and comments about the topic.

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Thank you for collaboration

ملخص

تسعى الدراسة الحالية الى التعرف على اتجاهات المعلمين نحو استخدام الذكاء الاصطناعي لتعليم الطلاب كتابة المقالات. و يهدف أيضا الى التحقق من أهمية الذكاء الاصطناعي في تعزيز كتابة المقالات لدى الطلاب . بالإضافة الى ذلك ، تم توزيع استبيان على ستة عشر أستاذا في مجال التعبير الكتابي من قسم اللغة الإنجليزية 8 ماي 1945. و الغرض من هذا الاستبيان هو التعرف على اراء و تصورات الأساتذة حول تاثير استخدام الذكاء الاصطناعي عند تدريس الطلاب لكتابة المقالات. و كشف تحليل الاستبيان ان غالبية المعلمين يدركون أهمية استخدام الذكاء الاصطناعي ، و لكن لديهم اتجاهات سلبية نحو استخدامه لتعليم الطلاب كتابة المقالات . و بذلك تم اثبات فرضية البحث الأول . الا ان اراء المعلمين السلبية حول الذكاء الاصطناعي بشكل عام و اثره في كتابة المقال بشكل خاص تناقض فرضية البحث الثاني.

Résumé

La présente étude vise à étudier les attitudes des enseignants à l'égard de l'utilisation de l'intelligence artificielle pour enseigner la rédaction de dissertations aux élèves. Il vise également à étudier l'importance de l'IA dans l'amélioration de la rédaction de dissertations des étudiants. En outre, un questionnaire a été distribué à seize professeurs d'expression écrite du Département de langue anglaise de l'université de Guelma le 8 mai 1945. Le but de ce questionnaire est de connaître les points de vue et les perceptions des enseignants sur l'influence de l'emploi de l'intelligence artificielle dans l'enseignement aux étudiants. Rédiger une dissertation. L'analyse du questionnaire a révélé que la majorité des enseignants sont conscients de l'importance de l'utilisation de l'IA, mais qu'ils ont une attitude négative à l'égard de son utilisation pour enseigner la rédaction de dissertations aux élèves. Ainsi, la première hypothèse de recherche a été prouvée. Pourtant, les opinions négatives des enseignants sur Al en général et son implication dans la rédaction d'un essai en particulier ont infirmé la deuxième hypothèse de recherche.

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