

## Exploring the Use of AI Tools in EFL Students' Master Dissertation: The Case of Master Students at École Normale Supérieure (ENS) and Kasdi Merbah University (KMU)- Ouargla, Algeria

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Received : 21/08/2025 ; Accepted : 23/04/2026 ; Published : 16/05/2026

### Abstract:

The rapid advancements in Artificial Intelligence (AI) have brought about substantial changes in numerous fields, and education is no exception. University students leverage AI tools to accomplish a range of academic tasks, notably including the composition of Master's dissertations. This study aims to explore whether and the extent to which English as a Foreign Language (EFL) Master students utilize AI tools during the process of writing their dissertations. Furthermore, it seeks to identify the specific research tasks for which these students employ AI tools in their dissertation work. To attain this aim, the current research adopts exploratory research design and employ a questionnaire as an instrument to gather data from 72 participants who are EFL Master students drawn from two prominent institutions in Ouargla, Algeria: École Normale Supérieure (ENS) and Kasdi Merbah University (KMU). The findings reveal that EFL Master's students recognize academic writing's importance and actively refine their skills. Additionally, they widely embrace AI tools, integrating them into research practices including research plan, literature reviews, instrument design, data analysis, data interpretation, and simple writing enhancement tasks such as reformulation, summarizing, explanation. As the findings demonstrate a clear shift in academic workflow, showing AI is not just a peripheral tool but deeply integrated into fundamental tasks from literature review, data analysis to writing refinement, this study provides valuable insights to enrich our understanding of modern academic practices.

**Keywords:** AI tools, EFL students, master dissertation, research

### 1. Introduction

Mastering the English language necessitates proficiency across its fundamental aspects: vocabulary, pronunciation, grammar, and syntax. These components are intrinsically linked to the effective application of the four core language skills: listening, speaking, reading, and writing. When EFL students attain mastery in these areas, they become proficient language users. Among these crucial aspects and skills, academic writing holds a particularly significant position, often serving as a primary basis for evaluating students' academic achievement, learning, and intellectual capabilities. However, acquiring proficiency in academic writing presents a notable challenge for EFL learners

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due to its inherent complexity. In this evolving landscape, the digital age, particularly the advent of Artificial Intelligence (AI), has profoundly reshaped academic writing. This shift transcends the traditional confines of pen and paper, offering unprecedented access to information through vast online databases and digital libraries. Moreover, a sophisticated suite of AI-powered tools has emerged to streamline the writing process, encompassing everything from advanced word processors and grammar checkers to citation management software and collaborative platforms that facilitate real-time co-editing and immediate feedback. Consequently, EFL learners are increasingly integrating AI tools into their academic writing endeavors, including the demanding task of Master's dissertation completion. Accordingly, the aim of this study is to explore EFL learners' experiences regarding the use of Artificial Intelligence (AI) tools in their Master's dissertation research practices.

The aim of this study is:

- To explore whether EFL students use AI tools when writing their Master Dissertation.
- To explore the different research tasks performed by EFL students when writing their Master Dissertation using AI tools.

On the basis of the previous mentioned objectives, the following questions

- Do EFL students use AI tools when writing their Master Dissertation?
- What are the different research tasks performed by EFL students when writing their Master Dissertation using AI tools?

## Literature Review

### Definition of Academic Writing

Writing is a complex, learned macro-skill, externalizing thought through graphic symbols. Far from innate, it is a profound, effortful thinking process and a visual communication system, acquired through instruction. Writing is inherently a communicative act, undertaken with a specific purpose in mind. Consequently, it is always embedded within a particular context, and its form, style, and conventions will invariably vary depending on that context. Academic writing perfectly exemplifies this principle. Academic writing is a style of writing that is produced in an academic setting (Valdes, 2019). In other words, it is a specialized form of communication used by researchers to delineate the intellectual scope of their highly defined fields and areas of expertise to present original research, analyze existing scholarship, or argue a well-supported thesis. As Labaree (2009) suggests, its primary function is to convey established meaning regarding intricate concepts to a community of scholarly experts. Similarly, Hillard & Harris (2003) argue that intellectual writing is usually composed in response to others' texts. In other words, academic writing is not a separate task, it requires considering the audience and their expectations and having a specific purpose in mind. Therefore, its distinct conventions, including formal tone, objective stance, precise vocabulary, structured argumentation, and rigorous citation practices, are all direct responses to the demands of this specialized academic context and its intended audience.

### Categories of Academic Writing

According to Badreddine (2019), Academic writing can be divided into seven categories, namely essay, research paper, research article, dissertation, thesis, technical report, and research project. Regardless to the importance of other academic writing types, dissertation is a lengthy written work, especially written by candidates to obtain their master degrees at the end of their academic program. There is often confusion between the terms "thesis" and "dissertation" because formal definitions do not always distinguish them. Additionally, academic practices vary by region (e.g., U.S. vs. UK), and even within institutions, the distinction is not always universally applied. Madsen

(1992) clarifies this confusion saying that a doctoral thesis has greater breadth, depth and intention than a master's thesis. Similarly, Elphinstone and Schweitzer (1998) claim that the doctoral thesis is deeper and needs a more comprehensive treatment of the study under investigation unlike the master dissertation. Despite having different names, Murray and Beglar (2009) see thesis and dissertation very similar in most aspects: (1) both are considered as final projects and are needed for graduation. (2) Both follow a good academic writing style, (3) they share the same structure, organization and formatting conventions, (4) both require an original work. However, Murray and Beglar (ibid) state: "A dissertation will normally be submitted as just one of a number of written requirements of a Bachelors or Master degree." (p.3). It gives students to gauge their independent research skills, acquired during their time in university, and to present their findings built on an already existing theory to a particular subject selected in systematic way starting from a research question, research choices, a literature review, methodology, analysis of results and a discussion.

### **Features of Academic Writing**

Gillett (n.d) stresses that "academic writing in English is linear, that is, it is centered on one point with every part contributing to the main line of argument, without digressions or repetitions". Accordingly, the aim of academic writing is to inform rather than entertain. Simply, academic writing is a kind of writing that is produced in academic context, to attain a specific objective, which makes it distinctively different from other forms of writing in terms of a number of aspects: tone, structure, style, audience, and word choice (Singh & Lukkarila, 2017). Additionally, Monippally & Pawar (2010) emphasize that academic writing is featured by detachment of the writer, clarity of text, cautious tone, and rigour. Gillett (n.d) identifies eight features of academic writing; they are: complexity, formality, objectivity, explicitness, precision, accuracy, hedging, responsibility, organization, and planning. Given that a dissertation is a prominent genre of academic writing, all the features discussed—such as linearity, the aim to inform, distinct tone, structure, style, audience, word choice, writer detachment, clarity, cautious tone (hedging), rigor, complexity, formality, objectivity, explicitness, precision, accuracy, responsibility, organization, and planning—are directly applicable and essential for its effective production.

As for the complexity, writing is more complex than spoken language, featuring longer words, denser vocabulary, and more specialized terms, often favoring nouns over verbs for compact meaning. As Tribble (1996, cited in Šimanskienė, 2005) notes, this lexical density and nominalization create a formal, impersonal tone. Additionally, written text uses more subordinate clauses and passive voice.

Another feature of academic writing is formality, and for Hacker (1998) "formal writing emphasizes the importance of its subject and the exactness of its information. Its tone is dignified, and it maintains a certain distance between writer and audience" (p.126). This means that the writer should utilize technical, elevated or abstract vocabulary, complex sentence structures, but he should avoid contractions, colloquial words and expressions, tautology, vague words or phrases, everyday similes and the personal voice (the use of I, you).

A hallmark of academic writing is its commitment to objectivity for it requires to discuss the subject matter dispassionately and prioritizes factual presentation over personal expression. Thus, both Monippally and Pawar (2010) advise writers to maintain a detached stance from their subject matter, avoiding overt enthusiasm, personal feelings, and informal or emotive language.

Academic writing is fundamentally characterized by its explicitness; a quality that ensures clarity and unambiguous communication and the reader can fully grasp the intended message without

needing to infer or guess. This means the writer bears the responsibility to make all relationships among parts within the text, including arguments and connections between ideas, abundantly clear to the reader. Every statement is intended to be understood precisely as written, leaving no room for misinterpretation. The writer can assure explicitness in academic writing through various strategies. Writer can implement clear linguistic signals (e.g., "Firstly," "In contrast," "Therefore," "This section will discuss," "As a result") to explicitly display the organization and logical flow of ideas and, hence, to show the relationships between different textual components. This facilitates text comprehension and avoids relying on implicit understanding, cultural context, or shared background knowledge common in casual conversation. Additionally, explicitness in academic English also involves using language accurately and with an appropriate range, maintaining coherence and cohesion, adhering to the conventions of the specific genre, and ensuring the content is both relevant and comprehensive. Furthermore, explicitness extends to the meticulous acknowledgement of sources, where all information, ideas, and data are clearly attributed through proper citation and referencing, so the origin of ideas becomes transparent and readers can easily verify information.

Hedging, or cautious language, is crucial in academic writing, conveying probability over certainty (Hyland, 1998). Writers use it to qualify claims, protecting face and aligning with evidence. Hedges, expressed via epistemic adjectives, adverbs, and verbs highlight result limitations. Jordan (1997, cited in Šimanskienė, 2005) categorizes hedges into shields (modals, semi-auxiliaries), approximators (quantity, frequency), expressions of doubt, emotionally charged language, and compound hedges, all serving to temper certainty.

Evidence is another characteristic that sets academic writing apart from other types of writing. Authors must substantiate their assertions and arguments with solid, pertinent evidence, such as facts, figures, empirical study findings, and professional judgements (Ng, 2004). As a result, concepts and paragraphs must be related in order for arguments to flow naturally and with the right tone.

Citing sources demonstrates a writer's integrity and accountability. It's crucial for allowing readers to identify the original material and verify conclusions drawn from other works (Ng, 2004).

While the aforementioned features differentiate academic writing, cohesion and coherence are also crucial. Cohesion employs linguistic devices to link sentences, while coherence ensures sentences are logically ordered for meaning. Additionally, proper mechanics—including capitalization, spelling, and punctuation—are essential for effective academic writing.

### **EFL Learners' Academic Writing Challenges**

According to Oshima and Hogue (2007), academic writing is challenging since students must concentrate on flawless language and a sound topic. Therefore, a substantial body of research has been dedicated to scrutinizing the challenges faced by EFL students during dissertation composition. These challenges can be broadly categorized into psychological, sociocultural, and linguistic domains. Psychological challenges refer to the factors that affect one's mental state, behavior and feelings; psychological challenges can be lack of confidence (Dwihandini et al, 2013; Puspita, 2019) and inadequate motivation (Ballena & Liwag, 2019; Lestari, 2020). Sociocultural challenges cover either the lack of knowledge about the culture of a specific situation or the lack of communication between interlocutors within the same community. Sociocultural challenges that influence academic writing are a lack of familiarity with university thesis formatting (Dwihandini et al, 2013), alongside insufficient support from supervisors, the community, and family (Ballena & Liwag, 2019; Tiwari, 2019). Linguistic challenges pertain to difficulties in grammar (Mohamed & Zouaoui, 2014),

vocabulary (Al-Khasawneh, 2010; Pratiwi, 2012), and effective paraphrasing (Bailey, 2011; Dung, 2010). To improve their academic writing, EFL students use AI tools.

### **AI and Academic Writing**

Technology has fundamentally transformed human lives, work, and communication, integrating deeply into nearly every societal aspect, including education. In the educational sphere, technology refers to electronic tools and resources designed to enhance teaching and learning. Its increasing importance stems from its capacity to revolutionize pedagogy, making learning more interactive, engaging, and accessible. Within English as a Foreign Language (EFL) classes, technology offers a diverse array of resources and tools that significantly improve students' skills, mainly writing abilities.

The term artificial intelligence (AI) was first coined by McCarthy in the 1950s, who envisioned a form of human-like reasoning incorporated into intelligent machines (Crompton & Burke, 2023). Since then, the concept of AI has undergone remarkable transformations, continually evolving with rapid technological advancements. Currently, AI is defined as “computing systems that are able to engage in human-like processes such as learning, adapting, synthesizing, self-correction and the use of data for complex processing tasks” (Popenici & Kerr, 2017, p. 2). A more recent development, generative AI, stands apart. Unlike general computer programs that rely on pre-set instructions, generative AI utilizes complex algorithms and vast datasets to produce novel, human-like content such as images, video, and text, without specific pre-programming (Lawton, 2024). It can also quickly synthesize large volumes of information for users. While AI has existed for decades, its public accessibility is a relatively recent phenomenon (Lo, 2023).

Generative AI tools offer various ways to support and enhance students' writing capabilities. In the preliminary writing phase, AI can assist students with brainstorming ideas and narrowing topic scope. Students can also use AI to generate an initial draft, which helps organize thoughts and begin literature analysis (Choi et al., 2022). Once a draft is produced, AI can provide further support by offering feedback on language, grammar, writing style, and content usage. Students can quickly input their papers to receive immediate feedback on grammar, language use, and even APA formatting (Choi et al., 2022). Overall, generative AI can complement traditional writing instruction by providing students with additional resources, feedback, and opportunities for exploration. Students can effectively use generative AI as a scaffolding tool throughout the writing process: from creating an outline and drafting a paper to refining the final work by correcting errors (Choi et al., 2022). Employing generative AI for refining writing can strengthen content knowledge and build reasoning skills, thereby promoting deeper learning (Gilson et al., 2023). To sum up, AI tools offer multiple advantages for English as a Foreign Language (EFL) Master's students tackling their dissertations. They can enhance linguistic accuracy (grammar, vocabulary, mechanics) and streamline the entire writing process, from brainstorming to drafting. AI also improves cohesion and coherence, helping students to structure arguments logically. Furthermore, AI facilitates research and literature review by summarizing complex information and generating new ideas, accelerating the preparatory stages. Crucially, its personalized support can boost confidence and reduce writing anxiety, while targeted feedback and remediation lead to significant improvements in dissertation quality.

The integration of AI into academic writing presents several considerable challenges and limitations. Concerns exist regarding the potential negative impact of its widespread use on cognitive abilities, especially in academic writing (Liu et al., 2023). Another major concern is the risk of over-reliance and skill atrophy (Goa et al, 2022), where consistent delegation of complex thinking and

writing tasks to AI could hinder the development of critical thinking, independent writing skills, and the ability to generate original ideas, synthesize information, and build sophisticated arguments. In this concern, both Dergaa et al. (2023) and Rudolph et al. (2023) caution generative AI can stifle critical thinking and creativity. This highlights the imperative for both instructors and students to understand the limitations of AI-based writing tools to ensure their ethical and responsible use. Therefore, integrating AI into higher education requires teaching students the inherent limitations of AI-generated output through supervised learning, active discussions, and critical analysis of its use for both students and faculty. Moreover, the potential for plagiarism, primarily facilitated by AI, is a significant concern among researchers. Studies, such as that by Cong-lem and colleagues (2024), reveal EFL teachers' profound apprehension regarding students' use of AI writing tools, citing issues like idea copying, improper citation, and presenting others' work as their own. Similarly, Adiguzel et al. (2023) highlight how AI integration in academic writing simplifies plagiarism and other forms of cheating for students. Researchers have also identified additional concerns, including students' over-reliance on AI and a resultant disregard for academic integrity (Chan & Lee, 2023; Pudasaini et al., 2024).

## 2. Methodology

### 2.1. Context

This exploratory study aims to investigate the burgeoning phenomenon of Artificial Intelligence (AI) tool utilization among English as a Foreign Language (EFL) Master's students during the dissertation writing process, specifically focusing on the extent of their usage and the nature of the research tasks for which these tools are employed.

### 2.2. Participants

The participants will comprise 72 EFL Master's students from two prominent institutions in Ouargla, Algeria: Ecole Normale Supérieure (ENS) and Kasdi Merbah University (KMU). Ensuring the representativeness of a sample and, consequently, the generalizability of research findings is based on the choice of sampling method. Among non-probability sampling techniques, convenience sampling is selected. This latter stands out as a method where participants are selected for their ease of access to the researcher. To illustrate, Rahi (2017) and MacNealy (1999) state that this sampling method is a technique where researchers collect data from a research population that is effortlessly reachable. Given that it involves utilizing a readily available and accessible sample, convenience sampling is applicable across a broad spectrum of research designs. This approach offers several notable benefits. It demands minimal effort from the researcher, avoiding the complexities associated with randomized samples (Alvi, 2016). Furthermore, it is highly cost-effective and requires little time investment due to the immediate accessibility of the sample (Alvi, 2016). A significant advantage is that there is no need for a comprehensive list of all population elements (Acharya et al., 2013), and the technique can yield a wealth of qualitative data (Alvi, 2016). However, the primary drawback of convenience sampling is that the results derived from the data cannot be generalized beyond the specific sample studied (Acharya et al., 2013; Koerber & McMichael, 2008).

### 2.3. Instrument and Procedures

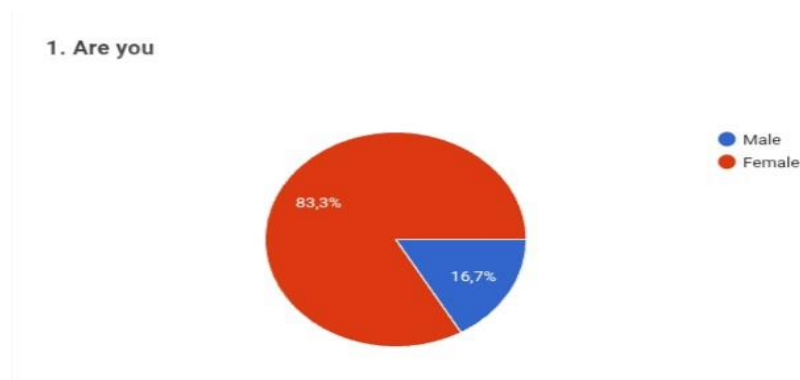
Adopting an exploratory research design, this study will primarily rely on a self-administered questionnaire as the main research instrument, designed to gather quantitative data. The participants received the questionnaire in the form of a Google forms link via email. This survey is structured into four distinct sections designed to gather comprehensive data regarding EFL Master's students' awareness and usage of AI tools in academic contexts. Section one is background information which

aims to collect demographic and general academic details from the participants, likely using a closed-ended questions: multiple-choice for gender and age range. Section two is about EFL Learners' awareness of the importance of academic writing, focusing on gauging participants' understanding of academic writing's significance, utilizing a series of yes/no questions to ascertain their recognition of its role in dissertation success, clarity, integrity, and future prospects. Section three tackles general AI use in academic context to explore the broader familiarity and engagement of students with AI technologies for various academic purposes, using yes/no answers to determine their general exposure and adoption. Finally, section four deals with AI use in master dissertation to perform specific research tasks; it delves into the granular application of AI tools within the dissertation process, using frequency answers to indicate how regularly they use AI for specific tasks such as literature review, data analysis, writing enhancement, and reference management.

### 3. Results

#### 3.1. Section One: Background Information

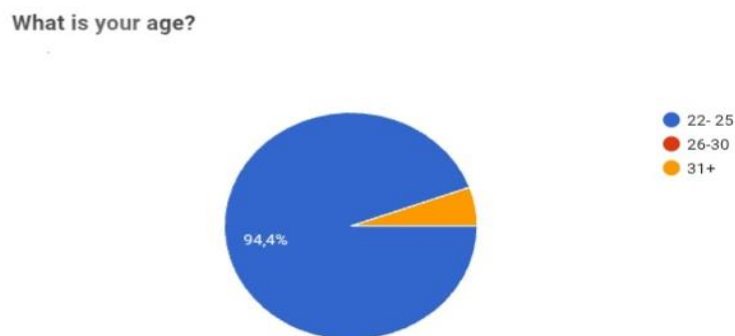
##### 3.1.1. Gender Distribution



**Figure 1.** The Participants' Gender Distribution

Figure 1 presents the participants' gender distribution. The results reveal a significant gender imbalance among the survey respondents, with a strong majority (83.3%) being female. This demographic characteristic is crucial when interpreting the results in the subsequent sections.

##### 3.1.2. Age Distribution



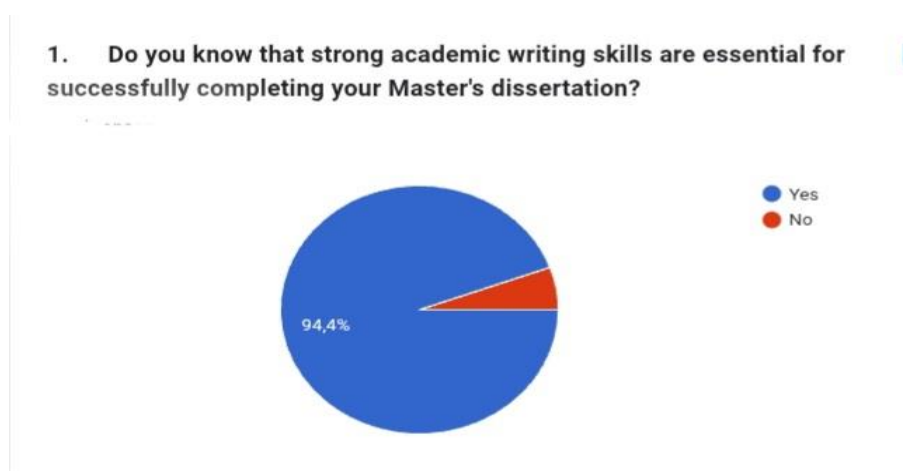
**Figure 2.** The Participants' Age Distribution

Figure 2 displays results of the participants' age distribution. The results indicate that the overwhelming majority (94.4%) of the respondents fall into the 22-25 age bracket. This means that the survey primarily captured the opinions and experiences of young adult EFL students, likely those in the typical age range for university-level dissertation writing. This is a significant finding because age can correlate with digital literacy, familiarity with new technologies, and learning styles. A notable absence is the complete lack of participants in the 26-30 age bracket (0.0%), and a small minority of participants (5.6%) are aged 31 or older.

### 3.2. Section Two: EFL Learners' Awareness of the Importance of Academic Writing

This section tackles Master students' perceptions of academic writing, their confidence in English academic writing and efforts toward skill improvement.

#### 3.2.1. The Role of Academic Writing Skills to the Completion of Master Dissertation



**Figure 3.** The Role of Academic Writing Skills to the Completion of Master Dissertation

Figure 3 shows data about the role of academic writing skills to the completion of master dissertation. According to the results, an overwhelming majority of the participants, corresponding to 94.4%, acknowledge the critical role of strong academic writing skills in successfully completing a Master's dissertation. However, only a very small percentage, representing 5.6%, do not recognize this importance.

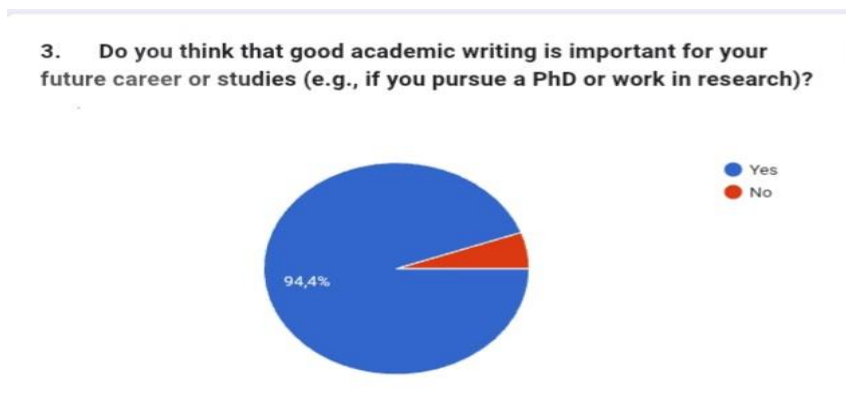
#### 3.2.2. The Role of Academic Writing Clarity in Research Comprehension



**Figure 4.** The Role of Academic Writing Clarity in Research Comprehension

Figure 4 displays the participants' answers about the role of academic writing clarity in research comprehension. As shown in the figure, 100% of the respondents believe that clear academic writing enhances the comprehensibility of their research findings to others.

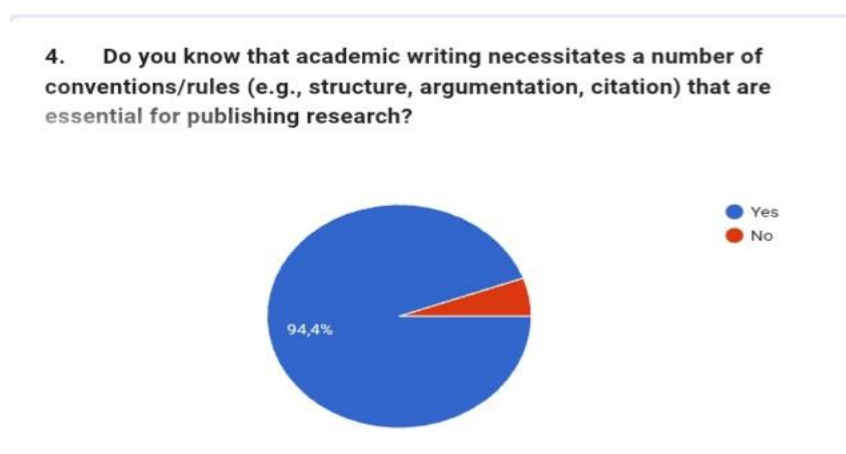
### 3.2.3. The Importance of Academic Writing for the Participants' Future Career and Studies



**Figure 5.** Importance of Academic Writing for the Participants' Future Career and Studies

Figure 5 presents the participants' answers on the importance of academic writing for their future career and studies. The results demonstrate that an overwhelming 94.4% of participants believe that good academic writing is crucial for their future career or further studies, such as pursuing a PhD or engaging in research work. This highly significant finding indicates a strong, forward-looking awareness among EFL learners, who perceive academic writing not merely as a present requirement but as a foundational and transferable asset essential for their long-term professional and scholarly advancement. Only a small minority of 5.6% do not share this belief.

### 3.2.4. The Essentiality of Academic Writing Conventions for Research Publication

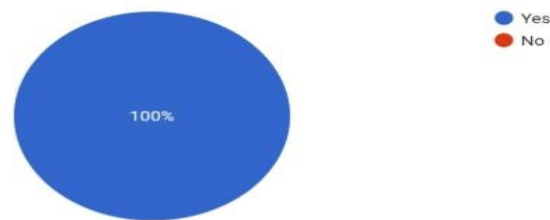


**Figure 6.** The Essentiality of Academic Writing Conventions for Research Publication

Figure 6 shows the participants' awareness of the essentiality of academic writing conventions for research publication. The results prove 94.4% of respondents are aware that academic writing adheres to specific conventions and rules (such as structure, argumentation, and citation) that are crucial for publishing research. 5.6% of the respondents are not aware.

### 3.2.5. The Importance of Understanding Academic Writing Rules

5. Do you think understanding academic writing rules (like structure and citation styles) is important for your research?



**Figure 7.** The Importance of Understanding Academic Writing Rules

Figure 7 presents the participants' answers about the importance of understanding academic writing rules. As shown in the figure, 100% of the respondents understand that academic writing rules (like structure and citation styles) are important for their research.

### 3.2.6. The Importance of Maintaining Academic Integrity

6. Do you believe it's crucial to maintain academic integrity (honesty and proper citation) when writing your dissertation?

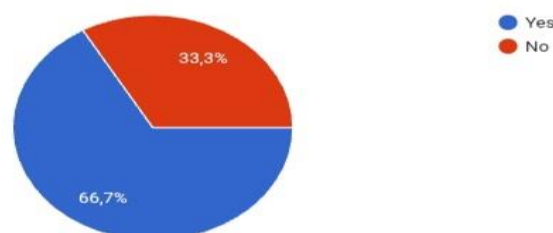


**Figure 8.** The Importance of Maintaining Academic Integrity

Figure 8 displays the participants' answers about the importance of maintaining academic integrity. As shown in the figure, 100% of the respondents understand that it is crucial to maintain academic integrity when writing their dissertation.

### 3.2.7. Confidence in Writing Academic Ability

7. Are you confident in your ability to write academic texts (like essays or research papers) in English?



**Figure 9.** Confidence in Writing Academic Ability

Figure 9 presents the analysis of the respondents' responses about their confidence levels in their ability to write academic in English. According the results shown in the table, a significant two-thirds (66.7%) of the respondents express their positive confidence in their English academic writing skills. Conversely, one-third (33.3%) of the respondents report not being confident.

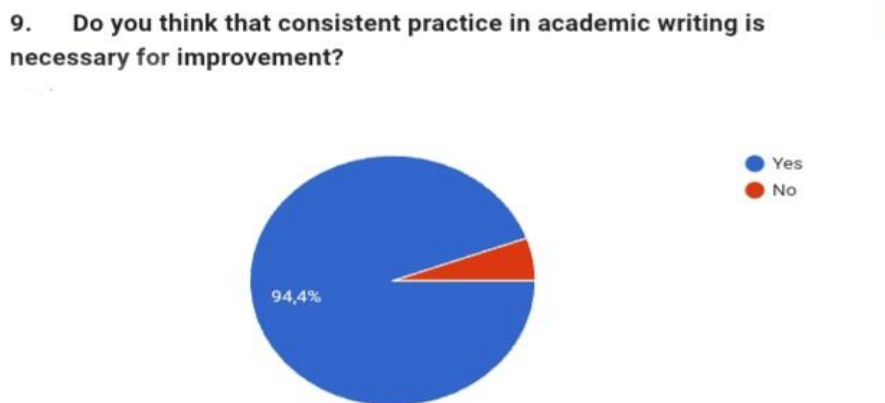
### 3.2.8. The Efforts to Improve Academic Writing Skills



**Figure 10.** The Efforts to Improve Academic Writing Skills

Figure 10 displays the participants' replies on their efforts to improve their academic writing skills. The results prove that 72.2% of the respondents have actively pursued improving their academic writing skills during their Master's program, while 27.8% have not actively tried to improve these skills.

### 3.2.9. Necessity of Consistent Practice in Academic Writing

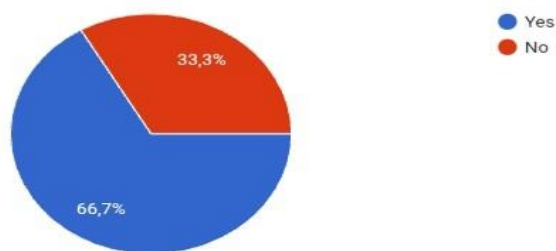


**Figure 11.** Necessity of Consistent Practice in Academic Writing

Figure 11 presents the participants' responses about the necessity of consistent practice to improve their academic writing. The results indicate that 94.4% of the respondents believe that consistent practice is essential for improving academic writing skills, while a very small percentage, corresponding to 5.6%, answered "no".

### 3.2.10. Seeking Feedback on Academic Writing

10. Do you regularly seek feedback from your supervisor or peers on your academic writing?



**Figure 12.** Seeking Feedback on Academic Writing

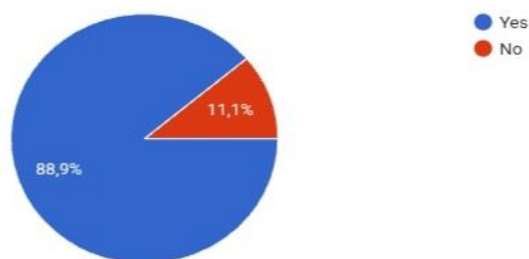
Figure 12 presents the participants' answers about the frequent feedback seeking from supervisor or peers on to improve academic writing. The result demonstrate that 66.7% of the students regularly seek feedback on their academic writing, while 33.3% of the students do not regularly seek feedback.

### 3.3.Section Three: Familiarity and Usage of AI Tools in Academic Context

This section deals with the participants' familiarity and interaction with Artificial Intelligence tools.

#### 3.3.1. Familiarity with AI Tools

1. Are you familiar with Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini, Bard, QuillBot, Elicit.org, Scite.ai)?

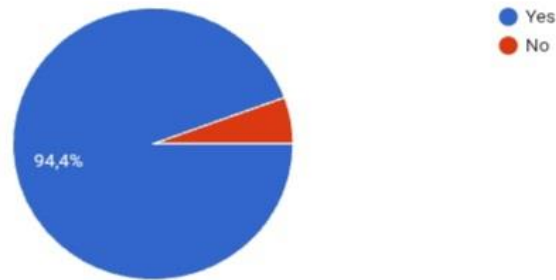


**Figure 13.** Familiarity with AI Tools

Figure 13 displays the participants' responses about their familiarity with AI tools. The results prove that a high percentage (88.9%) of respondents are familiar with various AI tools (e.g., ChatGPT, Gemini, Bard, QuillBot) indicating a strong general awareness of emerging technologies in the academic landscape. Conversely, 11.1% of the respondents are not familiar with AI tools despite the widespread adoption observed among the majority.

#### 3.3.2. Usage of AI Tools for Academic Purposes

2. Have you ever used AI tools for academic purposes (e.g., essays, presentations, research papers)?



**Figure 14.** The Usage of AI Tools for Academic Purposes

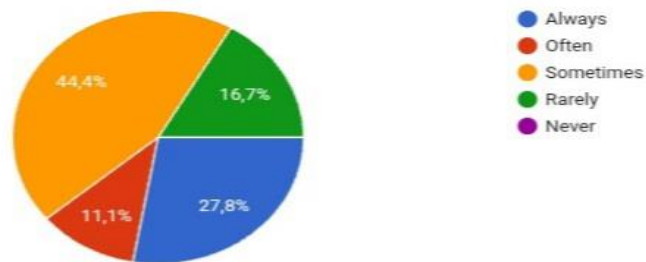
Figure 14 presents the participants' replies about the use of AI tools for academic purposes. The data demonstrate that a higher percentage, 94.4%, of the participants have used AI tools for academic purposes (e.g., essays, presentations, research papers). Only 5.6% of the respondents have not used AI tools for academic practices.

### 3.4. Section Four: The Different Uses of AI in Master Dissertation

This section provides a more granular look at how students integrate AI tools to execute a number of aspects of their dissertation research.

#### 3.4.1. The Use of AI to Find Relevant Materials

1. I use AI tools to find relevant articles and research papers for my literature review.

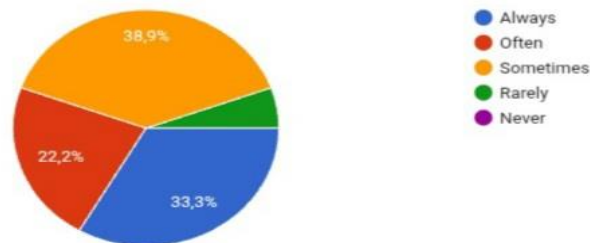


**Figure 15.** The Use of AI to Find Relevant Materials

Figure 15 illustrates the extent to which participants utilize AI tools for identifying relevant materials and research papers during their dissertation literature review. The data reveals that AI has become a prevalent resource for initial literature discovery among students. A significant segment of respondents frequently employ these tools, with 27.8% using them "Always" and 11.1% using them "Often". Furthermore, a substantial 44.4% report using AI tools "Sometimes" for this purpose. Only a small minority (16.7%) use them "Rarely," and notably, no respondents (0.0%) indicated they "Never" use AI for finding relevant dissertation materials. This collective pattern strongly indicates that AI tools are a common and integrated component of the initial literature search strategy for the vast majority of students.

#### 3.4.2. The Use AI to Summarize Key Findings

2. I use AI tools to summarize key findings from research articles for my literature review.

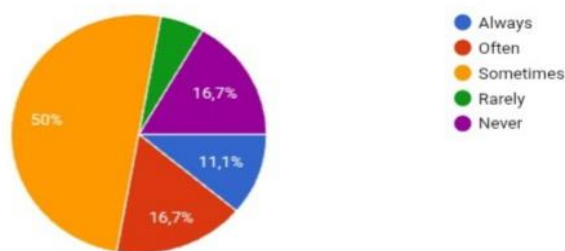


**Figure 16.** The Use AI to Summarize Key Findings

Figure 16 illustrates the extent to which participants utilize AI tools to summarize key findings from research articles for their literature review. The results clearly indicate that AI is a frequently employed tool for this specific task. A significant proportion of students report regular use, with 33.3% using it "Always" and 22.2% using it "Often." Furthermore, a substantial 38.9% use AI tools "Sometimes" for summarization. This combined data shows that a remarkable 94.4% of respondents engage with AI for summarization, underscoring its utility in efficiently processing information from research articles for literature review purposes. Only a very small minority (5.6%) rarely use AI tools for summarizing key findings, and notably, no respondents (0.0%) reported never using it for this task.

### 3.4.3. The Use of AI to Identify Gaps in Existing Literature

3. I use AI tools to identify gaps in existing literature for my literature review.

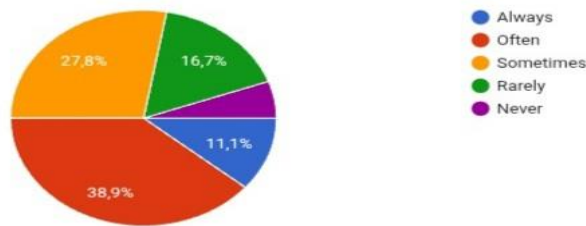


**Figure 17.** The Use of AI to Identify Gaps in Existing Literature

Figure 17 illustrates the frequency with which participants utilize AI tools to identify gaps in existing literature, a crucial step in the research process. The results indicate a significant reliance on AI for this higher-order analytical task. A combined 77.8% (sometimes 50%, always 11.1% and often 16.7%) of respondents report using AI for identifying literature gaps, indicating a broad engagement. Only 5.6% use AI rarely for this task, and no one respondent 00% reported never using it.

### 3.4.4. The Use of AI to Generate Initial Ideas/Keywords

4. I use AI tools to generate initial ideas or keywords for my literature review search strategy.

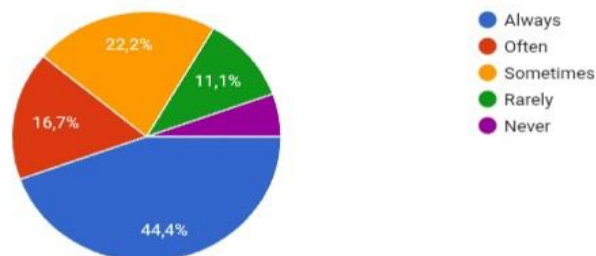


**Figure 18.** The Use of AI to Generate Initial Ideas/Keywords

Figure 18 presents data on the extent to which participants utilize AI tools to generate initial ideas or keywords for their literature review search strategy. The results indicate that AI is indeed frequently leveraged for brainstorming during the early stages of research. A combined 40.0% of respondents report consistent use, with 11.1% using it "Always" and 28.9% using it "Often" for this purpose. Additionally, 27.8% of participants use AI tools "Sometimes" to generate ideas or keywords. While a portion of students use it less frequently (16.7% "Rarely"), a notable 15.5% reported that they "Never" use AI for this specific task. This distribution underscores AI's significant role as a creative and exploratory tool, helping a substantial majority of students in the foundational stages of their research.

### 3.4.5. The Use of AI to Rephrase Sentences/Paragraphs

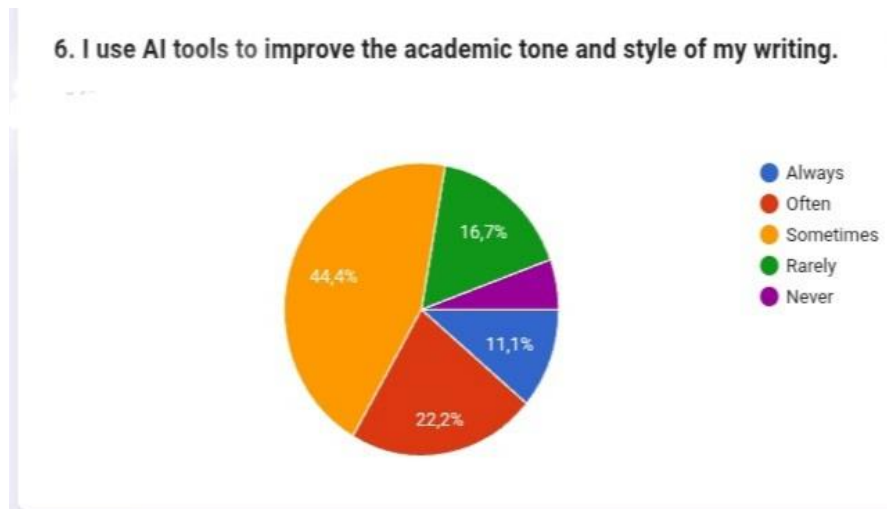
5. I use AI tools to rephrase sentences or paragraphs for clarity and conciseness in my dissertation.



**Figure 19.** The Use of AI to Rephrase Sentences/Paragraphs

Figure 19 illustrates the extent to which participants utilize AI tools to rephrase sentences or paragraphs for clarity and conciseness within their dissertations. The findings demonstrate that AI is widely adopted as a writing refinement tool. A substantial proportion of students frequently employ these tools, with 44.4% of the respondents always, 22.2% often and 16.7% sometimes use them. Conversely, a smaller segment uses AI less frequently, with 11.1% of them rarely and 5.6% indicating they never use these AI tools. This distribution strongly suggests that students widely rely on AI to enhance the quality and readability of their academic writing.

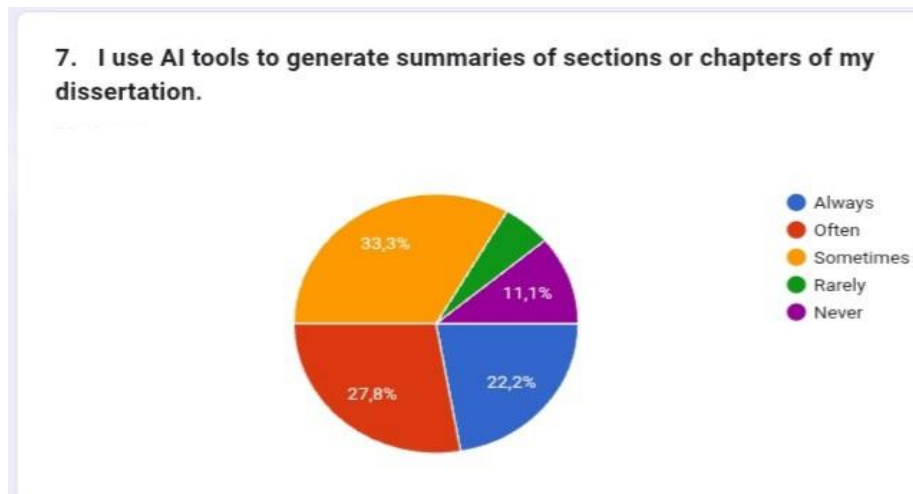
### 3.4.6. The Use of AI tools to Improve Academic Tone and Style



**Figure 20.** The Use of AI tools to Improve Academic Tone and Style

Figure 6 presents the extent to which participants utilize AI tools to improve the academic tone and style of their writing. The findings demonstrate that AI is extensively adopted as a writing enhancement tool. A significant proportion of students frequently employ these tools, with 11.1% of respondents always, 22.2% often, and 44.4% sometimes using them. Conversely, a smaller segment uses AI less frequently, with 16.7% indicating their rare use to the AI tools, and 5.6% reporting that they never use these AI tools.

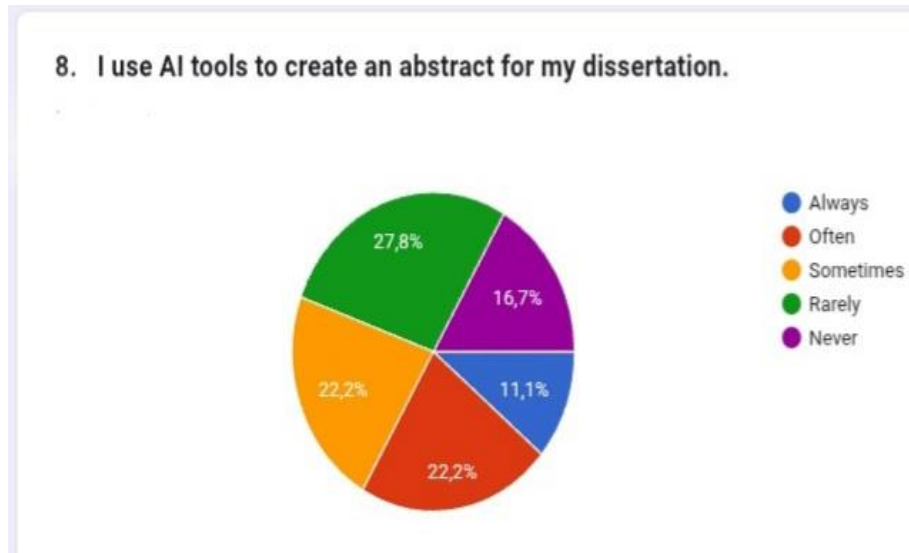
### 3.4.7. The Use of AI Tools for Generating Summaries of Sections or Chapters



**Figure 21.** The Use of AI Tools for Generating Summaries of Sections or Chapters

Figure 7 displays the extent to which participants engage with AI tools for generating summaries of sections or chapters of their dissertation. The results clearly indicate that AI is a frequently employed tool for this specific organizational task. A substantial proportion of students, corresponding to 83.3% (combining 22.2% always, 27.8% often and 33.3% sometimes frequencies) report regular use, underscoring its utility in efficiently condensing and processing large blocks of information within their own writing. Only a very small minority (11.1%) rarely use AI tools for this purpose, and notably, 5.6% reported never using it.

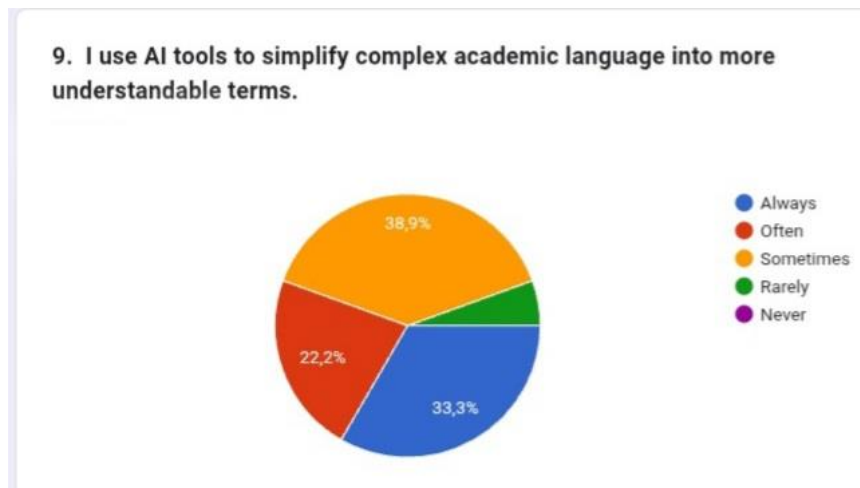
### 3.4.8. The Use of AI for Creating an Abstract



**Figure 22.** The Use of AI for Creating an Abstract

Figure 22 shows the frequency with which participants utilize AI tools to create an abstract for their dissertation, a crucial concise overview of their entire work. The results indicate a notable reliance on AI for this summarization and synthesis task. A combined 55.5% (11.1% always, 22.2% often, and 22.2% sometimes) of respondents report using AI for abstract generation. While many find it useful, a segment still prefers to construct this critical section independently without using AI tools. To illustrate, a considerable portion, representing 27.8% of the respondents, rarely uses AI for this task, and the rest, covering 16.7% reported never using it.

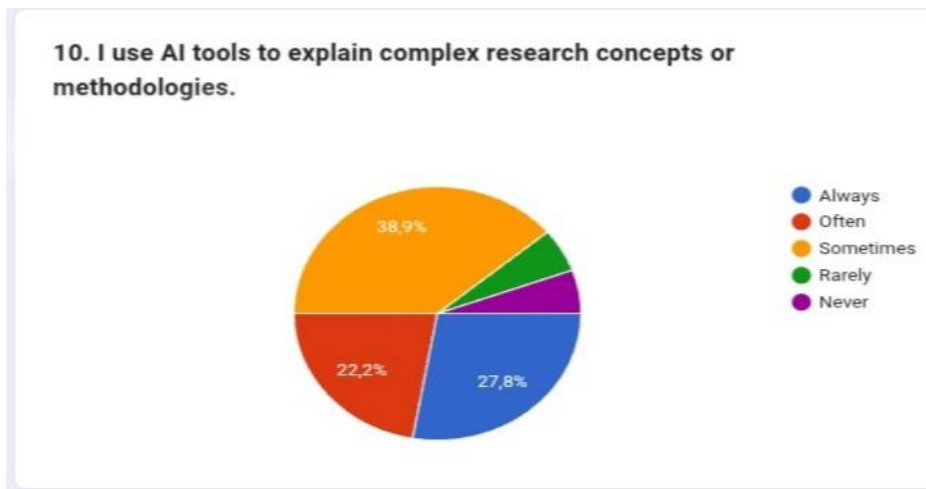
### 3.4.9. The Use of AI Tools for Simplifying Complex Academic Language



**Figure 23.** The Use of AI Tools for Simplifying Complex Academic Language

Figure 23 presents data on the extent to which participants utilize AI tools to simplify complex academic language into more understandable terms. The results indicate that AI is indeed frequently leveraged for enhancing readability and accessibility. A combined 94.4% of respondents report consistent use, with 33.3% using it "Always," 22.2% "Often," and 38.9% "Sometimes" for this purpose. While the rest portion of students (5.6%) report that they rarely use it, and no one report never using AI for this complex academic language simplification.

### 3.4.10. The Use of AI for Explaining Complex Research Concepts or Methodologies



**Figure 24.** The Use of AI for Explaining Complex Research Concepts or Methodologies

Figure 24 illustrates the extent to which participants utilize AI tools to explain complex research concepts or methodologies. The findings demonstrate that AI is widely adopted as a learning and comprehension aid. A substantial proportion of students frequently employ these tools, with 27.8% of respondents "Always," 22.2% "Often," and 38.9% "Sometimes" using them. Conversely, a smaller segment uses AI less frequently, with 5.6% of them rarely and 5.6% indicating they never use these AI tools.

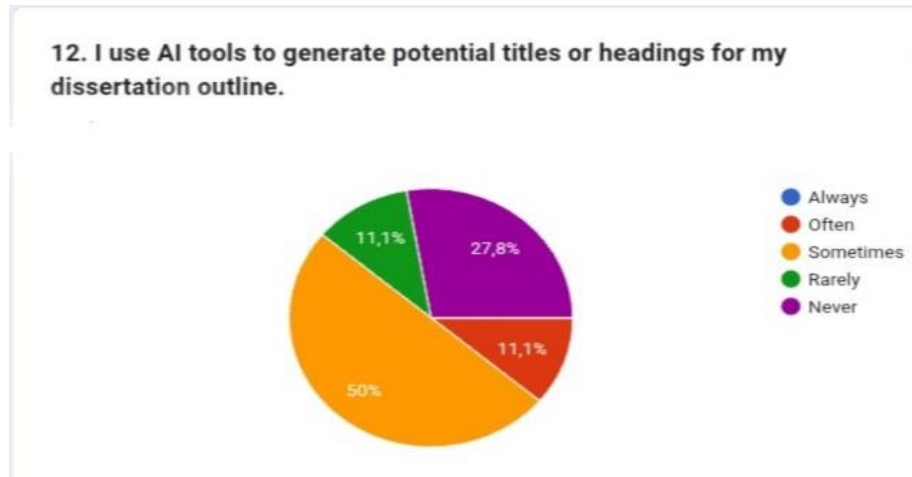
#### 3.4.11. The Use of AI Tools to Brainstorm Ideas for Research Questions and Objectives



**Figure 25.** The Use of AI Tools to Brainstorm Ideas for Research Questions and Objectives

Figure 25 shows the extent to which participants utilize AI tools to brainstorm ideas for their dissertation's research questions, objectives, and other foundational elements. The findings demonstrate that AI is considerably adopted as a generative and exploratory tool in the early conceptual stages of research. A substantial proportion of students frequently employ these tools, with 11.1% of respondents always using them, 16.7% often, and 44.4% sometimes. Conversely, a smaller segment uses AI less frequently, with 11.1% indicating they use them rarely and a notable 16.7% reporting they never use these AI tools.

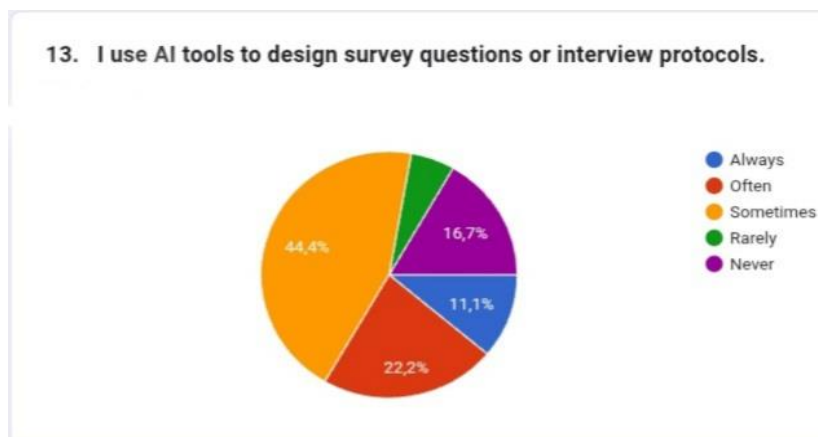
#### 3.4.12. The Use of AI for Generating Potential Titles or Headings for Dissertation Outline



**Figure 26.** The Use of AI for Generating Potential Titles or Headings for Dissertation Outline

Figure 26 illustrates the extent to which participants utilize AI tools to generate potential titles or headings for their dissertation outline. A significant proportion of students report regular use, with 50.0% using it sometimes and 11.1% often. This combined data shows that a remarkable 61.1% of respondents engage with AI for outlining assistance, underscoring its utility in efficiently structuring their dissertation. The rest of the respondents are divided into two parts: 27.8% of them reported never using it, and only a very small minority (11.1%) rarely use AI tools for this purpose.

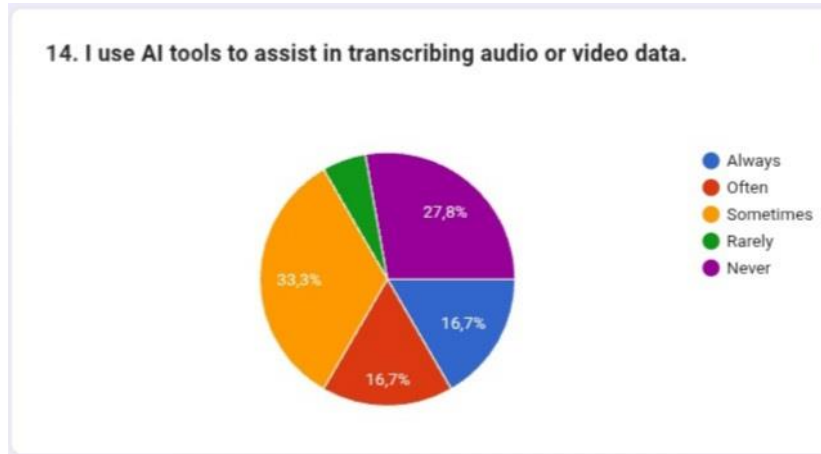
### 3.4.13. The Use of AI Tools for Designing Survey or Interview Questions



**Figure 27.** The Use of AI Tools for Designing Survey or Interview Questions

Figure 27 illustrates the frequency with which participants utilize AI tools to design survey or interview questions, crucial components of data collection in many research methodologies. A combined 77.7% (11.1% always, 22.2% often, and 44.4% sometimes) of respondents report using AI for creating questions in research instruments, indicating broad engagement. However, a small portion (5.6%) rarely uses AI for this task, and no respondent reports never using them.

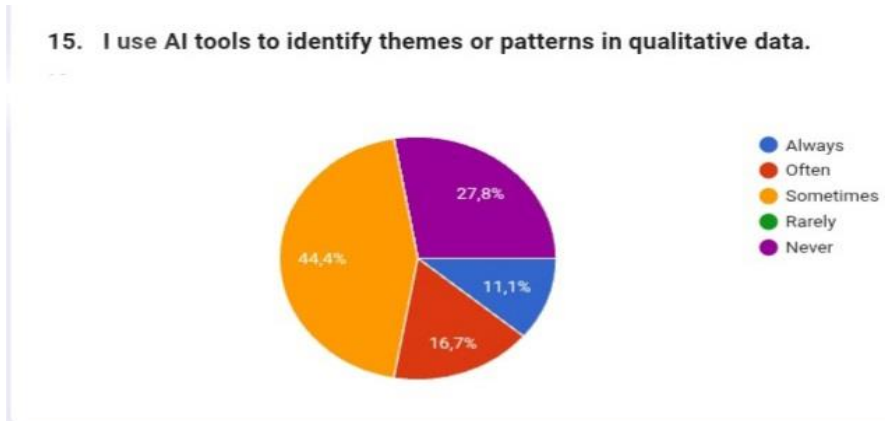
### 3.4.14. The Use of AI Tools for Assisting in Transcribing Audio or Video Data



**Figure 28.** The Use of AI Tools for Assisting in Transcribing Audio or Video Data

Figure 28 presents data on the extent to which participants utilize AI tools to assist in transcribing audio or video data. The results indicate that AI is indeed frequently leveraged for transcribing audio or video data. A combined 66.7% of respondents report consistent use, with 16.7% using it always, 16.7% often, and 33.3% sometimes. While a portion of students, covering 27.8%, rarely use it, and a significant 5.6% reported that they never use AI for this specific task.

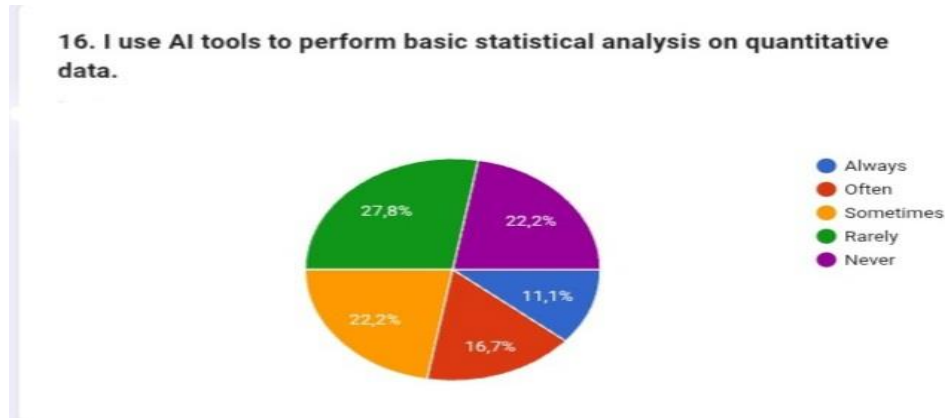
**3.4.15. The Use of AI Tools for Identifying Themes or Patterns in Qualitative Data**



**Figure 29.** The Use of AI Tools for Identifying Themes or Patterns in Qualitative Data

Figure 29 illustrates the extent to which participants utilize AI tools to identify themes or patterns in qualitative data, a complex analytical task typically requiring human interpretation. A substantial proportion of students frequently employ these tools, with 11.1% of respondents always, 16.7% often, and 44.4% sometimes using them. Conversely, the rest of the respondents covering 27.8% report that they uses AI to identify themes or qualitative data, but notably no respondents (0.0%) indicate they rarely use these AI tools.

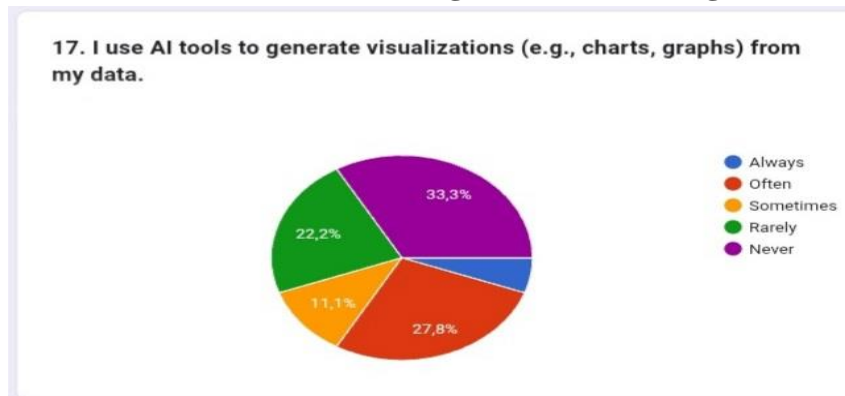
**3.4.16. The use of AI Tools for Data Analysis**



**Figure 30.** The use of AI Tools for Data Analysis

Figure 30 presents the extent to which participants utilize AI tools to perform basic statistical analysis on quantitative data. The findings demonstrate that AI is adopted to a considerable degree for this analytical task. A significant proportion of students frequently employ these tools, with 11.1% of respondents always using them, 16.7% often, and 22.2% sometimes. Conversely, the half segment of the respondents covering 50%, who report uses AI less frequently, is divided into two parts, with 27.8% indicating they rarely use them and 22.2% reporting they never use these AI tools.

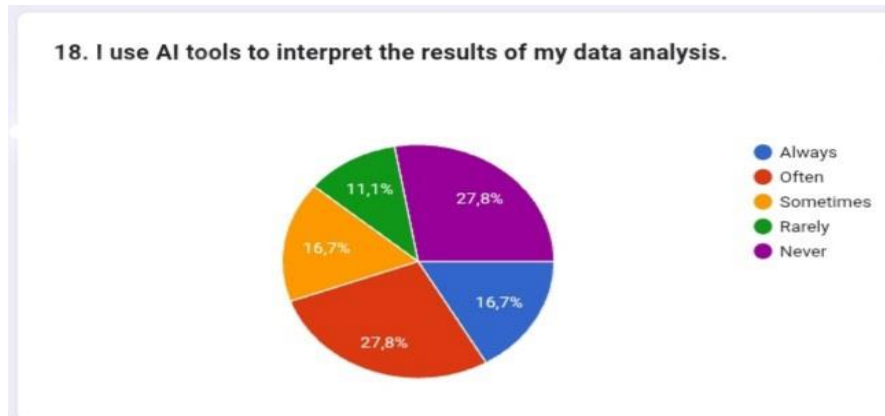
**3.4.17. The Use of AI Tools for Generating Visualizations (e.g., charts, graphs)**



**Figure 31.** The Use of AI Tools for Generating Visualizations

Figure 31 illustrates the extent to which participants utilize AI tools to generate visualizations (e.g., charts, graphs) from their data. The results clearly indicate that AI is a frequently employed tool for generating data representation. A significant proportion of students report regular use, with 5.6% using it always, 27.8% often, and 11.1% sometimes. This combined data shows that less than the half, corresponding to 45.5%, of respondents engage with AI for generating visualizations, underscoring its utility in efficiently transforming raw data into clear and impactful visual forms. However, 55.5% of the participants show their AI tools' less frequent use to generate charts, graphs and other data representations; notable segment, (33.3%) reported never using it, and 22.2% of the respondents report that they rarely uses AI tools for this purpose.

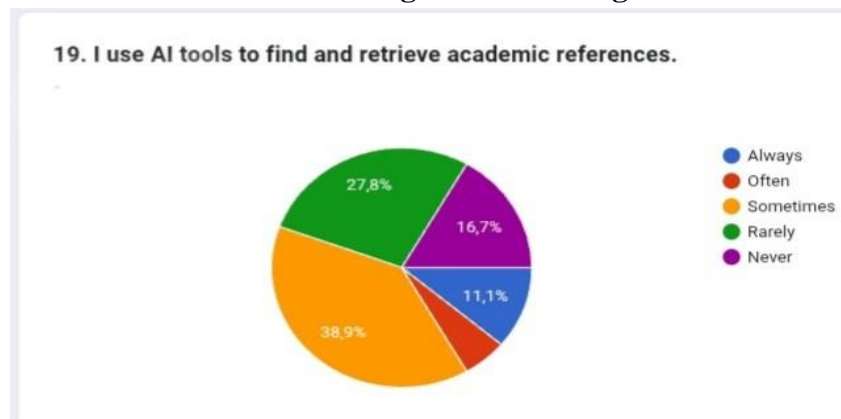
**3.4.18. The Use of AI Tools for Interpreting the Results**



**Figure 32.** The Use of AI Tools for Interpreting the Results

Figure 32 illustrates the frequency with which participants utilize AI tools to interpret the research results, a crucial higher-order cognitive task in research. The results indicate a notable reliance on AI for this interpretive function. A combined 61.2% (16.7% always, 27.8% often, and 16.7% sometimes) of respondents report using AI for interpreting results, indicating broad engagement. However, a considerable portion (11.1%) rarely uses AI for this task, and a significant 27.8% reported never using it.

#### 3.4.19. The Use of AI Tools for Finding and Retrieving Academic References



**Figure 33.** The Use of AI Tools for Finding and Retrieving Academic References

Figure 33 presents data on the extent to which participants utilize AI tools to find and retrieve academic references related to their dissertations. A combined 55.6% of respondents report consistent use, with 11.1% using it always, 5.6% often, and 38.9% sometimes for finding and retrieving academic references. A combined 33.4% of respondents report their less frequent use, with 27.8% rarely, and 5.6% never use AI for finding and retrieving academic sources.

#### 3.4.20. The Use of AI Tools for Organizing and Managing Research References



**Figure 34.** The Use of AI Tools for Organizing and Managing Research References

Figure 34 illustrates the extent to which participants utilize AI tools to organize and manage their research references. The findings demonstrate that EFL students adopt AI to a considerable degree for this crucial organizational task. A substantial combined proportion of participants (66.7%) frequently employ these tools, with 16.7% of respondents always, 16.7% often, and 33.3% sometimes using them. Conversely, a larger segment uses AI less frequently, with 16.7% of them rarely and a notable 16.7% indicating they never use these AI tools.

#### 4. Discussion

The survey, predominantly reflecting the views of young adult female EFL Master students, reveals a strong and consistent awareness regarding the critical importance and multifaceted nature of academic writing. Students widely acknowledge academic writing's essential role in successfully completing a Master dissertation, recognizing that understanding its rules, structure, and citation styles is crucial for their research. They universally believe that clear academic writing enhances research comprehensibility, underscoring their grasp of its communicative function and audience orientation. Furthermore, there is a broad understanding that academic writing adheres to specific conventions vital for publication, and all participants agree on the crucial importance of maintaining academic integrity. This forward-looking perspective extends to a strong belief that good academic writing is essential for future careers or further studies, indicating its perceived value as a foundational and transferable asset. Consistent with this, they also believe that consistent practice is necessary for improving these skills. Despite this robust awareness, the survey points to specific areas needing attention. While most students express confidence in their English academic writing abilities, a substantial group lacks this confidence, suggesting a need for targeted linguistic and academic support. In terms of skill development, a significant majority actively pursue improving their academic writing. However, a notable proportion have not engaged in such efforts. Similarly, while many regularly seek feedback from supervisors or peers, a considerable segment does not, potentially missing valuable opportunities for refinement. These findings collectively suggest that while students are well aware of academic writing's significance, there are clear opportunities for institutions to provide tailored resources and encouragement to enhance overall proficiency and engagement in self-improvement.

The findings also demonstrate a strong general awareness of emerging technologies within the academic landscape. Conversely, a smaller proportion of EFL students, who are not yet familiar with these AI tools, could benefit from introductory awareness or training initiatives to bridge this technological gap. Building on this familiarity, the data reveals a higher rate of active engagement with AI tools for academic purposes, including essays, presentations, and research papers. This is a

crucial finding, as it signifies a widespread adoption and integration of AI technologies into students' daily academic routines. The fact that nearly all students familiar with AI are also using it for academic work underscores a practical embrace of these tools. Moreover, this near-universal usage has significant implications for educational institutions, necessitating discussions around ethical guidelines, responsible AI integration in curriculum design, and ensuring equitable access and literacy across the student body.

The results also confirm that AI tools have profoundly reshaped how students approach their dissertation literature reviews, evolving from mere supplementary aids to core components of their workflow. From the very first steps of identifying relevant materials to the crucial stage of refining written content, AI has become an indispensable resource for most students. Consequently, it is now a standard element in their initial search strategies and is widely embraced for efficiently processing and extracting key information from research articles. Moreover, students are increasingly leveraging AI not just for retrieving information, but also for tackling more complex analytical tasks, such as pinpointing gaps in existing literature. In addition, AI plays a significant role as a creative and exploratory tool, aiding a substantial number of students in brainstorming ideas and keywords, though some still favour traditional methods. Ultimately, this widespread reliance on AI extends to enhancing the quality and readability of academic writing, significantly improving the final output of dissertations. Therefore, the consistent and pervasive use of AI across all these stages underscores its deep integration and widespread adoption in contemporary academic research. Building upon this integration, AI tools are clearly integral to students' dissertation work, extending far beyond initial research to encompass various aspects of writing and comprehension. Specifically, they are extensively adopted as writing enhancement tools, with students heavily relying on AI to elevate the formality and professionalism of their academic prose, resulting in more polished dissertations. Furthermore, AI is a frequently employed tool for generating summaries of sections or chapters, indicating its notable role in efficient summarization and synthesis of content. Beyond writing, AI also serves as a crucial aid in improving clarity, effectively simplifying complex academic language and ensuring that intricate ideas are communicated understandably. Thus, this widespread reliance on AI to facilitate the understanding of complex research concepts and methodologies underscores its significant utility as an educational resource throughout the entire research process.

These findings also strongly suggest that many students widely rely on AI to stimulate initial ideas and refine the core direction of their dissertation, though a segment prefers traditional brainstorming methods. Further, the results clearly indicate that AI is a frequently employed tool for generating potential titles or headings for their dissertation outline. Besides, there is a notable reliance on AI to design survey or interview questions for research design tasks; this suggests that while many find AI beneficial for structuring their data collection tools, a segment either relies on established methodologies or manual design, or perhaps has concerns about AI's nuance in creating robust research questions. Additionally, the results indicate that AI is indeed frequently leveraged for transcribing audio or video data, underscoring its notable role in streamlining the transcription process for a substantial majority, yet a noticeable minority either do not have such data or prefer manual transcription. Beyond these applications, the findings demonstrate that AI is adopted to a considerable degree for identifying themes or patterns in qualitative data, a complex analytical task typically requiring human interpretation. Shifting to quantitative analysis, these findings confirm that a substantial number of students rely on AI to assist with fundamental statistical operations. Similarly, the results clearly indicate that AI is a frequently employed tool for generating data representation.

However, it is important to note that while many find AI beneficial for understanding their findings, a substantial segment either relies on their own expertise, external human guidance, or prefers to interpret results without AI intervention, perhaps due to the nuanced and critical nature of this task.

In the realm of literature management, the results indicate that AI is frequently leveraged for finding and retrieving academic references related to their dissertations. Specifically, the findings reveal that EFL students use AI tools to find and retrieve academic references, underscoring AI's notable role as an efficient tool for literature discovery and access, demonstrating its integration into the initial stages of information gathering. Finally, the findings demonstrate that EFL students adopt AI to a considerable degree for this crucial organizational task; this distribution suggests that while a significant number of students find AI helpful for reference management, a considerable minority still relies on traditional citation management software or manual methods, perhaps due to established workflows or specific requirements.

## 5. Conclusion

This study primarily aims to explore the extent to which Master EFL students utilize AI tools during the process of writing their dissertations. Furthermore, it seeks to identify the specific research tasks for which these students employ AI tools in their dissertation work. Adopting an exploratory research design, this study will employ a questionnaire as its main instrument to gather quantitative data. The research participants will consist of 72 EFL Master students drawn from two prominent institutions in Ouargla, Algeria: École Normale Supérieure (ENS) and Kasdi Merbah University (KMU). This research has resulted in several significant findings. EFL Master students are aware of academic writing's importance for dissertation success, research clarity, publication adherence, academic integrity, and future career prospects. EFL students are confident in their academic writing and active in improving their writing and in seeking feedback. The study also reveals a widespread awareness and active engagement with AI tools among students for various academic purposes, signifying a significant integration of these technologies into daily academic routines. Furthermore, AI tools have fundamentally transformed dissertation literature reviews, becoming indispensable for tasks ranging from initial material identification and summarization to higher-order analytical functions like identifying research gaps and brainstorming. Their utility extends significantly to improving academic writing tone, style, and clarity, as well as assisting in data analysis, visualization, and interpretation. While AI is heavily relied upon for quantitative analysis and reference management, a number of EFL students still prefers traditional methods or relies on personal expertise for nuanced tasks like data interpretation and designing research instruments. This pervasive use across all stages of dissertation work underscores AI's deep integration and widespread adoption in contemporary academic research, marking it as a core component of the modern academic workflow for the vast majority of students.

On the basis of the aforementioned discussion of rests and conclusion, the current study suggests the following recommendations:

1. Given students' existing awareness of academic integrity, institutions should proactively develop clear policies for AI integration in dissertations. These policies must mandate the explicit disclosure of AI assistance and furnish comprehensive guidelines for its responsible use. Furthermore, educators should be equipped and encouraged to explicitly integrate discussions on AI ethics and academic integrity into their classes, addressing new ethical considerations such as plagiarism, originality, and undisclosed AI assistance that have emerged with the pervasive use of AI tools.

2. Despite a general awareness and proactive approach to improving academic writing, some EFL Master students still exhibit a lack of confidence or hesitate to seek feedback. To address this, teachers should offer individualized tutoring, workshops on specific challenges like argumentative essays or formal tone, and structured peer-feedback sessions. Furthermore, integrating feedback stages into dissertation milestones could actively encourage and normalize the crucial practice of seeking input from supervisors and peers.
3. To enhance teaching methodologies, universities are recommended to investigate and leverage AI tools capable of delivering prompt, individualized feedback on student writing, pinpointing frequent mistakes, and creating customized practice materials. Such investments in AI-powered pedagogical aids would enable educators to prioritize the cultivation of higher-order thinking skills, simultaneously alleviating the demands of routine tasks.
4. To address the preference for traditional methods in complex research tasks, universities should offer advanced training in nuanced AI applications that would focus on leveraging AI when conducting research, guiding students on its role in every research step and aspect while maintaining human oversight for contextualization and judgment.

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## Appendix Questionnaire

### Exploring the Use of AI in EFL Master Students Master Dissertation: The Case of Master Students at École Normale Supérieure (ENS) and Kasdi Merbah University (KMU) - Ouargla, Algeria

Dear Master student,

This questionnaire aims to explore your experiences and perceptions regarding the use of Artificial Intelligence (AI) tools in your Master's dissertation research practices. Your honest responses will provide valuable insights into how AI is currently being utilized by EFL learners in their academic research. All your responses will be kept confidential and used solely for research purposes. Thank you for your valuable time and participation!

#### Section One: Background Information

- |                      |        |        |     |
|----------------------|--------|--------|-----|
| 1. Are you?          | Male   | Female |     |
| 2. What is your age? | 22- 25 | 26-30  | 31+ |

#### Section Two: EFL Learners' Awareness of the Importance of Academic Writing

Please indicate your reply to the following statements regarding your awareness of the importance of academic writing in your Master's studies and research.

**Answers: 1= Yes                      2= No**

1. Do you know that strong academic writing skills are essential for successfully completing your Master's dissertation?
2. Do you believe that clear academic writing helps your research findings be understood better by others?
3. Do you think that good academic writing is important for your future career or studies (e.g., if you pursue a PhD or work in research)?
4. Do you know that academic writing necessitates a number of conventions/rules (e.g., structure, argumentation, citation) that are essential for publishing research?
5. Do you think understanding academic writing rules (like structure and citation styles) is important for your research?
6. Do you believe it is crucial to maintain academic integrity (honesty and proper citation) when writing your dissertation?
7. Are you confident in your ability to write academic texts (like essays or research papers) in English?
8. Have you actively tried to improve your academic writing skills during your Master program?
9. Do you think that consistent practice in academic writing is necessary for improvement?
10. Do you regularly seek feedback from your supervisor or peers on your academic writing?

#### Section Three: General AI Use in Academic Context

**Answers: 1= Yes                      2= No**

1. Are you familiar with Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini, Bard, QuillBot, Elicit.org, Scite.ai)?
2. Have you ever used AI tools for academic purposes (e.g., essays, presentations, research papers)?

#### Section 4: AI Use in Master's Dissertation Research Practices (Specific Tasks)

Please indicate how often you use AI tools for the following specific tasks related to your Master's dissertation.

**Answers: 1=Always    2=Often    3=Sometimes    4=Rarely    5=Never**

1. I use AI tools to find relevant articles and research papers for my literature review.
2. I use AI tools to summarize key findings from research articles for my literature review.
3. I use AI tools to identify gaps in existing literature for my literature review.
4. I use AI tools to generate initial ideas or keywords for my literature review search strategy.
5. I use AI tools to rephrase sentences or paragraphs for clarity and conciseness in my dissertation.
6. I use AI tools to improve the academic tone and style of my writing.
7. I use AI tools to generate summaries of sections or chapters of my dissertation.
8. I use AI tools to create an abstract for my dissertation.
9. I use AI tools to simplify complex academic language into more understandable terms.
10. I use AI tools to explain complex research concepts or methodologies.
11. I use AI tools to brainstorm ideas for my dissertation's research questions, objectives, etc.
12. I use AI tools to generate potential titles or headings for my dissertation outline.
13. I use AI tools to design survey questions or interview protocols.
14. I use AI tools to assist in transcribing audio or video data.
15. I use AI tools to identify themes or patterns in qualitative data.
16. I use AI tools to perform basic statistical analysis on quantitative data.
17. I use AI tools to generate visualizations (e.g., charts, graphs) to my research findings.
18. I use AI tools to interpret my analyzed research results.
19. I use AI tools to find and retrieve academic references.
20. I use AI tools to organize and manage my research references (e.g., citation management).