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Iraqi EFL Instructors' and Learners' Attitudes towards the Application of ChatGPT in Using Cohesive Devices in Narrative Texts at University Level

A B S T R A C T

Recently many learners have started using ChatGPT in many disciplines of life or different sciences learning where it showed its importance in facilitating learning and saving time and efforts. This study aims at shedding the light on the use of ChatGPT application at university level by EFL learners at Garmian University. The Sample of the study are one hundred students and twenty instructors from English Department at College of Languages. The study tries the answer the question: ' can learners' get benefit from ChatGPT application while learning how to use cohesive devices in narrative texts ? what is the role of ChatGPT and to what extend ? to answer the question of the study a questionnaire has been constructed that involves twenty items. The items of the questionnaire refer to the techniques or strategies used by learners' and teachers' to produce accurate or coherent texts and compare it with ChatGPT. This study is limited to university level learners , the use of Chat GPT application, narrative texts. After collecting data and analyzing them statistically some conclusions are drawn.

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ChatGPT اتجاهات اساتذة و متعلمي اللغة الانكليزية لغة اجنبية نحو استعمال تطبيق

لتعلم المقاطع المترابطة في النصوص السردية

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الخلاصة:

بدأ مؤخراً العديد من المتعلمين باستعمال ChatGPT في العديد من تخصصات الحياة أو العلوم المختلفة حيث أظهرت أهميته في تسهيل التعلم وتوفير الوقت والجهد. تهدف هذه الدراسة إلى تسليط الضوء على استعمال تطبيق ChatGPT على المستوى الجامعي من قبل متعلمي اللغة الإنجليزية لغة أجنبية في جامعة كرميان. وتكونت عينة الدراسة من خمسة وثلاثين طالباً من قسم اللغة الإنكليزية بكلية اللغات. تحاول الدراسة الإجابة عن السؤال الآتي : هل يمكن للمتعلمين الاستفادة من تطبيق الدردشة GPT أثناء تعلم كيفية استعمال العبارات المترابطة في النصوص السردية ؟ وإلى أي مدى ؟ وللاجابة عن سؤال الدراسة تم بناء استبانة تحتوي على ثلاثين فقرة . تشير عناصر الاستبيان إلى التقنيات أو الاستراتيجيات التي يستعملها المتعلمون والمعلمون لإنتاج نصوص دقيقة أو مترابطة ومقارنتها مع ChatGPT. تقتصر هذه الدراسة على المتعلمين على المستوى الجامعي، واستعمال تطبيق GPTChat، والنصوص السردية. وبعد جمع البيانات وتحليلها إحصائياً تم التوصل إلى بعض الاستنتاجات.

الكلمات المفتاحية: تطبيق ChatGPT ، النصوص السردية ، العبارات الترابطية ، وجهات النظر ، التعليم.

1. Introduction

1.1 Aims

This study aims to show

- 1- Learners attitudes towards using ChatGPT at university level
- 2- Instructors attitudes towards using ChatGPT level.
- 3- Similarities and differences between instructors and learners attitudes concerning its role to enhance the use of cohesive devices in literary texts.

1.2 Study Questions

This study proposes the following questions to be answered :-

- 1- Is there any role of using Chat GPT in learning English?
- 2- Do the students believe that ChatGPT effect improving the use of cohesive devices in different written or oral situations?

- 3- Do the instructors believe that ChatGPT effect improving the use of cohesive devices in different written or oral situations?

1.3 Procedures

- 1- Selecting the sample
- 2- Construction a questionnaire of two parts a- for instructors b- for students. Some of the questionnaire items are adapted from (Haglund, 2023).
- 3- Collecting data and analyzing them statistically.
- 4- Drawing conclusions according to the finding of the study.

The Concept of ChatGPT

ChatGPT is based on the Generative Pre-trained Transformer (GPT) language model, which was first introduced by OpenAI in 2018 . Radford, Salimans, and Sutskever (2018). ChatGPT is an open-source tool created by OpenAI that uses GPT language model technology. This highly advanced chatbot can perform various text-based tasks, ranging from answering simple questions to completing more complex tasks, such as generating thank-you letters and guiding individuals through challenging productivity discussions (Liu et al., 2021). The GPT model uses unsupervised learning to generate human-like coherent and natural-sounding text. ChatGPT was developed to apply the GPT model to chatbot technology, providing an advanced and responsive tool for natural language processing and communication. From answering simple queries to more complex tasks such as generating appreciation letters and facilitating challenging conversations about productivity issues (Liu, Gao, Zhang and Zeng,2021). ChatGPT is capable of comprehending and analyzing user requests / queries with the vast amount of text data and with diverse inputs available, generating appropriate responses that closely resembles the human language. The

symbol or slogan of the Chat GPT can be found and seen in the internet websites, see figure (1)



Figure (1) ChatGPT Slogan

ChatGPT is a cutting-edge invention that was appeared to the public recently; it discriminates itself as a powerful natural language processing instrument thanks to its ability to comprehend and generate natural language indistinguishable from that of a human speaker. Furthermore, it can be connected in extended dialogues by asking information on diverse subjects and generating programming code and entries(Zhai , Chu, Chai, and Jong, 2021 ; and Surameery and Shakor, 2023).

The key feature that sets it apart is its capacity to generate texts that closely resemble those produced by humans, thereby simulating natural conversation . Additionally, it can undertake a range of functions, including aiding in interpersonal communication and facilitating targeted information retrieval, thereby unlocking novel prospects for creativity, efficacy, and ingenuity,McGee, Annie(2023) and Atlas(2023). The ChatGPT platform has demonstrated its proficiency in various fields, including but not limited to education, healthcare,

human-machine interaction, and scientific research, as indicated by previous studies (Liu, Han, Zhang, Yang, Tian, and Ge ,2023).

1.4 Usage of ChatGPT Research

Aczel & Wagenmakers discussing the application of Large Language Model (LLM), like ChatGPT, in scientific writing facilitates learning by giving guidelines for effectively using and presenting such models. It provides learners with sufficient inputs also highlights the potential for increased complexity and accuracy in ChatGPT's future outputs(Sallam, 2023).

Firat (2023) states that ChatGPT is similar to a tool for open education, as it can enhance self-directed learning and adaptability for autodidactic students while maintaining effectiveness and flexibility. By providing customized guidance, supervision and evaluation, ChatGPT may increase motivation and engagement for those engaged in self-directed learning.

In the article "ChatGPT Usage and Limitations," Azaria (2022) examines the strengths and weaknesses of the AI model, primarily focusing on its limitations. The author finds that the model has difficulties processing lengthy mathematical expressions, generating biased responses, and producing varying answers due to small changes. On a positive note, the AI is capable of rectifying its responses when shown to be incorrect and can request supplementary information if needed.

ChatGPT's applicability expands beyond educational contexts, proving beneficial in diverse fields, including climate change research. In Biswas (2023), the potential impact of ChatGPT on understanding climate change and enhancing the precision of climate projections is emphasized. As a powerful tool, ChatGPT can aid researchers and policymakers in generating and analyzing various climate

scenarios. The authors find ChatGPT particularly useful for data analysis and interpretation.

Furthermore, ChatGPT can facilitate collaboration between researchers and policymakers by synthesizing diverse sources of knowledge, fostering interdisciplinary dialogue, and enabling more informed decision-making in climate change mitigation and adaptation strategies. However, it is essential for researchers and policymakers to consider the limitations of ChatGPT. The model's output may not always be flawless, and they should be cautious of potential biases or inaccuracies that may arise.

2.3 Cohesive Devices

Cohesive devices are words or phrases used to connect ideas between different parts of text. There are four main types of cohesive devices: reference , substitution , compound words and lexical (Haliday and Hassan, 1987).

Cohesive devices have a major role in comprehension because they help learners to integrate information between sentences in a text. The pronoun, synonym, or transition word is tied to a previous word, phrase or clause (the *antecedent*). Many students, even skilled readers, never consciously think about authors' use of cohesive devices. It is helpful for teachers to draw attention to this kind of text structure, especially for students who have difficulty comprehending a series of sentences that include cohesive ties. Students with weak comprehension make more errors on questions that can only be answered if a pronoun has been correctly resolved. They are less likely to supply the appropriate anaphor in a cloze task. For example, "Steve gave his umbrella to Andrea in the park because wanted to keep dry." (Carlisle & Rice, 2002; Cain & Oakhill, 2007). Also, poor comprehenders' difficulties are particularly pronounced when there is intervening text between the anaphor and its former one.

2.4 Narrative Text

Narrative text is writing that tells a story. It can be a made-up story (fiction) or one that is based on real events. To narrate is the verb used to describe the act of telling a story, so a narrative is the story and the narrator is the person telling the story. Narrative is an account of a series of events, facts, etc., given in order and with the establishing of connections between them. Elliot said that Narratives (stories) in the human sciences should be defined provisionally as discourses with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insights about the world and/or people's experiences of it (Elliott, 2005).

3. Methodology

3.1 Population and Sampling

The Population of the study represents college students at Garmain university. Whereas the sample of the present study is represented by 100 students who are randomly selected from college students third year at Garmian University for the academic year 2023-2024. Moreover, twenty instructors are chosen to be respondents for the study instrument.

3.2 Research Strategy

The objective of this study is to identify the factors that contribute to students' acceptance and usage of ChatGPT in academic settings. To analyze attitudes, the Unified Theory of Acceptance and Use of Technology is employed as the guiding theoretical framework. The ultimate aim is to generate valuable insights that can inform future implementation of ChatGPT within the academic sphere. In order to assess the constructs influencing students' acceptance and use of ChatGPT in

academic settings, a quantitative research strategy will be undertaken. This approach enables the collection and analysis of large amounts of data from a substantial group of participants, and facilitating the identification of patterns (Oates, 2006).

A survey method will be utilized to obtain standardized data in a systematic manner, as it is both time and resource-efficient, and well-suited for studies requiring extensive data collection and analysis . Surveys are also a popular and effective research method in the field of information systems (Oates, 2006). By employing this method, the study aims to provide a comprehensive understanding of the factors influencing students' and instructors' views concerning using of Chat GPT in academic contexts.

3.2 Instrument of the Study

To conduct a survey study, questionnaires are being used for collecting data. Questionnaires consist of a series of questions or statements arranged in a predefined order. By using questionnaires the study saves time for data collection, the study saves time as multiple respondents can participate simultaneously. It is central to exercise carefulness in creating the questionnaire, as its quality directly impacts the overall study results (Peterson, 2000). Furthermore, during a survey study, there is no opportunity to revise the questionnaire since it is only distributed once (Oates, 2006).

The instrument of the study involves two parts to be given to the respondents the first part deals with 'teachers' attitudes and the second part is concerned with 'students' points of view. Each part involves fifteen items that reflect the reality of using ChatGPT and enquiring whether it is beneficial in some aspects and elements of language learning. Some of the questionnaire items are derived and

adapted from (Haglund, 2023) where such kind of ideas can serve the aim of the study.

3.4 Statistical Means

Several statistical means are used to ensure accuracy of results and findings of the study . Discrimination power of the tool items are computed where it is found that the values range from (0. 81- 0.33) which are acceptable (Madsen, 1983).

Face validity of the questionnaire is ensured by given it to jurors who are specialists in English language teaching. The jury members are asked to give their notes , suggestions and valuable advices that enrich the instrument of the study. The agreement among the jurors is 99 % .

Reliability of the questionnaire is measured through alpha – Chronbach where the value is 0.83 which refers to the good reliability of the items of the questionnaire. Percentage is used to measure students and instructors concerning the questionnaire items that show their views concerning the use of ChatGPT(Best and Khan , 2010).

Data Analysis

4.1 Data Related to the First Question

Concerning the first question ‘Is there any role of using ChatGPT in learning English?’

Through analyzing the two parts of questionnaire it is found out that ChatGPT has a noticeable and influential role in teaching English at university level. At part one the items that prove the role of Chat GPT which marked with higher

percentages are items No. : ‘2 , 3 , 5 , 7 , 9 , 11 , 12 , 13 ,and 15’, as mention in table (1).

On the other hand at part two which deals with instructors’ point of view in the questionnaire , the items that prove the role of ChatGPT which are marked with higher percentages No. : ‘2 , 8, 9, 10, and 12’. Thus the first question has been answered , as mentioned in Table (2).

4.2 Data Related to the Second Question(Students’ Responces)

Concerning the second question ‘Do the students believe that ChatGPT affects improving the use of cohesive devices in different written or oral situations?’ . This question measures students’ attitudes regarding the use of ChatGPT.

Through the first part of the questionnaire that deals with college students’ attitudes concerning the use of ChatGPT at university level. This part involves fifteen items that should be answered carefully by college students in English departments, as mentioned bellow in Table (1).

Table (1)

Learners ’ Responces in the Study Instrument

No.	Items	Responses %		
1	Do you plan to use ChatGPT for your studies in the next 6 months?	Always	Sometimes	Never
		33	0	67
2	In which of the following ways do you plan to use ChatGPT to support your	Research or learning	55	
		Write or editing text		
		Problem solving and explanation for math,	10	

	studies in the future? Please select all that apply.	programming or other science problems	
		Study planning and organization (stress redundant)	5
		Language learning or creation	30
		No, I do not plan to use ChatGPT in the future	0
3	To what extent do you believe that using ChatGPT will become an essential part of your academic workflow in the future?	Extremely essential	30
		Very essential	60
		I don't know	0
		Not essential	6
		Not very essential	4
4	How often have you used ChatGPT in the context of your learning?	Once a month	53
		Twice a month	20
		One to two times every week	10
		Three to four times every week	9
		Five or more times every week	8
5	Do think that ChatGPT can enhance and facilitate learning cohesive devices.	Yes	91
		I don't know	0
		No	9
6	Cohesive devices should be learned well in order to know many aspects and elements in reading literary texts	Always	87
		Neutral	0
		Never	13
7	Which of the following skills have had the most significant influence on your past decision to use ChatGPT for your studies?	Listening	0
		Speaking	0
		Reading	17
		Writing	61
		Thinking	22
8	To what extent do you feel that using	Completely voluntary: I use	43

	ChatGPT for your studies has been a Good choice in literary texts understanding	ChatGPT because I want to develop my comprehension skill	
		Mostly voluntary: I use ChatGPT by choice, but there might be some external factors that influence my decision	21
		Neutral: I use ChatGPT sometimes, but I don't feel strongly about it being voluntary or mandatory	0
		Mostly mandatory: I use ChatGPT primarily because it is expected or required by my institution, teachers or peers	17
		Completely mandatory: I use ChatGPT solely because it is a requirement for my studies	19
9	Where did you first hear about ChatGPT?.	From a friend	51
		From the internet	30
		From media	19
10	Do you think it is beneficial that teachers and instructors give their learners homework about narrative text	Agree	41
		Partially agree	50
		I don't know	0
		Partially disagree	9
		Disagree	0

	subjects		
11	Using ChatGPT has enabled me to analyze any text and acquire academic knowledge.	Always	92
		Sometimes	7
		Never	1
12	I believe using ChatGPT has helped me to develop summarizing narrative texts or gaining the main idea	Agree	87
		I don't know	3
		Disagree	10
13	Chat GPT is useful for the field of discourse analysis	Agree	77
		Sometimes	4
		Disagree	19
14	Chat GPT can affect learning and developing cohesive devices	Always	64
		Sometimes	7
		Never	29
15	Discourse comprehension can be enhanced by using ChatGPT	Agree	71
		I don't know	9
		Disagree	20

After analyzing the part related to the students responses. The study it has been found out that using ChatGPT can enhance areas such as 'discourse comprehension', 'research writing or editing texts', 'students' academic workflow in the future, cohesive devices' ,and understanding literary texts'. ChatGPT can also develop skills like writing and critical thinking'.

The sample of the study agreed that ChatGPT develops comprehension skill, and homework achievement. Moreover, it supports summarizing narrative texts to give the main idea, discourse analyses and using of cohesive devices which leads enables learners to acquire discourse comprehension.

The highest three percentages of students' agreement concerning the questionnaire items range from 87- 92 which are: acquiring academic knowledge, summarizing narrative texts , and cohesive devices learning. Thus, the second question has been answered.

4.3 Data Related to the Third Question (Instructors' Responses)

Concerning the third question which reads 'Do the instructors believe that ChatGPT affects improving the use of cohesive devices in different written or oral situations?'. This question focuses on measuring analyzing instructors' points of views at the second part of the questionnaire.

It involves fifteen items that should be answered carefully by college instructors who teach English at English departments, as mentioned bellow in Table (2).

Table (2)

Instructors' Responses in the Study Instrument

No.	Item	Strongly Agree	agree	I don't have any idea	Disagree	Strongly disagree
1	The skills of Employing ChatGPT in learning are necessary for students.	56	34	0	6	4
2	ChatGPT makes the general learning of discourse devices easier	59	34	0	7	8
3	ChatGPT makes the learning experience better and unique	34	56	0	9	1
4	ChatGPT enhances	52	38	0	3	7

	academic self-confidence and motivation to produce new and simple text taken from narrative one.					
5	ChatGPT develops writing with accurate cohesive devices	29	61	1	3	6
6	ChatGPT satisfies my individual learning needs.	21	19	2	30	20
7	ChatGPT supports lifelong learning and connect it to taught literary texts.	35	51	1	4	9
8	ChatGPT improves higher-order skills, i.e. Evaluation and creativity through narrative texts	59	34	0	7	8
9	I would follow the improvements of discourse analysis of learners who use ChatGPT.	56	34	0	6	4
10	I would inform students , friends and colleagues about the benefits of employing ChatGPT	55	30	0	6	9
11	I would ask students to use ChatGPT as a tutor.	31	29	10	32	28
12	I would encourage using ChatGPT as an educational resource in narrative texts	87	3	0	2	8
13	ChatGPT for can be used exercising, practicing and exam preparation.	43	32	11	4	10
14	ChatGPT is used for	41	44	5	2	8

	summarizing and analyzing the educational material.					
15	ChatGPT achieve students' learning goals.	37	43	7	7	6

After analyzing the part related to the instructors in the instrument of the study it has been found out that using ChatGPT can enhance the following important items 'Employing ChatGPT in learning are necessary for students', 'general learning of discourse devices is easy', 'encourage using ChatGPT as an educational resource in narrative texts', and 'improves higher-order skills, i.e. Evaluation and creativity through narrative texts'. ChatGPT can also develop skills like critical discourse analysis, creative writing and summarizing'.

The study's sample concurred that ChatGPT improves comprehension and homework completion. Additionally, it helps students develop discourse comprehension by supporting the summarization of narrative texts to provide the primary concept, discourse analyses, and coherent devices. Teachers show positive views for using ChatGPT in enhancing language learning imitate feedback and exposing to different types of cohesive devices. Students can get benefit of using ChatGPT in perceiving and producing narrative texts.

The highest three percentages of instructors agreement concerning the questionnaire items range from 59- 87 which are: improves evaluation and creativity through using ChatGPT the percentage (59%), improve cohesive devices, develops accurate writing with good cohesion where the percentage is (61%), the highest response goes to 'ChatGPT as an educational resource in narrative texts' the percentage is (87%). Thus, the third question has been answered.

4.4 Discussions of Results

ChatGPT is a highly flexible and efficient tool that can be customized to suit a wide range of applications. Despite its many strengths, ChatGPT has an important role in teaching narrative texts.

Instructors claim that ChatGPT affects learning cohesive devices which leads to producing cohesive texts and utterances within suitable and specific context.

Few number of learners and instructors think that ChatGPT has some negative features such as the risk of bias, limited emotional intelligence, lack of common sense knowledge and a relatively narrow knowledge base.

However, these issues can be addressed by carefully selecting training data and using additional programming. It has the potential to enhance productivity, efficiency, and user satisfaction in a variety of contexts where it can facilitate learning accurate language. As ChatGPT continues to evolve and improve language learning. Instructors can expect to see even more impressive future outcomes.

So many grammatical elements and constituents are affected by ChatGPT practice. This leads to accuracy of discourse in classrooms and outside academic institutions.

5. Conclusions

After analyzing the results, the following conclusions have been summed up as follows:

1. Advantages of using ChatGPT to learn cohesive devices in oral and written forms at the college level.

2. ChatGPT can generate multiple versions of a text with different cohesive devices, allowing students to analyze, understand and compare them. This helps students identify the types of cohesive devices they are lacking in their own writing or oral tasks.
3. By drawing students' attention to the various cohesive devices used in the ChatGPT-generated texts, instructors can support students in learning to use and become more comfortable with those devices. Students can also look for examples of target cohesive devices in other texts to develop a stronger feel for how and when to use them.
4. ChatGPT can provide quick and helpful feedback on essays, pointing out areas for improvement in terms of cohesion and coherence. While the feedback may not be as comprehensive as a teacher's, it can serve as a useful starting point for students to refine their writing.
5. Using ChatGPT in language learning is engaging and enjoyable for students, and it promotes academic achievement by offering a greater amount of information compared to traditional resources like textbooks. Students perceive ChatGPT as a valuable tool for enhancing their writing skills and expanding their access to knowledge.
6. However, it's important to note that ChatGPT's feedback may be inconsistent, and students should critically analyze different texts. Additionally, over-reliance on ChatGPT could potentially hinder the development of students' critical thinking skills.
7. ChatGPT provides an interactive and personalized user experience by drawing on previous conversations to understand context and generate relevant responses. This makes communication more natural and optimizes the user experience.