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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 باستخدام 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 استخدام تطبيق ChatGPT على المستوى الجامعي من قبل متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة كرميان. وتكونت عينة الدراسة من خمسة وثلاثين طالباً من قسم اللغة الإنكليزية بكلية اللغات. تحاول الدراسة الإجابة على السؤال التالي: هل يمكن للمتعلمين الاستفادة من تطبيق الدردشة GPT أثناء تعلم كيفية استخدام العبارات المترابطة في النصوص السردية؟ وإلى أي مدى؟ وللإجابة على سؤال الدراسة تم بناء استبانة تحتوي على ثلاثون. تشير عناصر الاستبيان إلى التقنيات أو الاستراتيجيات التي يستخدمها المتعلمون والمعلمون لإنتاج نصوص دقيقة أو مترابطة ومقارنتها مع ChatGPT. تقتصر هذه الدراسة على المتعلمين على المستوى الجامعي، واستخدام 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.

2- The Concept of ChatGPT

ChatGPT is a term which is an abbreviation of the Generative Pre-trained Transformer (GPT) . It is a 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, Gao, Zhang and Zeng, 2021). The GPT model practices unsupervised instruction to craete human-like coherent and natural-sounding text. ChatGPT was industrialized to practice the GPT model to chat bot technology, producing an developed and receptive tool for ordinary form of language treating such as communication. To answer very simple answers to more compound missions , for example creating a letter of appreciation and the like (Liu et al.,2021). ChatGPT can comprehend and analyze user's wishes and enquiries through the huge amount of texts and with various incomes available, producing suitable reactions that nearly like the human being 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

The application of ChatGPT is a leading-edge invention that has become familiar to the public in the few recent years; it differentiates itself as a powerful ordinary language treating instrument where it supports learners with the ability to understand and produce a language of human speaker. Furthermore, it is able to be associated to large conversations dialogues through asking questions on different topics (Zhai , Chu, Chai, and Jong, 2021 ; and Surameery and Shakor, 2023).

The characteristics that draw attention is its capability to produce texts that closely resemble those produced by humans, thereby simulating natural conversation . Furthermore, it can undertake a range of functions, involving aiding in social communication and enabling targeted information retrieval, thus unlocking novel scenes for imagination, efficacy, and ingenuity, McGee, Annie(2023) and Atlas(2023). The ChatGPT domain has revealed its aptitude in various fields, comprising learning, healthcare, interaction, and scientific investigation (Liu, Han, Zhang, Yang, Tian, and Ge ,2023).

1.4 Usage of ChatGPT

The application of Large Language Model (LLM), like ChatGPT, in practical writing facilitates learning and gives dimensions for effective use. It provides learners with sufficient inputs also sheds light on the potential for increased complexity and accuracy in ChatGPT's future outputs (Aczel & Wagenmakers and Sallam, 2023).

Firat (2023) states that ChatGPT is similar to a device for free instruction, as it can raise self-learning and adaptability for autodidactic learners through

maintaining effectiveness. By supplying modified guidance, analysis and assessment, ChatGPT can enhance stimulation and engaging for self-directed learning.

Through "ChatGPT Usage and Limitations," Azaria (2022) checks the positive and negative of the AI applications , initially by focusing on its boundaries. It is found that the model involves problems processing lengthy statistical expressions, producing biased replies and different changes. On a positive side, the AI can rectify practical responses when shown to have some mistakes and my enquire additional information if it is essential.

The use of ChatGPT's expands behind educational situations, ensures beneficial in various fields, containing climate diversity researches. In Biswas (2023), the static effect of ChatGPT on sympathetic environment change and improving the accuracy of climate estimation is emphasized. As an influential instrument, ChatGPT can aid learners, reaserchers and decision makers in producing and investigating many climate situations.

2.3 Cohesive Devices

The term Cohesive devices are statements or phrases given to connect thoughts among various parts of texts. They involve four major kinds : reference , substitution , compound words and lexical (Haliday and Hassan, 1987).

Cohesive devices have a major role in comprehension since they assist language learners to assimilate ideas among sentences in a given text. The synonym, transition word is tied to a previous word, pronouns, clause or phrase. Most od students, even readers who are skillful, never deliberately think about writers' use of cohesive devices. It is supportive for educators to focus on such kind of text forms, particularly 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 text that tells a story. It can involve context of story such as fiction (something unreal) or real events of real life situations. So as to tell some event means (narrate something) where this verb is used to mention description of the actions a story, so a narrative is the story and the narrator is the person telling the story whether it is short or long such as novel or a play. Narrative can be explained as an account of a sequence of facts, events, etc., presented in order and with using some connections of cohesive devices among them . Elliot said that Narratives (events) in the human disciplines should be well-defined conditionally as context with a strong an order of sequential sentences that link events in a significant technique thus it can offer visions about the world and/or people's proficiencies 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 Instrument of the Study

The present study involves a survey of questionnaires which are being designed to collect the required data of analyses. Two questionnaires which consist of a series of questions or statements arranged in a predefined order are involved one of the for instructors and the other for learners. By using questionnaires the study saves time for data collection. The study's multiple respondents can participate freely, comfortably and separately . It is a major matter to exercise carefulness in creating the questionnaire, as its quality straightly influences all over the study results (Peterson, 2000). Also, during the study that is based on a survey, there is no chance to review the questionnaire because it is only shown to respondents 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 studies in the future? Please select all that apply.	Research or learning Write or editing text	55	
		Problem solving and explanation for math, programming or other science problems	10	

		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 ChatGPT for your studies has been a Good choice in literary texts understanding	Completely voluntary: I use ChatGPT because I want to develop my comprehension skill	43
		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	0

		being voluntary or mandatory	
		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 subjects	Agree	41
		Partially agree	50
		I don't know	0
		Partially disagree	9
		Disagree	0
11	Using ChatGPT has	Always	92

	enabled me to analyze any text and acquire academic knowledge.	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

1. If students plan to use ChatGPT through your lessons for the period of next 6 months?
2. if students plan to practice ChatGPT to enhance their studies ?
3. whether learner think that using ChatGPT may get a very important part of their academic workflow .
4. How often have you used ChatGPT in the context of your learning?

5. Do think that ChatGPT can enhance and facilitate learning cohesive devices.
6. Cohesive devices should be learned well in order to know many aspects and elements in reading literary texts.
7. to ensure language skills if they have had the most important impact on learners' previous decision for using ChatGPT .
8. whether learners feel that ChatGPT has been a virtuous choice in literary texts understanding .
9. Where did you first hear about ChatGPT?.
10. Do you think it is beneficial that teachers and instructors give their learners homework about narrative text subjects .
11. Using ChatGPT has enabled me to analyze any text and acquire academic knowledge.
12. whether learners think ChatGPT helped them to develop summarizing narrative texts or gaining the main idea.
13. Chat GPT is useful for the field of discourse analysis.
14. Chat GPT can affect learning and developing cohesive devices .
15. Discourse comprehension can be enhanced by using ChatGPT.

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' Responces 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 academic self-confidence and motivation to produce new and simple text taken from narrative one.	52	38	0	3	7
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	31	29	10	32	28

	use ChatGPT as a tutor.					
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 summarizing and analyzing the educational material.	41	44	5	2	8
15	ChatGPT achieve students' learning goals.	37	43	7	7	6

- 1- The skills of Employing ChatGPT in learning are necessary for students.
- 2- ChatGPT makes the general learning of discourse devices easier.
- 3- ChatGPT makes the learning experience better and unique.
- 4- ChatGPT enhances academic self-confidence and motivation to produce new and simple text taken from narrative one.
- 5- ChatGPT develops writing with accurate cohesive devices.
- 6- ChatGPT satisfies my individual learning needs.
- 7- ChatGPT supports lifelong learning and connect it to taught literary texts.
- 8- ChatGPT improves learning language skills to higher-order, i.e. creativity and evaluation through narrative texts.

- 9- Respondents would follow the improvements of discourse analysis of learners who use ChatGPT.
- 10- Respondents can notify students , colleagues and friends about the advantages of practicing ChatGPT.
- 11- Respondents would ask students to use ChatGPT as a tutor.
- 12- Respondents would encourage using ChatGPT as an educational resource in narrative texts.
- 13- ChatGPT for can be used exercising, practicing and exam preparation.
- 14- ChatGPT is used for summarizing and analyzing the educational material.
- 15- ChatGPT achieve students' learning goals.

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 extremely flexible and effective application that can be adapted to benefit a wide range of fields. In spite of its various strengths, This tool 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 as instance the risk of bias, the limitation of emotional intelligence, missing of ordinary sensible knowledge and a related surface knowledge base.

Though, such kind of issues can be adopted by cautiously selectable training data or programming. It involves the potential to increase efficiency and user convincing in a diversity of situations where chatGPT can facilitate instruction of perfect language. As ChatGPT endures to evolve and progress language learning. Instructors can anticipate 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.

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