

RESEARCH  
ARTICLE**ChatGPT in FLE Written Production:  
Correct Usage and Common Missteps  
Among Middle School Learners in  
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Pune, Maharashtra, IndiaEmail: [nourelhoudakalkoul@gmail.com](mailto:nourelhoudakalkoul@gmail.com)**Doi Serial**<https://doi.org/10.56334/sci/8.10.65>**Keywords**Written production; ChatGPT; Artificial intelligence; Autonomy; Teaching  
French as a Foreign Language (FLE)**Abstract**

This study shows that the use of chatgpt improves certain technical aspects of written production, such as spelling and formatting, among students of the Rezkallahbelkacem college in Tamza. However, it reveals that AI does not strengthen the overall quality of texts and can limit the creativity and autonomy of learners. Conversely, students writing without the IA develop their personal reflection more. Thus, the balance and supervision of the use of these tools appear essential to preserve the authenticity and the formative dimension of school writing.

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**I- Introduction:**

In the digital age, artificial intelligence (AI) occupies an increasing place in all sectors, especially in education. The integration of AI tools, such as Chatgpt, redefines not only teaching practices, but also the relationship of students to writing. Chatgpt, advanced natural language treatment model, allows you to generate, reformulate and correct texts quickly, thus offering significant potential to support students in their written productions. However, this innovation raises fundamental questions about its real effects: does it promote autonomy, creativity and editorial quality, or on the contrary, does it generate a dependence that weakens the personal commitment and the critical reflection of the learners?

Writing is a complex competence mobilizing linguistic, cognitive and organizational knowledge. In learning French as a foreign language, it constitutes an essential pillar, especially in the average cycle where students develop crucial language and cognitive capacities. The introduction of Chatgpt to the Rezkallahbelkacem college in Tamza, with students from 1st to 4th average year, offers an unprecedented observation ground to study this new dynamic. This research examines whether the use of chatgpt can improve the quality of written productions and the autonomy of students from Rezkallahbelkacem college in Tamza, or on the contrary create a dependence harming their creativity and their editorial development. An empirical study compared texts carried out with and without chatgpt, also observing students' practices. It argues that, used in a framed and critical way, this AI helps to structure ideas, enrich vocabulary and improve coherence, while excessive or not supervised use risks

standardizing texts and weakening autonomy. The role of the teacher is therefore key for responsible use, combining educational innovation and personal development of students.

## 1. Theoretical framework

### 1.1. The challenges and prospects for artificial intelligence in teaching French as a foreign language: Chatgpt opportunities and limits

Kate Crawford stresses that artificial intelligence, although it offers considerable opportunities in the educational field, also includes significant limits and risks linked to its algorithmic biases. These biases can negatively affect learning, in particular by reducing the creativity and autonomy of students. Crawford thus alerts the danger of increasing dependence on these tools which could standardize written productions and limit the development of critical thinking. It insists on the need for rigorous educational supervision and increased awareness of the limits of AI technologies in order to preserve an ethical and balanced educational approach. In this context, the use of chatgpt in written production in French as a foreign language can be envisaged as potential support, but which must imperatively be part of a critical and supervised approach, to prevent students from becoming passive in the face of the tool, to the detriment of their creativity and their autonomy.

### 1.2. Risques, benefits and framework for responsible use of chatgpt for the written production of learners

The use of chatgpt in teaching has both significant profits and notable risks. Among the benefits, AI facilitates the correction of formal errors and can help students, especially those already with a solid base, to improve the presentation of their texts. However, it also generates risks, such as an increased dependence on the tool, which can reduce individual creativity, induce standardization of productions, and limit the development of autonomy and critical thinking of learners. The study conducted at the Rezkallahbelkacem college in Tamza reveals variable effects according to the profile of the students, with disparities in the results and advantages drawn from the AI. In this context, the role of the teacher is central to supervising the use of chatgpt, in order to ensure a balance between educational innovation and respect for personal writing, thus guaranteeing ethical and responsible integration of artificial intelligence in learning.

## II --Methods and Materials:

As part of this study, an investigation was conducted with students from 1st to the 4th average year of the Rezkallahbelkacem College. The objective was to analyze the influence of artificial intelligence, and more specifically of Chatgpt, on their written production. This research aims to compare the editorial performance of students according to whether or not they have recourse to this IA tool. Our approach will start with a presentation of the college and the research methodology used. We will then precisely describe the course of the experimental sessions, before presenting the analysis of the results obtained and their detailed interpretation.

### 2.1. Participants

To do this, we have formed a corpus including the written productions of 20 students, distributed fairly on four school levels (5 students per level). Each student has carried out two types of work: a class writing without recourse to Chatgpt, and another at home with the help of this tool. These writings allow us to study the differences in quality and style according to the use or not of artificial intelligence.

### 2.2. Experimental material

The Rezkallahbelkacem college, located in Tamza in the wilaya of Khenchela in Algeria, welcomes students aged 11 to 15 spread over ten classes in the average cycle. The establishment follows the official programs of the Algerian Ministry of National Education and notably prepares students for the middle education certificate (BEM) at the end of the 4th year.

### 2.3. Procedure

The sample was carefully selected to guarantee a balanced representation of students according to their school level, age and academic performance (weak, means, strong). All students reside in comparable geographic areas in order to limit socio-economic and cultural biases. The participation of students and their tutors was validated by informed consent, in accordance with the ethical rules in force.

The research took place in a rural context, characteristic of the town of Tamza, where the college is one of the establishments involved in infrastructure improvement projects and access to education.

To collect data, we have adopted a participating observation method, allowing students to analyze during writing activities. At the same time, a detailed analysis of written productions was carried out in order to assess the impact of chatgpt use on the quality of product texts.

### 2-3-1 The analysis process

The analytical approach adopted in this dissertation is distinguished by its rigor and clarity. It begins with the creation of a balanced corpus, followed by a systematic evaluation according to specific criteria, then a methodical collection of actual written productions assisted by IA. Comparative analysis makes it possible to quantify the contribution of AI on students' performance, while global analysis highlights general trends and significant differences. Finally, the discussion interprets these results in the light of educational issues, emphasizing both the technical benefits of AI and the need to preserve the autonomy and creativity of learners. This structured approach guarantees the reliability of the conclusions drawn and their relevance for current educational reflection.

**Table (1) Description of the analysis process**

Step of the process	Synthetic description
<b>Corpus constitution</b>	Selection of 20 students (5 per level from 1M to 4AM), actual written productions and assisted by IA (Chatgpt)
<b>Evaluation criteria</b>	Text structure, use of connectors, lexical wealth, conjugation, consistency, grammatical correction
<b>Data collection</b>	Writing in class (without AI), then at home (with IA) on the same subject, notes assigned by common grid.
<b>Comparative analysis</b>	Comparison of notes per student, by level and by criterion between real production and IA production.
<b>Global analysis</b>	Calculation of notes differences, observation of general trends, identification of strengths/weakness.
<b>Discussion and interpretation</b>	Relating results with educational objectives, reflection on autonomy, creativity, etc.

Source: KELLIL Assia and KALKOUL Nourelhouda, 2025.

### Comparative analysis of the sex criterion (levels 1am up to 4am)

Comparative analysis according to the sex criterion, for levels from 1M to 4AM, does not reveal a clear and uniform trend as to its influence on written production performance. The devices observed vary according to the level, the criteria evaluated and the type of production (real or assisted by the AI). It appears that the use of chatgpt tends to reduce these differences between girls and boys, but in a non -systematic way. In some cases, AI promotes boys more, while in others, it benefits more to girls.

Level 1, in real production, female students generally obtain better results, in particular in structuring of the text and use of connectors. AI reduces this gap, although boys still encounter specific difficulties in using connectors.

Level 2, does not allow comparison by sex, because the sample is exclusively feminine.

Level 3, the skills in actual production are varied in the two groups, without a clear domination of a sex. However, AI seems to have a differentiated impact: girls are progressing more thanks to their intervention, while boys display more mixed results, especially in generation of titles and control of the compound past.

Level 4, girls have more homogeneous and overall higher performance in real production, especially in the ability to reaffirm the thesis in conclusion. Chatgpt intake benefits boys, as evidenced by the maximum score obtained by the A2N4G student. However, AI does not completely remove the disparities: the A3N4G student encounters difficulties with the use of opinion verbs, while the A1N4F and A5N4F students are struggling to reaffirm the thesis in their conclusion.

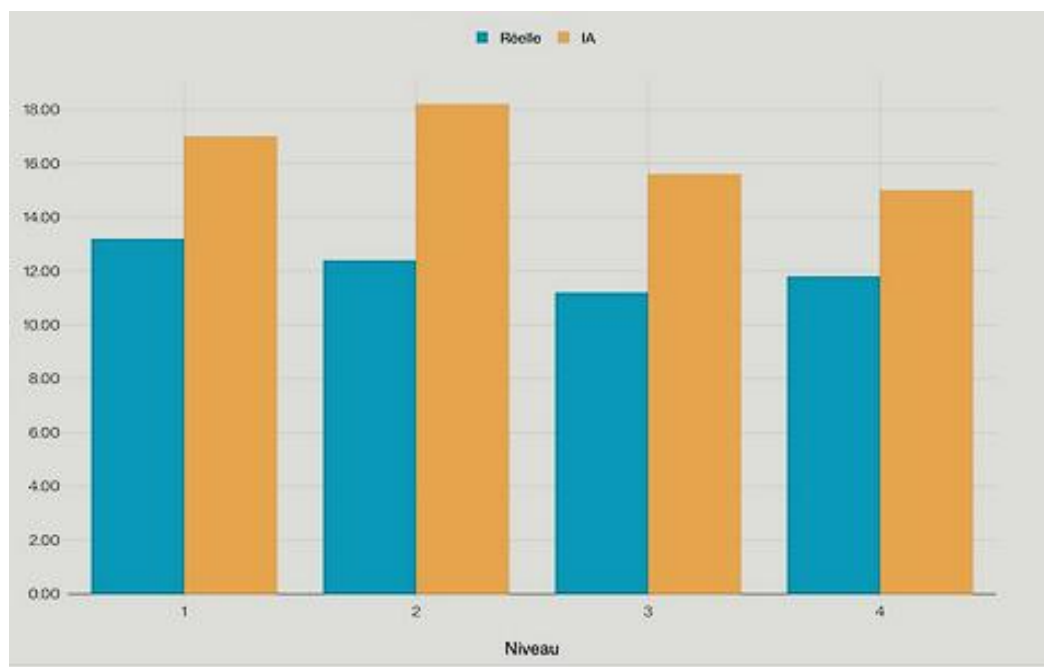
### Global analysis

Table (2) Summary of the notes used in global analysis

student /Level	1AM Real	1AM IA	2AM Real	2AM IA	3AM Real	3AM IA	4AM Real	4AM IA
student	13	17	12	18	11	16	12	15
student	14	18	11	19	12	15	13	14
student	12	17	13	18	10	16	11	15
student	13	16	12	18	11	15	12	15
student	14	17	14	18	12	16	13	15

Source: KELLIL Assia and KALKOUL Nourelhouda, 2025.

Figure1: Comparison of grade averages by level between real and AI-assisted written production (ChatGPT)



Source: KELLIL Assia and KALKOUL Nourelhouda, 2025.

### Interpretation

The analysis of the raw grades shows that all students, regardless of their level, systematically obtain better results in AI-assisted written production. The gap is particularly marked among students in 1AM and 2AM, where the improvement sometimes reaches 5 to 7 points. This increase can be explained by the AI's ability to structure texts, correct grammar and enrich certain formal aspects. However, this technical improvement should not obscure the risk of dependency and the need to preserve the autonomy and creativity of learners.

### III -Results and discussion :

#### 1 -Results :

The comparative study conducted with 20 students from the Rezkallahbelkacemza College (levels 1 to 4AM) aimed to assess the impact of chatgpt use on written production in French as a foreign language. Each student has produced two texts: one without assistance (in class) and one with the help of Chatgpt (at home). The productions have been evaluated according to specific criteria (structure, use of connectors, lexical wealth, conjugation, textual consistency, etc.).

#### Main results observed:

##### Technical improvement with AI:

- The productions assisted by chatgpt present a clear improvement on formal aspects: Instructions, grammatical and orthographic correction.
- The global scores are systematically higher for the texts generated with AI, in particular on structuring (e.g. writing three parts ', use list connectors ') and conjugation of verbs.

##### Limits on creativity and authenticity:

- Products with chatgpt often lack syntactic variety and originality. The ability to use declarative and interrogative sentences in a variety of ways remains limited.
- The AI does not always manage to improve overall textual coherence or to correct certain important gaps, such as the relevant use of connectors or the richness of the vocabulary.

##### Increased dependence on the tool:

- Students, who struggle to write without assistance and show a loss of autonomy in the construction of their written thought.
- Non-user students of AI have, on the other hand, developed their autonomy, their self-correction capacity and their critical thinking.

##### Variable effect according to the profile of the student:

- AI benefits more to students, To improve the form of their texts.
- For students in difficulty, AI corrects certain technical aspects but does not compensate for the lack of fundamental writing skills.

#### 2 -discussion

The results confirm that the integration of chatgpt into written production offers undeniable technical advantages, in particular for rapid correction and structuring of texts. However, these benefits remain superficial and do not guarantee a real improvement in deep editorial skills.

#### Key points to discuss:

- Risk of standardization and loss of authenticity: AI tends to standardize productions, reducing the diversity of styles and individual creativity. The texts generated often lack the expected personal touch in an authentic language learning.
- Autonomy and development of critical thinking: The excessive use of AI can slow down the development of editorial autonomy and personal reflection, essential elements for sustainable progression in written production.

- Need for educational supervision : AI must be used as a complementary tool, under the Supervision of the teacher, in order to avoid dependence and promote active learning. Educational support is crucial to encourage the appropriation of texts and awareness of errors.
- Balance between technology and traditional pedagogy: The study highlights the importance of maintaining a balance between the use of technological tools and traditional teaching methods, which promote autonomy, creativity and critical reflection.

#### IV-Conclusion :

Learning written production is an essential component of the development of language skills, highlighting creativity and self-esteem. Our research has looked at the impact of artificial intelligence, and more particularly of Chatgpt, on the quality of the writings of students from the Rezkallahbelkacemtamza college. We compared the written productions of twenty students spread over four levels (1M to 4AM), distinguishing those who used Chatgpt from those who did not do so. The objective was to determine whether the use of this AI could improve the editorial skills of beginners or, on the contrary, create a dependence affecting their autonomy and their creativity.

The results confirmed our hypotheses. Although Chatgpt facilitates spelling and shaping texts, it has not improved the real quality of productions. Students using this tool have often produced low -quality texts, lacking in authenticity and personal creativity. The AI, by limiting itself to correcting superficial errors, has not allowed students to develop in -depth mastery of writing. In addition, these students quickly became dependent on the responses generated by the machine, which limited their freedom of expression and their ability to formulate personal opinions. This dependence has slowed down the development of their critical thinking and their autonomy, essential skills in written production. [#] Conversely, students who worked without the help of Chatgpt encountered more difficulties, but strengthened their autonomy and their understanding of the writing process. By being confronted with their mistakes, they learned to spot them and correct them by themselves, which consolidated their editorial skills. This autonomous work has enabled them to gain confidence and progress sustainably.

Thus, artificial intelligence, although useful as a punctual tool, should not be considered as a substitute for traditional learning of written production. Chatgpt appears more as technical assistance than a sustainable improvement engine. The role of the teacher remains essential to support students towards autonomy, creativity and personal reflection. It is therefore necessary to reassess the integration of AI into teaching practices, ensuring that it is used in a complementary manner and limited to specific tasks, without replacing the development of essential capacities such as critical thinking, self -provision and creativity.

Finally, this research opens the way to new explorations, in particular on the impact of AI on other transverse skills problem solving, as well as on the teaching methods used in classes with or without recourse to AI. An in -depth reflection on the social and ethical consequences of the use of artificial intelligence in education is also essential to guarantee responsible and beneficial use for students. In short, even if AI can support learning, it should never replace traditional human methods, which remain the key to the development of authentic, creative and autonomous writing.

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**Conflict of Interest.** The authors declare that there is no conflict of interest regarding the publication of this article.

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