EFL TEACHERS' AND STUDENTS' PERCEPTIONS ON THE IMPACT OF CHATGPT IN L2 WRITING INSTRUCTION

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DECLARATION OF ORIGINALITY

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- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
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ABSTRACT

EFL Teachers' and Students' Perceptions of the Impact of ChatGPT in L2 Writing Instruction

This study investigates both EFL teachers' and students' perceptions regarding the integration of ChatGPT into L2 writing classes in the context of higher education in Türkiye. It explores how teachers perceive and approach such integration in their classes, as well as how students react and respond to this. Moreover, the study explores the changes in student writing outcomes as a result of the implementation. Adopting a mixed methods embedded case study design, the study involved nine teacher and nine student participants for the qualitative phase while written products of 63 students were analyzed quantitatively. Through semi-structured individual and focus group interviews, reflections, field notes about the class observations, and written student products both qualitative and quantitative data collected to answer the postulated research questions. Findings revealed that there is a discrepancy between the views of teachers and students about employing ChatGPT regardless of the changes. The quantitative data indicates that students with lower writing proficiency benefit more compared to those with higher writing proficiency.

ÖZET

İngilizce Öğretmenlerinin ve Öğrencilerinin İngilizce Yazma Eğitiminde ChatGPT'nin Etkisine İlişkin Görüşleri

Bu çalışma, Türkiye'de yükseköğretim bağlamında ChatGPT'nin İngilizce yazma derslerine entegrasyonuna ilişkin hem İngilizce öğretmenlerinin hem de öğrencilerin algı ve görüşlerini incelemektedir. Öğretmenlerin sınıflarında bu tür bir uygulamayı dair algıları ve yaklaşımlarının yanı sıra öğrencilerin buna nasıl bir yaklaşım sergiledikleri ve tepki verdikleri araştırılmaktadır. Ayrıca, çalışma, bu tür bir uygulamanın sonucunda öğrencilerin yazma çıktılarında ne gibi değişiklikler olduğunu araştırmaktadır. Karma yöntemli içiçe geçmiş vaka çalışması tasarımının benimsendiği bu çalışmanın nitel aşamasında dokuz öğretmen ve dokuz öğrenci katılımcı yer alırken, 63 öğrencinin yazı çalışmaları nicel olarak analiz edilmiştir. Yarı yapılandırılmış bireysel ve odak grup görüşmeleri, özdeğerlendirmeler, sınıf gözlemlerine ilişkin alan notları ve öğrencilerin metinleri aracılığıyla hem nitel hem de nicel veriler toplanarak ortaya konan araştırma sorularına yanıt aranmıştır. Bulgular, değişikliklerden bağımsız olarak ChatGPT'nin kullanımına ilişkin öğretmenlerin ve öğrencilerin görüşlerinin örtüşmediğigörülmüştür. Nicel veriler, yazma yetkinliği düşük olan öğrencilerin yazma yetkinliği yüksek olanlara kıyasla ChatGPT'den daha fazla faydalandığını ortaya koymuştur.

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CHAPTER 1

INTRODUCTION

Artificial Intelligence (AI) technology has stormed education and recently aroused much controversy and interest. This is due to the fact that AI gives a new form to the way education is delivered and experienced, besides being a pivotal component of the digital transformation of education (O'Dea, 2024). However, it is significant to note that the development of technology is comparatively faster than the studies applying the developments in various fields; as a result, programs trying to employ the developments effectively in education fall behind.

Foreign language education is a field in education that is characterized by the attempts to keep up with the most recent developments, molding them into learning environments and upheaving constant change. Consequently, it is a necessity for the professionals working in this area to be in contact with the recent developments in technology and mold them into their own practices.

Although AI technologies have been around for more than 30 years, they have not yet achieved great momentum and are rather stuck in areas such as automated scoring systems, translation assistants, and chatbots with repetitive answers. However, the huge advancements in generative AI have brought a fresh trend, especially in English as a Foreign Language studies. These changes created rapid modifications to existing systems and frameworks such as Intelligent Computer Assisted Language Learning (ICALL). Many researchers have conducted studies in order to explore its place in the future of language teaching (Kohnke et al., 2023).

The major development and popularity of AI have been brought about by large language models working with generative AI with the noteworthy example of

ChatGPT in the last quarter of 2022 (An et al., 2023). OpenAI launched ChatGPT that they trained on an immense dataset leading it to generate human-written answers that are not only coherent and relevant to the provided context in the prompt but also follow the discussions by composing extended and rich output (Aydın & Karaarslan, 2023). ChatGPT is one of the most well-known AI tools that captivates users with its talent in mimicking natural human language and overcoming serious tasks requiring synthesis as well as reasoning.

In the following section, the chosen AI tool, ChatGPT, will be introduced and the rationale for the choice will be explained. Following this, the aim of the study, along with its importance and the research questions, are presented.

1.1 ChatGPT

In November 2022, OpenAI, a famous company in AI technology, launched its chatbot, ChatGPT, and not only stormed the technology field but also grasped the attention of the whole public. The chief role of the chatbot was to replicate the human conversation style to carry out tasks such as drafting proposals and e-mails, editing texts, and writing software codes; yet the advanced capabilities such as being able to answer follow-up questions while maintaining the conversation, generating novel written products such as stories (Tlili et al., 2023) and the elaborate, high-quality sophisticated responses shocked even the researchers (Gašević et al, 2024). Regarding the design, ChatGPT is embodied with a breakthrough transformer architecture (Dempere et al., 2023) that is a neural network architecture with the capability to process data successfully in a parallel way to execute natural language production (Adeshola & Adepoju, 2023). During the training phase of the model on Azure AI supercomputing infrastructure, OpenAI opted to use the Reinforcement

Learning from Human Feedback method, in which human AI trainers adopted the role of both the human user and the AI assistant (OpenAI, 2022). The abovementioned architecture, in charge of generating natural human language, has undergone numerous alterations resulting in improved performance, enhanced speed, and fine-tuned responses in each released version (Dempere et al., 2023).

While processing human language, ChatGPT runs on deep learning techniques and hence has the ability to render human language in way that is as close as possible to human speech, which makes the output difficult to classify as computer-generated (Farrokhnia et al., 2024). Apart from the capability of generating text that is similar to that produced by humans, it can maintain a conversation by leveraging Natural Language Processing and generative AI, fueled by the power of deep learning in a manner that is close to a realistic human dialogue (Tlili et al., 2023).

It is significant to note that ChatGPT does not have a static feature when undertaking these tasks. Another important feature of ChatGPT is the ability to improve its accuracy potential for generating responses, which is possible via training on immense data sets (Farrokhnia et al., 2024). This affects not only the content of the response but also the quality of the generated language. ChatGPT can create linguistically correct texts as a result of considering various elements encompassing suprasegmental details such as cohesion, coherence, and language style, and elements such as syntax and pragmatics (Barrot, 2023; Song & Song, 2023). Moreover, it is customizable to the extent that it can generate answers modified according to specific length and language level demands (Almanea, 2024).

Upon being satisfied with the sophisticated outcomes, users began to use ChatGPT as an assistant for tasks including creating content and solving mundane

problems (Alammari, 2024). Adeshola and Adepoju (2023) report that people in all sorts of sectors, particularly marketing, software engineering, and education, are embracing ChatGPT to boost their efficiency in a number of ways. In light of all these mentioned demands and groundbreaking technology, ChatGPT is believed to be a driving force for further changes in AI (Jeon & Lee, 2023).

ChatGPT's versatility and effectiveness paved the way for adaptation in the field of education as well. Jeon and Lee (2023) point out that most chatbots employed in the education field to date run on rule-based design and possess narrow databases. Thus, they are restricted to generating responses in specific domains and lengths. Furthermore, these responses are bound to be repetitive chiefly because of the limited databases. On the contrary, having the ability to comprehend and respond to an extensive variety of natural language inquiries from various domains proves ChatGPT to be not only one of the most sophisticated chatbots available today (Güner et al., 2024) but also an invaluable tool for teachers and learners alike (Mhlanga, 2023). Additionally, ChatGPT can successfully fulfill the requirements of complex coursework, assessments, and writing tasks (Li et al., 2023), which makes it a prominent and favored technological tool in education.

Given the capabilities and affordances of ChatGPT in the education field, many researchers have conducted studies to integrate it into second language education and learning. ChatGPT can be utilized to personalize the language learning experiences of the learners; thus, it has the potential to assist teachers in providing scaffolding to learners (Kohnke et al., 2023). Moreover, it can be employed by the teachers to offer constructive feedback on the students' written assignments (Kurt & Kurt, 2024; Mahapatra, 2024). It can also ease the burden on teachers by assisting in differentiating the learning material (Kohnke et al., 2023). Also, it is convenient to

utilize the tool in order to enhance the quality of language instruction and overall lesson delivery in the classroom environment (Kasneci et al., 2023). ChatGPT also serves as an invaluable self-regulated learning tool since students are able to customize their learning journey by adjusting their abilities, speed, and goals (Baskara, 2023). Due to its capability to work in many languages, it can ease the process of translation of texts (Adeshola & Adepoju, 2023). Apart from its vital role in developing language abilities and going beyond language, ChatGPT can also promote cross-cultural understanding and communication by overcoming the language barrier (Baskara, 2023).

With the increasing demand to integrate AI technologies such as chatbots including ChatGPT into educational contexts, the need for incorporation and integration strategies together with necessary skills and competencies for effective, successful and balanced use have become prominent. Kohnke et al. (2023) specify the digital competence required for using ChatGPT in education and categorize them into three main competency areas. Technological proficiency (I) is related to understanding the system behind ChatGPT. This area involves being informed about existing features and developments occurring in ChatGPT, competency in writing effective prompts, and the ability to overcome difficulties that can arise in the classroom. Pedagogical compatibility (II) engulfs designing ChatGPT-fused tasks which will enrich the quality of the instruction by implementing those tasks in the classroom and providing guidance to students to engage in self-directed learning. The last competency area is social awareness (III), which requires teachers to approach ChatGPT through a critical lens. This competency area encompasses sub-elements of being informed about the downsides to consider during the planning stage and advising the learners about potential risks and disadvantages of ChatGPT.

However, as happens with most emerging technological tools, ChatGPT is not without its limitations and drawbacks that limit its efficacy. Focusing on the educational applications of ChatGPT, it is regarded as a catalyst for engaging in academic dishonesty such as plagiarism (Zhang & Tur, 2023; Xiao & Zhi, 2023). Furthermore, as argued by Fırat (2023), it pushes professionals and educators to revise assessment and evaluation methods because of concerns. The information provided by ChatGPT may not be reliable and accurate although it seems so as it sounds authoritative and assuring (Kohnke et al., 2023). On the students' side, there is a concern about potential personal data violations (Zhang & Tur, 2023).

1.2 Choosing ChatGPT for the study

There are various reasons behind selecting ChatGPT for the study, among other AI-based tools and chatbots. The first reason is the popularity. Although there are various other chatbots and tools such as Gemini and Paperpal, the popularity of ChatGPT has reached such a level that it is one of the first AI technologies named when people are asked if they are familiar with AI. Within only 5 days since its launch, it received 1 million users, and it has 200 million active users across the globe as of October 2024 (Backlinko, 2024), which clearly shows the expanding demand for ChatGPT and its prevalent popularity. On the other hand, the birth of ChatGPT stirred up many controversies in higher education; while some frown upon it because of academic integrity concerns, some others gladly accept it since it can facilitate learning, and all these reactions reached far beyond the walls of academia to the common people through headlines of news articles (Sullivan et al., 2023).

Additionally, the accessibility element is another determining factor. ChatGPT does not require or rely on any specific web browser, operation system, or

any specific software or application. Therefore, it can run on any computer, tablet, smartphone, or device that has access to the internet and a web browser. Another accessibility aspect is the subscription model. ChatGPT currently has two user plans, one subscription plan and one free plan. The users can access almost all capabilities of ChatGPT on the free plan, yet with some limitations compared to the subscription plan. However, users who are not subscribed can access the functions offered at a price freely with some prompt restrictions. This makes ChatGPT very accessible even without having to subscribe monthly, since it differs from other AI-based tools in that it does not demand a subscription to access basic features or significantly restricts the use of specific features or functions.

Furthermore, this use of the free plan of ChatGPT enables the researcher to conduct a study to focus on the affordances and the potential benefits it can bring into the classroom environments while presenting the drawbacks at the same time, without worrying about promoting or marketing a specific product. Another aspect was the ease of use. As it is a chatbot in its nature, ChatGPT runs on written commands, which do not necessitate any specific formulas, algorithms, or functions to carry out the demand. These commands are called prompts and are basic sentences that start inquiries. The user only needs to type a prompt in the box without making further adjustments, such as clicking on a specific button or changing the setting for the type of inquiry.

1.3 Statement of the problem

Even though the Artificial Intelligence (AI) field is not in its infancy, ChatGPT, with its capabilities, successfully drew the attention of foreign language teachers, researchers, and administrators at schools and universities, together with the students.

However, a relatively limited number of studies have targeted to explore the chatbots and the tools in the English as a Foreign Language contexts (Okyar, 2023).

Kohnke et al. (2023) argue that AI-based digital tools, which have already established their places in education, make it fundamental for language teachers and learners to develop digital competence in order to navigate the tools effectively while acknowledging the risks and challenges at the same time. Developing certain competence in a tool requires exploring the affordance and weakness of it, yet beyond that, the users' appreciation of the tool bears significance. Kizilcec (2023) asserts that the psychological perspectives need to be explored as they influence how teachers and learners perceive, trust, and integrate the digital tools into their practices. In this regard, there have been limited studies to uncover the perceptions of teachers and students regarding the use of AI tools in L2 writing instruction. Thus, there is ample need for studies to uncover the perspectives of teachers and students to utilize them successfully in teaching and learning processes.

1.4 Purpose of the study

Tlili et al. (2023) foresee that significant changes will occur in education and instruction delivery thanks to ChatGPT. However, the teachers are mostly divided into camps with varying views about perceptions towards AI tools, such as regarding AI technology as an enemy that may create problems in student performance assessments. On the other hand, while ChatGPT employs a complex system of Artificial Intelligence, the users need to employ critical thinking and questioning skills heavily instead of a level of proficiency in information and communication technologies to obtain useful results.

With the implementation of workshops, focusing on ChatGPT, this study aims to investigate the integration of ChatGPT into the classroom environment by examining in-service English language teachers' knowledge of ChatGPT and uncovering both teachers' and students' perceptions about this integration. At the same time, the study will provide details about the impact of employing the tool during language instruction on the students' written work.

Thus, this study aims to answer the following questions:

i. How do English language teachers integrate ChatGPT into their teaching?
ii. What are the teachers' perceptions of integrating ChatGPT into writing instruction and the changes occurred?
iii. What are the students' perceptions of the integration of ChatGPT into EFL writing classes the changes occurred?
iv. How does the integration of ChatGPT affect the quality of EFL writing and instruction?

1.5 Significance of the study

This study stands out for its important inclusion of an element in its methodology that plays a role in addressing a gap in the literature reviewed. Only one study (Jeon and Lee, 2023) incorporates some ChatGPT training opportunities for the teachers. The other studies resort to capturing teachers' perceptions without paying much attention, if any, to their use and knowledge of ChatGPT, which leads to insights that may be uninformed or lack depth. By providing a training program as an integral part of the study, the study enabled participants to have familiarity and practice to some extent so that they could express their ideas in a more informed manner with their

personal experiences. As a result, their perceptions and insights became more meaningful with the contribution of a foundation of knowledge and practice.

The majority of the literature indicates that the investigation of classroom practices about AI tools and ChatGPT remains not fully explored and is limited. Warschauer and Xu (2024) emphasize that there is ample need for studies discovering in-class practices that employ AI tools. This study aims to present the changes in writing instruction after employing ChatGPT in the classroom setting, where both teachers and students resort to AI for various tasks and missions. This study also aims to unearth how it enriches the quality of instruction, which is an area that remains much unexplored, as most studies have resulted in portraying academic integrity concerns.

Upon looking at the AI integration in EFL, this study stands in a different position. The majority of the studies conducted are about automated essay grading, employing AI as an assistant for developing speaking skills, and utilizing this technology in assessment or using it as a mechanical feedback tool for writing (Al Braiki, 2020; Luckin, 2017; Nazari, Shabbir & Setiawan, 2021). The current study focuses on writing instruction and the development of students' writing skills. Furthermore, it aims to uncover the perceptions about AI integration in writing lessons by not focusing solely on feedback.

This study not only investigates the opinions and insights of one party in the classroom; on the contrary, it bridges and presents both the teachers' and students' ideas, tendencies, and perceptions to capture a whole picture of in-class settings where ChatGPT is employed in developing the writing skills. The literature host some examples of studies investigating teachers' perceptions (i.e. Jeon & Lee, 2023; Özdemir-Çağatay, 2023; Marzuki et al., 2023; Zaiarna et al., 2024) and those of

students' (i.e. Alharthi, 2024; Song & Song, 2023). Although there are studies to cover this gap, (Ali et al.,2023; Chan & Lee (2023; Har, 2023; Mah et al. (2023), there is a significant gap where both teachers and students are investigated in EFL settings to understand the picture better as the AI technology develops and spreads rapidly.

1.6 Organization of the thesis

In this thesis, there are 6 chapters, including this introductory chapter. This introduction chapter aims to provide the scope of the study, present ChatGPT, which is the adopted AI technology in the study. Moreover, it details the significance of the study in the literature and its purpose. Chapter 1 ends with the research questions the study aims to provide answers to. In Chapter 2, the related literature about AI in education, AI in teaching writing as a second language skill, and ChatGPT perception studies conducted regarding L2 writing are presented. Chapter 3 lays out the chosen methodology for the current study, including the details about the participant groups, data collection instruments, and the analysis procedure of the findings. The results gathered at the end of data collection are presented in Chapter 4. These results are grouped according to the research questions posed to allow a smooth navigation in the section. Chapter 5 hosts the summary of the findings and the discussion of them in relation to the existing studies in the literature. Chapter 6 presents an overall summary of the study, indicates the limitations in the current study, and provides pedagogical implications for teachers and in-class practices along with presenting ideas for further research for the interested parties.

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CHAPTER 2

LITERATURE REVIEW

This chapter of the thesis presents a review of the relevant literature. The chapter begins with an introduction to the integration of AI into language learning and its impact, given under the heading of AI-enhanced language learning. Following this, the focal language skill, writing, will be introduced by highlighting the related major theories. The intersection of AI and writing skills, AI writing tools, will be subsequently introduced together with related studies within the L2 learning domain. Furthermore, the theoretical framework guiding the study, Technology Acceptance Model 2 (TAM-2) will be explored by presenting its developmental process and the history of the main framework. The chapter concludes with the review of research conducted to uncover perceptions of students and teachers about AI integration into L2 writing instruction.

2.1 AI-enhanced language learning

AI has contributed greatly to the language teaching and learning practices around the globe since its introduction. The review of Ali (2020) about AI integration in language learning documented that most researchers have reported positive attitudes toward language learning practices that are empowered by harnessing AI technology. However, it should be noted that both teachers and students may show reluctance toward employing AI due to unpleasant experiences with prior technologies and the instability in the quality of AI (Huang et al., 2022). Further, Huang et al. (2022) stress that it becomes vital not only to develop better AI-enhanced learning

environments but also to provide training programs for teachers to help them discover the prospective advantages of employing AI in language education.

According to their study about AI-driven tools such as ChatGPT, Google Translate, and Grammarly, Wardani et al. (2024) emphasized that while students acknowledged the benefits of these AI tools in helping them improve their writing, vocabulary, and pronunciation, concerns were raised about overreliance, reduced creativity, and the threat of teacher substitution. The adaptiveness of AI, its capacity to provide real-time feedback, and its support for learner autonomy is underlined as a strength of the technology (Kencana & Utami, 2025). Nevertheless, the limited accessibility to technology in rural areas exposes existing inequalities and suggests that the combination of AI tools with traditional methods may be a more effective approach to learning.

Moreover, the study by Wardani et al. (2024) examined the use of AI-driven tools by Indonesian EFL students aimed at improving academic performance. While students recognized the benefits of these AI tools in enhancing writing, vocabulary, and pronunciation, concerns about over-reliance, diminished creativity, and the possibility of teacher displacement were raised. The study underscores the importance of digital literacy education in the responsible use of AI tools to optimize learning outcomes. Wei (2023) investigated the effects of AI-assisted language instruction on students' learning outcomes, L2 motivation, and self-regulated learning in EFL learners. The study revealed that the experimental group outperformed the control group in all areas of English learning, along with higher L2 motivation and more frequent use of self-regulated learning strategies.

Furthermore, AI integration can assist the institutions and policymakers to include cultural elements into the curriculum. De Vina et al. (2025) demonstrated

how AI tools can be effectively integrated into culturally responsive pedagogies to improve learning outcomes and support cultural preservation. Raza, Alam and Alam (2025) point out that AI-driven automation of grading, attendance tracking, and feedback systems improves efficiency for administration while offering personalized learning through real-time feedback and adaptive educational materials and supporting students with disabilities through tailored interventions. Also, AI integration into traditional learning environments at universities is favored by the faculty members (Runceanu et al., 2025).

Warschauer and Xu (2024) call attention to three types of research needed in AI-enhanced language learning; discovering the nature of AI-generated texts, for instance, by running textual analysis on texts both written by generative AI and humans; evaluating the performance of AI tools by focusing on the quality of the feedback and scoring; and, showcasing practices such as conducting studies about how language teachers employ generative AI tools for various purposes.

To summarize, the incorporation of AI into language instruction exhibits considerable promise that encompasses extensive and enhanced resources for developing writing skills, personalized feedback and fostering autonomy. Most of the studies (Ali, 2024; Wardani et al, 2024; Wei, 2023) reveal both the positive aspects of such integration and the downsides as well as the dominant concerns such as overreliance. Thus, the call for a balanced approach in the adaptation of AI and combining it with the current pedagogies is underscored. Furthermore, researchers such as Warshauer and Xu (2024) draw attention to the pressing need for conducting studies about the field practices of teachers, administration, and students, beside the inspection and analysis of the ever-evolving nature of AI.

2.2 L2 writing

Developing writing skills in a foreign language is not only fundamental for language acquisition but also essential for improving students' linguistic proficiency. At first, it may seem like writing requires knowledge of grammar, vocabulary, and syntax, and teaching these elements is sufficient; however, it necessitates more complex and dynamic skills both to implement and to teach.

As Lam (2015) states, there were numerous approaches proposed in the L2 writing field, which only gained recognition in 1960 as an area of study. In his comprehensive review of L2 writing process research, Krappels (1990) found that despite improvements in the quality of research, the limited scope of these studies hindered the ability to generalize their frequently inconsistent findings, which still governs the research.

In the beginning, the highly L1-teaching-influenced form-focused instruction dominated the research. Polio and Williams (2009) state that form-focused instruction is typically considered a teacher's effort to direct learners' attention to form. In this approach to writing instruction, the emphasis was on literary text reading and the reproduction of models of a range of rhetorical modes, with minimal attention to the actual writing process. On the other hand, process pedagogy, which was born in response to dissatisfaction with the previous approach, focusing on the product of writing, highlights not only the voice in writing but also the development of cognitive skills during the composing process, such as prewriting and editing (Lam, 2015). Polio and Williams (2009) argue that the act of writing alone can encourage learners to focus on language form without teacher intervention.

Although the process writing approach emphasizes the writer and the composing process, it has been criticized for mainly three aspects: its perceived

anarchism, including its nonconformity with the academic genres required by higher education institutions, its emphasis on fluency rather than accuracy, and its inability to provide support for students' involvement in different discourse communities (Atkinson, 2003: Hyland, 2007).

Apart from this dichotomy, Gabrielatos (2002) highlights the importance of awareness-raising activities that include analyzing both good and poorly constructed text examples so as to gain a clear understanding of what makes a written text good. Furthermore, he emphasizes the role of support, which includes information and guidelines about text types, establishing cohesion and feedback, and types of practice, such as free and controlled. Moreover, although there has been a considerable amount of research and discussion, the effectiveness of error correction in writing continues to be unsettled, complicated by issues such as logistical issues, disagreement about reliable measures, and concerns about its potential to hinder student development (Polio & Williams, 2009).

Writing instruction that is of high quality should involve the students in a writing process that targets learning the language with a focus on the meaning and improving their fluency at the same time (Nation, 2009). Thus, the teachers should tailor their instructions considering these three key factors. On top of these factors, the digital era, where the use of technological devices such as computers, tablets, and smartphones skyrockets as they are integral parts of modern life, requires teachers to develop their expertise in not only the use of technology but application and integration of them into their teaching, as well. With AI tools, these critical points in quality writing instruction can be met on the condition that the tools are used with clear aims to foster the learning process and fulfill the pedagogical requirements of the students.

The evaluation of L2 writing instruction research, from form-focused approaches to process-based pedagogies, is a clear indicator for L2 writing instruction to be balanced, adaptable, and context sensitive. Earlier approaches either focused on linguistic accuracy or opted for developing fluency over grammatical correctness. However, an integrative approach that simultaneously cultivates linguistic, cognitive, and communicative skills of learners is now considered the most effective. In this digital era, the infusion of AI instruments presents a reassuring facade of assistance for the aforementioned comprehensive strategy if the implementation is guided pedagogically and ethically congruent with learning objectives.

2.3 AI writing tools

Long before being used as opportunities to generate content, AI tools were utilized in education with different functions, including automated Essay Scoring (AES) and Automated item generation (AIS), which improved the speed and consistency of scoring (Khademi, 2023). Now, these tools can assist in the development of reading, writing, math, science, and language skills, as well as providing students with personalized practice materials, summaries, and explanations, which can help to boost student performance and bolster learning experiences (Kasneci et al., 2023).

Such technologies are utilized by professionals in their teaching practices as a means to promote higher-quality instruction. Huang et al. (2023) accentuate that AI, thanks to the highly developed algorithms it harbors, is capable of adjusting and generating content following the cognitive and emotional needs and preferences of learners. Tlili et al. (2023) foresee that significant changes will occur in the

traditional methods employed in education and instruction delivery thanks to ChatGPT.

2.4 Technology Acceptance Model

Marangunić and Granić (2015) emphasize that the rapid developments in information and communications technologies necessitate studying how these developments are integrated, accepted, or rejected. This need did particularly become quite intense when novel technologies of the time started to take place in the lives of common people rather than scientists and professionals. Addressing this gap, Davis developed the Technology Acceptance Model (TAM) in 1986. Davis proposed this framework for his PhD dissertation (1986) and later published several articles related (Davis et al. 1989). This framework is useful in determining whether a new technology is adopted by users or not (Davis, 1989). There are several models and theories proposed to uncover technology acceptance, yet TAM is one of the first to embrace psychological factors (Huang,Teo & Zhou, 2019).

The initial framework consisted of two key elements. Perceived usefulness is defined as an individual's belief that the technology "will help them perform their job better" (Davis, p. 320, 1989). However, this perceived benefit might be overpowered by the complexity factor in using the technology, which may potentially discourage individuals from adopting it. This introduces the concept of perceived ease of use. Perceived ease of use is defined as "the degree to which a person believes that using a particular system would be free of effort" (Davis, p. 320, 1989). The relation between these two main concepts determines the acceptance of the system. Out of these two key factors, it is found that perceived usefulness is the chief factor behind a person's choice to accept the technology, while perceived ease

of use has both indirect and direct effects on it (Davis, Granić & Marangunić, 2024). Consequently, the abovementioned two factors influence how likely a user is to employ technology.

This model was not static and received constant criticism and changes. In 2000, Venkatesh and Davis integrated social and cognitive influences into the existing TAM and developed TAM2 or extended TAM (Davis, Granić & Marangunić, 2024). Thus, TAM2 successfully incorporates the impact of interconnected social factors, which are subjective norm, voluntariness, and image, and three cognitive instrumental determinants (job relevance, output quality, and result demonstrability) that provide a deeper understanding of perceived usefulness. Marangunić and Granić (2015) briefly outline these additions: subjective norm refers to the extent to which a user's decision is influenced by others and encompasses subareas including experience and voluntariness, while image is related to the user's desire to present a positive reputation to others in their social circle. Job relevance is the degree to which technology applies to the occupation and tasks demanded. The extent of the performance of the tool in carrying out the specific tasks is labeled as output quality. Additionally, the results of the tool were judged in accordance with its clarity and tangibility, which creates the factor of result demonstrability.

Literature encompasses diverse studies that seek to apply TAM, or models derived from it, to advance our understanding of the acceptance of AI instruments, particularly in foreign language education. These studies explore how instructors and learners view and adopt AI tools in their educational practices by evaluating factors such as perceived ease of use, perceived usefulness, and social elements. A brief survey of studies is presented in the remaining section.

Sun et al. (2025) extended the TAM to include AI self-efficacy, facilitative factors, trust, and subjective norms to explore pre-service teachers' acceptance of Generative Artificial Intelligence (GAI). Their findings revealed that perceived ease of use affected perceived usefulness but had no effect on attitudes. However, trust and perceived usefulness had the strongest effect on attitudes and behavioral intentions. Besides, the necessity of increasing AI self-efficacy and addressing subjective norms within specific disciplines to ensure the successful integration of GAI is emphasized.

Another prominent recent study was conducted to study reading skills. In their study, Xia et al. (2025) explored college students' acceptance of AI-assisted reading tools using a model that integrates the TAM and Self-Determination Theory (SDT). Results indicated that perceived ease of use, trust, and perceived autonomy had a positive influence on behavioral intentions related to AI-assisted reading tools, whereas reading anxiety had a negative effect on these intentions. The study also identified differences in acceptance between undergraduate and graduate students, indicating the need for strategies designed to address the distinct needs of each group. It is suggested that technology developers should focus on creating simple, intuitive interfaces and offer comprehensive tutorials to reduce barriers to use.

Apart from the effects studied on reading skills, researchers have conducted studies on writing skills from diverse perspectives. In their study, Hu and Gong (2025) developed a model of the TAM and Task-Technology Fit (TTF) to study the acceptance of generative AI tools for L2 writing among Chinese EFL learners. The study that involved 304 learners revealed that perceived usefulness, ease of use, and Task-Technology Fit positively changed learners' attitudes. Thus, it ultimately had an impact on their behavioral intentions. This study emphasizes the importance of AI

tools being intuitive, user-friendly, and well aligned with L2 writing tasks to achieve successful acceptance. Wang (2025) investigated Chinese EFL learners' acceptance of large language models (LLMs) for business-related academic English writing. The study that features an extended version of the Unified Theory of Acceptance and Use of Technology revealed that performance expectancy, social influence, and motivation were significant predictors of behavioral intention. However, effort expectancy and facilitating conditions were not found to be important. On the other hand, motivation played a major role in shaping behavioral intention and usage behavior. The research points out the value of enhancing motivational factors and creating social environments that facilitate AI adoption.

Lastly, there have been some studies that specifically studied the attitude toward ChatGPT in employment during the development of writing skills. Hieu and Thao (2024) investigated Vietnamese EFL teachers' perspectives on the use of ChatGPT for written fairy tale retelling tasks using the technology acceptance model (TAM) and constructivist learning theory (CLT). While AI tools were documented to boost motivation, vocabulary learning, and grammar comprehension, challenges such as cultural misalignment, mismatch for students' language abilities, and difficulties in integrating AI into existing classroom practices due to teaching methods were underscored. The study also emphasized the need for professional development and training opportunities for teachers. In their study, Meniado et al. (2024) examined the experiences and perceptions of Thai and Vietnamese EFL learners using ChatGPT for L2 writing. The study revealed that perceptions of ChatGPT were largely positive. To explain further, learners appreciated how it can produce ideas, explicate concepts, and improve both grammatical and organizational accuracy. Usefulness, accessibility, and engagement were also acknowledged as essential elements in

learners' perceptions. However, concerns about the trustworthiness of AI-generated feedback were voiced.

In short, the Technology Acceptance Model (TAM) and its expansions, particularly TAM 2, provide a strong theoretical framework for investigating how educators and learners approach and adopt AI technologies in language education. The examined studies consistently underscore that the successful incorporation of AI tools into language education rests not only on their technical capabilities but also on their alignment with pedagogical aims, task-specific demands, and the diverse needs of users.

2.5 ChatGPT studies about student perception

Exploring students' beliefs and attitudes toward AI and ChatGPT bears huge importance as they have an influence on learning behaviors (Woo et al. 2024) and assist teachers in determining the conditions regarding their engagement (Burkhard, 2022), identifying prospective advantages and drawbacks (Arowosegbe et al., 2024), and designing their instruction delivery to maximize effectiveness (Alharthi, 2024). Overall, the students tend to hold positive views on integrating AI writing tools into their learning (Alharthi, 2024; Jeon, 2024; Phan, 2023; Woo et al., 2024). This overall positive perception has ample foundations.

One of these foundations is accessibility. Students' positive perception partially stems from the availability and ease of access to the tool. Phan (2023) reports that the availability of unpaid versions of AI tools increases accessibility. Also, the formidable capabilities of ChatGPT are a major factor in forming students' perceptions. As it can function as an interlocutor in a verbal or written dialogue, it can catalyze learner engagement, specifically during speaking activities (Jeon, 2024).

Besides, it can perform the function of a writing assistant (Barrot, 2023) and generate natural language, which is regarded as a rich source of information itself (Alharthi, 2024). Another feature that affects students' opinions positively is the feedback. The feedback provided by ChatGPT is immediate, which reduces the waiting time for teacher feedback (Han &Sari, 2024; Kurt & Kurt, 2024). Furthermore, the feedback can fuel student performance (Chang et al., 2021; Yan, 2023) and thus contribute to positive attitudes and improved writing skills. (Kurt & Kurt, 2024; Nazari et al., 2021; Su et al., 2023).

Also, ChatGPT and other AI tools are found to be able to regulate learners' emotions during the learning phase. Unlike previous chatbots that do not possess the power of LLM and thus do not significantly increase the motivation of the learners and sustain it for a prolonged time (Fryer et al., 2019), recent AI tools, chatbots, and ChatGPT not only stimulate learners to engage in language learning activities (Alharthi, 2024; Song & Song, 2023) but they are also effective in diminishing students' anxiety (Fathi & Rahimi, 2024; Han &Sari, 2024; Jeon, 2024; Zou et al., 2020). Thus, ChatGPT comforts and supports the learners emotionally in such an effective way that leads students in their self-regulated learning activities (Barrot, 2023; Chan & Hu, 2023; Fathi & Rahimi, 2024)

However, the results of the studies are not homogeneous, and they display a mix of positive and negative impressions. For instance, some students regard using AI-generated texts as a violation of ethics and plagiarism (Barrot, 2023; Chan & Hu, 2023, Yan, 2023). Furthermore, the learners may not get the perceived profits of AI technologies and chatbots due to low proficiency levels (Barrot, 2023; Divekar et al., 2018; Jeon, 2024). The overreliance on AI and ChatGPT can be a serious obstacle in developing the critical thinking skills of learners (Chan & Hu, 2023; Dai & Liu,

2024; Phan, 2023). Moreover, students have reservations about their data privacy when they engage with ChatGPT and other AI tools (Güner et al. 2024).

A study with a broad scope was conducted by Chan and Hu (2023) with university students to gain access to their ideas regarding utilizing GenAI tools in the higher education context. In the pursuit of discovering the students' familiarity level with GenAI tools, Chan and Hu (2023) found that how much the students know about GenAI tools and how often they resort to using them are influential in their familiarity level with these tools. Most of the participants hold the notion that the GenAI tools have positively reshaped education by supplying individualized learning and supporting self-directed learning. On the other hand, these tools brought issues regarding plagiarism and reduced critical thinking skills to the foreground. In addition to the uneasiness in academic success, the students in the study pointed out the unpleasant lack of attention in policy-making as well as the fear of changing tides in career opportunities, both as an increase in competitiveness and a decrease in job opportunities for specific fields.

Xiao and Zhi (2023) conducted another prominent study at the tertiary level to learn more about students' opinions and experiences regarding the use of ChatGPT for composing English texts. It was reported by all the participants that they utilized ChatGPT to foster their idea development and prepare outlines for their essays. They reported that the support they received from the tool was more helpful and accessible than what teachers would provide. These students also showed specific talents in customizing and editing their prompts, which is reported as a sign of competence in using ChatGPT. Furthermore, they approached the content and data generated in a skeptical manner and were selective in their use of ChatGPT as they were aware that not all the created information is trustworthy and should be taken at face value.

Regarding the ethical issues, students shared the opinion that ChatGPT can pave the way to dishonesty in academia while highlighting that the solution is not about banning the use of the tool. Instead of limiting access to the tool, which focuses on the student side of the problem, teachers should update themselves in accordance with the necessities and the context of the digital AI era and find original ways to teach and assess student performance.

Jeon (2024) investigated using a chatbot to develop the speaking skills of young learners. The students in the study do not merely regard chatbots as tools but also as interlocutors in their dialogues, which enabled them to improve their speaking skills with the help of iteration and immediate feedback opportunities. Also, the students enjoyed practicing with the chatbot as there was no pressure from a human interlocutor, which led to favoring this technology over group or classroom discussions and speaking practice. The study also uncovered, in a contradictory way, that the students' motivation regarding the tool was found to be dependent on their competency in English. While both the students with high proficiency levels and those with low proficiency levels exhibited reluctance to interact with the chatbot, it was also highlighted that as the English proficiency levels improved due to engagement with the chatbot, the students became more willing to use it. Employing a combination of human agents and chatbots in developing speaking skills was claimed to be indispensable to diversify the instruction and address the learners as a whole, since students differ in their recognition of affordances; an affordance for some might be perceived as a constraint by others.

Dai and Liu's study (2024) aimed to portray the perceived challenges and benefits students encounter when integrating AI tools into their English language learning journeys. The study, conducted by 45 Chinese EFL learners, unveiled that

AI technologies can positively impact learners' engagement, together with their willingness to communicate, thanks to creating and sustaining authentic learning environments. The findings suggested that most of the identified benefits such as autonomy, self-confidence, and motivation, are connected to the learners' psycho-emotional traits. On the other hand, the challenges and disadvantages were reported to be linked mostly with higher-order thinking skills such as critical thinking and creativity. Along with data privacy concerns, the erosion of the attention span of students and the stress that AI integration can put on the economic situations of the students were directly expressed. In order to triumph over these disadvantages, Dai and Liu (2024) suggest that teachers need to take action and participate in trainings to improve the quality of AI integration into their lessons.

With a focus on the use of AI in writing instruction, Sumakul et al. (2022) conducted a study by employing an AI tool called Plot Generator. The in-class use of this tool was suggested to provide benefits to foster students' writing abilities. While the use of the tool improves the creativity and imagination of the students by assisting them during the writing process, the most effective outcome of the study was about theoretical concepts. The students were able to develop knowledge of theoretical concepts including the structure of a story, the key elements in a well-written story, and different genres by using the tool instead of getting a lecture from their teachers. The study emphasized that the learning performance can be improved when the students are inclined to use these technological tools which is, indeed, related to the teachers' technological competence and effective integration of the tool into their lessons.

Phan (2023) also examines the student perception of AI use in writing skills by focusing on a variety of tools such as Grammarly and Google Translate. Students

regard AI tools as beneficial and easy to use for improving their L2 writing skills thanks to several reasons. It was underscored that the integration of AI into writing helps learners to have more interest in the learning process thanks to the availability of real-time feedback. Additionally, it was found that learners interact with the system for a longer duration because of prolonged interest. Another function of the tools is ease of access with the convenience of free user plans that do not put extra stress on the learners. However, this simplicity factor is also regarded as a threat when they rely on technology. The underlying reason is that it can deter their critical thinking skills and learning outcomes if the learners start to rely on these tools heavily. Thus, it became more imperative for educators to sharpen the analytical skills of the learners.

Technology is intended to be universal and consumed by all people around the globe. However, not all technological tools may be apprehended in every culture in the same fashion. Alharthi (2024) investigated the role culture plays in students' perceptions about using ChatGPT. The study revealed that even though there are cultural differences between the studies surveyed in Western cultures and Saudi Arabia, the context of the study, students approached the adaptation of ChatGPT positively and regarded it as a useful tool. Apart from the cultural aspect of the issue, the study also highlighted that there is a linkage between motivation and ease of use of the tools. In other words, the motivation of the learners to employ the tool will be higher when the tool is not complicated to navigate in the learning process

Kanabar (2023) investigated how effective ChatGPT is in supporting students during their content development for writing assignments. The study, whose participants were students enrolled in a project management course, found contradicting results to many studies; the students favored ChatGPT as it facilitated

access to information and enhanced their critical thinking skills. Overall, the students believe that ChatGPT can have a positive impact on their learning while developing their mechanical writing skills, while some students doubted whether learning can take place when ChatGPT comes into play. On the other hand, the students were able to complete their assignments regularly and on time, which was a staggering outcome for the instructors teaching the course. Kanabar (2023) suggested that instructors are obliged to incorporate AI into their teaching without skipping the necessary training for students to use these tools actively and effectively.

A noteworthy study investigating the perceptions of the students was conducted by Song and Song (2023) with a different theoretical basis. By taking the socio-constructed basis proposed by Vygotsky, they investigated the perception of 50 EFL learners. While Song and Song (2023) reported that there is a significant improvement in the areas of vocabulary variety, grammatical accuracy, and organization, it was found that a sense of collaboration was cultivated, as well. Moreover, the increase in the engagement of students and internalization of the knowledge were reported as the advantages of employing ChatGPT in writing lessons since it can eliminate the stress factors and reduce the anxiety of the learners. Song and Song (2023) further emphasized that the integration should be accomplished step by step, allowing learners to take responsibility for their own learning process in a controlled manner.

Woo et al. (2024) studied the learning process of writing with the support of ChatGPT in an instructional context by closely examining the participants' motivation and cognitive loads. The twenty-one participants in the study were required to complete a familiar writing task with iterative prompting about which they had received training in a workshop as a component of the study. The results

showed no significant increase in students' motivation level, yet a slight increase. Woo et al. (2024) argue that the insignificant change might be due to the fact that the students were selected according to convenience sampling, and the participants were already eager to use ChatGPT. On top of this result, students' satisfaction levels with the training shed light on the importance and effectiveness of training to employ ChatGPT effectively. Moreover, the cognitive loads of the students were found to be high. This emphasized a crucial characteristic of integrating ChatGPT into instruction that teachers should be able to respond to: promoting knowledge about prompt engineering as well as developing writing skills and knowledge regarding the text type. The study suggests that when teachers are about to integrate ChatGPT into their writing instruction, they need to provide a sufficient amount of scaffolding, especially in the prompt engineering area, optimize their instruction about the task, and employ level-appropriate learning materials.

Regarding the Türkiye context, a study was conducted with 88 university students to discover their perceptions and attitudes toward using ChatGPT in the educational context. Güner et al. (2024) found that the students regard ChatGPT as easy to use thanks to its simple design and ease of interaction. Also, the students who are open to discovering new opportunities and taking technological novelties into their lives regard ChatGPT as easy to use more than those who do not have such attitudes. Apart from ease of use, social influence is also found to bear great importance. In other words, the students think positively about ChatGPT when they see their peers have positive experiences with the tool during their learning. Apart from peers, the social influence can also stem from the instructor and have a positive effect on students' perception when the instructors favor ChatGPT. However, it was

reported that the students were reserved about using ChatGPT mainly because of data and internet privacy concerns.

Summing up, the accumulating research on students' beliefs and attitudes toward AI tools like ChatGPT reveals a generally positive tendency. The evidence strongly indicates that students value the accessibility, immediacy of feedback, emotional support, and enhanced opportunities for autonomous learning that these tools are designed to provide. Features such as real-time interaction and personalization also facilitate engagement and self-regulated learning.

2.6 ChatGPT studies about teacher perception

Exploring the beliefs and perceptions of teachers is as equally important as it is important with students. Understanding these perceptions can shed light on the relationship between teachers and new technologies (Jeon & Lee, 2023), guide shareholders in education in finding a common ground (Chounta, et al., 2022), ease the integration of novel technologies into learning programs (Mohamed, 2024), and provide implications (Li et al., 2024). This importance has manifested itself through the number of studies existing in the literature.

The literature displays a variety of studies conducted with the aim of gaining access to teachers' opinions, experiences, and perceptions of AI and ChatGPT. These studies show a range of varieties in terms of participant profiles, including pre-service and in-service teachers employed in K-12 settings and tertiary education levels. The literature also shows that there is a huge variety in teachers' views, while some groups focus heavily on the negative sides, others mainly point out the advantages they bring, and there are also those groups who have more balanced views. In the literature, some studies specifically investigated academic integrity

concerns (Cong-Lem et al., 2024; Gao et al., 2024), some pointed out the huge advantage of saving time and channeling that time for other tasks to improve teaching quality (Jeon and Lee, 2023; Zaiarna et al., 2024), and some aimed at positioning the teachers (Elsayary, 2023; Gao et al., 2024).

Below is an overview of prominent studies that investigated teacher perception of using chatbots and other AI tools. The scope of the studies listed below narrows down to using ChatGPT in writing instruction towards the end.

Elsayary (2023) investigated in-service teachers' insights into using ChatGPT for numerous purposes such as lesson planning, developing learning activities, and assessment. The teachers working in middle and high schools all favored ChatGPT since it can allot differentiation and modify plans for individual learners. However, the teachers expressed suspicions about the accuracy of the proposed ideas and information. Another important outcome of the study was scaffolding opportunities. ChatGPT enabled weak students to benefit more from the instruction as those students can increase their understanding thanks to the step-by-step explanation. In this regard, the importance of how to use the tool to maximize student creativity and critical thinking was stressed. The feedback provided by ChatGPT was regarded as convenient, yet since it lacked empathy, human interaction was needed to make the most out of the feedback provided. Overall, the teachers noted that while it is a great tool, it should be employed as a supporting tool due to the complex nature of learning and teaching, which requires teachers' professional judgment. Elsayary (2023) documented that human agent and AI tool cooperation is needed to increase the efficacy of teaching and learning practices rather than favoring only one.

Marzuki et al. (2023) investigated teachers' perceptions of AI tools in improving students' writing skills in the Indonesian context. The study revealed that

teachers mostly make informed decisions about which tool to utilize in accordance with the availability and affordance of the tool that is aligned with their learning outcome of the lessons. Also, it documented that teachers possess a wide variation of tools at their disposal. Additionally, the majority of the teachers found AI tools effective in improving lexical repertoire for writing and decreasing repetition instances. Doubts about the adverse effect of hindering idea generation as a result of overreliance on these tools were raised although there is unanimity among the teachers that AI tools increase the clarity and wording and positively affect the logical progression of ideas,

To gain a more in-depth understanding of a very common concern among teachers, academic integrity, Cong-Lem et al. (2024) focused on EFL Teachers in Vietnam context. The study revealed that the reasons pulling the students to conduct any dishonesty were multifaceted. A chief factor that leads students to conduct plagiarism was reported to be a lack of strong motivation to achieve, combined with poor learning habits and attitudes. Another reason linked to the students was incompetence in formulating ideas and inadequate language skills to express them. On the other hand, there was another vital reason that drives the students to plagiarize which is more systematic, the competitive academic environments. These academic environments were observed as a cause since the students feel obliged to achieve higher goals and compete with others, which has an effect on the dishonest choices students make. While the students rely on the AI tools, they gradually become less competent in the necessary skills and knowledge; thus, the learning outcomes are not achieved. Apart from these reasons that direct students to conduct such behaviors, the teachers' lack of resourcefulness is also found to be a reason and is criticized. While the teachers are aware of the complexity of the underlying

reasons, they mainly use plagiarism detection tools to eliminate the problems on the surface without taking any necessary preemptive cautions. Thus, Cong-Lem et al. (2024) suggest that more holistic interventions should be planned with the primary focus on increasing the intrinsic motivation of the learners and designing the course by shifting the focus from exam results to developing higher-order thinking skills. At the micro level, it is teachers' duty to cultivate interest in the learning process and prepare lessons in more interactive and personalized ways.

Jeon and Lee (2023) conducted a study that directly focuses on how ELT teachers use ChatGPT in their practices. ChatGPT patterns and interviews revealed four ChatGPT profiles and three teacher roles. The study uncovered that teachers mostly use ChatGPT to function as interlocutors as in the scenarios of role plays or game partners, to submerge the learners in rich language exchanges. In addition, ChatGPT functioned as a content provider by meeting their needs for modifying the existing materials, creating or suggesting new ones, and facilitating cultural understanding and acquisition. ChatGPT was also utilized as a teaching assistant by clearing up students' confusion and problems regarding the language, as well as an evaluator by providing feedback and creating assessment materials. While teachers utilize ChatGPT for these four main reasons, their roles as teachers were also reshaped. Their effectiveness in selecting materials appropriate to students' needs, implementing those materials in a variety, and pedagogical judgments have increased. Moreover, the teachers also took charge of developing students' effective questioning and prompting techniques and motivated them to be active investigators. Also, they raised students' awareness about ethical concerns and the responsible use of AI tools. Jeon and Lee (2023) stated that teachers favor training tailored for

effective and ethically convenient use of ChatGPT by the students, while they also remark that AI integration does not harm their efficacy and current position.

Additionally, there have been some studies in expanding the context of EFL instructors to ESP and EAP areas, such as the study of Zaiarna et al. (2024). In their study, Zaiarna et al. (2024) captured the perceptions and experiences of EFL instructors working in different countries regarding the use of ChatGPT in teaching and assessment. The study uncovered that most instructors have no previous experience in employing ChatGPT in any of their practices and this causes them to be neutral about employing it, whereas those who have experience with utilizing ChatGPT perceive it advantageous. One chief cause behind the reluctance of instructors is the lack of comprehensive guidelines as well as distrust in the credibility of generated materials and tasks. It is underscored that following ChatGPT-generated decisions and criteria during the assessment of creative works jeopardizes the assessment accuracy mainly because of the reason that ChatGPT does not possess the ability to comprehend and assess human abilities and affections such as irony, envy, and surprise. Additionally, perceived benefits such as saving time and ease of developing exercises are mostly counterweighed by problems in those tasks, including accuracy of information, which mandates a human proofreader, and lack of complexity in tasks to be used during the assessment process.

Gao et al. (2024) focused on university EFL teachers working in China to gather their beliefs regarding the integration of ChatGPT along with other LLMs in teaching English. Most participants self-reported that they were aware of the benefits of LLMs in language education but admitted that they could not go beyond this stage and applied them in their classes. The study showed that having positive views about this integration is not correlated with teaching experience, but rather with experience

using LLMs and other AI tools. In other words, the teachers who have experience in integrating LLMs such as ChatGPT into their classes have more optimistic views and see the potential they have compared to those who have no such prior experience. As a concern, the teachers listed that the affordances of these tools can lead misuse. Another concern was related to overreliance on these tools as it can deter the whole learning process by demotivating the learners to learn a language but instead making them rely on these tools. In this aspect, the teachers also questioned the effectiveness of these tools to be employed in instruction and in the classroom. Gao et al. (2024) pointed out that there is an increasing concern among teachers that these new technologies force a change in the traditional teaching methods and the role of the teacher by devaluing the teacher's role and diminishing authority.

Employing ChatGPT in teaching practices is not unusual; on the other hand, integrating it into professional development programs and analyzing the impact it has on teachers is a rarely studied area. Arefian et al. (2024) studied how both novice and experienced EFL teachers interact with ChatGPT while seeking professional assistance. The study revealed that both experienced and novice teachers do benefit from ChatGPT as a reflective partner. An important aspect of using ChatGPT as a reflection partner is that it offers solutions for overcoming motivational issues that the students commonly face. Moreover, ChatGPT can function as a mentor for novice teachers and provide them with the necessary guidance and sources to develop not only professional skills, but also cognitive and social abilities necessary in teaching. Additionally, novice teachers reported that ChatGPT boosted their creativity while preparing lesson plans and offered new insights into their classroom practices.

In Türkiye context, Özdemir-Çağatay (2023) studied 110 EFL teachers working in levels varying from primary school to university. The study revealed that regardless of having prior training about ChatGPT or not, almost a third of the teachers have some level of acquaintance with it, although ChatGPT had been released a year before, which was seen as a positive attitude toward the application of ChatGPT in the future. The familiarity of university instructors was higher compared to the teachers working in K-12 settings. The most mentioned advantage was time saving, and it was documented to be linked to other perceived benefits such as creating lesson plans and developing teaching materials, along with creating assessment items. Furthermore, it was revealed that ChatGPT can nurture collaboration among teachers and has a positive impact on their own language skills. Most teachers agreed that ChatGPT has the potential to meet the needs of students and thus it harbors advantages for the students, including increasing motivation to learn, assisting in completing assignments, and adjusting their learning. When it comes to the disadvantages, the majority of the teachers expressed that they are worried about losing their jobs as a result of the widespread exploitation of ChatGPT in language learning in the upcoming years. Another key concern was related to academic integrity and plagiarism. Some also reported that ChatGPT can be harmful to developing critical thinking skills.

Another noteworthy exploration in this area was conducted by Söğüt (2024) with pre-teachers and teacher trainers. The study, which investigated the perceptions of these two groups regarding the role of generative AI tools in their own practices and their future employment projections, unveiled that teacher trainers are more disinclined to accept employing AI in L2 writing compared to the pre-service teachers. Furthermore, it was underlined that using generative AI tools can eliminate

inequalities in language learning by allowing students equal access to information sources, while the downside of relying on these tools was underscored. Söğüt (2024) further reported that teacher trainers employ GenAI tools to save time for conducting onerous tasks although the pre-teachers rely on these tools to tackle the problem of writer's block. The participants drew attention to the point that workshops and other educational occasions can be organized for students to introduce the ways to evaluate information critically and use GenAI tools rationally. Similarly, organizing professional development opportunities tailored for teachers to refine their policies for evaluating AI-generated content, together with developing further sound policies, was expressed.

Dinçer and Bal (2024), as well, turned their lenses to investigate the views of instructors working in both public and private universities in Türkiye. It was documented that there is a link between teachers' adaptability to AI technologies and their overall technology competencies, although being competent in the daily use of technologies does not necessarily mean a direct skillfulness in the employment of AI. AI in language learning facilitates the learning process by delivering personalized learning and expanding the quality and variety of learning materials. A significant outcome of the study is the transformation of teachers' role from being a source of knowledge towards being a guide or a facilitator, demanded by the emerging and developing AI technologies.

The previous section focused on student perspectives, which typically emphasize usability and learning outcomes. Teacher perspectives, however, are more strongly related to pedagogical integrity, professional responsibilities, institutional influences, and ethical dimensions. A recurring pattern found in the analyzed studies is that teachers' familiarity and experience with AI tools strongly influence their

attitudes and inclinations toward adopting such technologies. Teachers who have embraced AI tools in their practices, whether for lesson planning or supporting learners, tend to be more willing to accept and utilize them. Furthermore, a wider range of perceived benefits is reported by them. Nevertheless, concerns together with some resistance against the adaptation were identified in the review. Teachers voice uneasiness regarding the accuracy and reliability of AI-generated content, threat to academic integrity and potential harms stemming from overreliance. Teachers uniformly stress the vital need for professional development together with guiding frameworks.

2.7 ChatGPT studies about teacher and student perceptions

As it is pointed out in many studies during the literature review so far, the application of AI technologies such as ChatGPT cannot be well understood when the situation is approached from only a single point of view. This situation, thus, mandates approaching the issue from both perspectives, those of teachers and students. The following section reports on the existing limited number of studies in the field that adopted a lens to document the views from both sides.

Ali et al., (2023) examined the motivational impact of ChatGPT in learning English by getting ideas from students and teachers through a survey. It is reported that ChatGPT can motivate learners to advance reading and writing skills more compared to listening and speaking skills, while increasing motivation for developing vocabulary is found to be the highest. However, the more experienced teachers in the study hold the belief that ChatGPT can also accelerate listening skills, whereas this belief was not held by the other teacher groups and students. Moreover, ChatGPT can increase learner motivation as it can serve successfully for developing

independent learning, boosting self-confidence, and increasing fun during the process. Overall, both students and teachers regard ChatGPT as an element that aids language learning through motivating the learners.

The reason behind utilizing ChatGPT was also studied by bringing learners and teachers together. To gain more insight regarding the plagiarism and cheating concerns dominating the use of ChatGPT in education, Mah et al. (2023) studied what students and teachers perceive as cheating while using ChatGPT in completing writing tasks. Twelve primary school students and sixteen writing teachers took part in the study. The study discovered that both students and teachers make use of the same factor while deciding on whether an attempt is cheating or not, which is about the cognitive demand. If ChatGPT, instead of the learner, takes up the cognitive demand, this act is labeled as cheating according to both students and teachers. Upon a close examination of the prompts given to ChatGPT, it is discovered that students and teachers are positioned at opposite ends. While teachers chose creating the first few sentences as cheating with substantial variety, the learners opted for the generation of counterarguments, which is not regarded as a cheating attempt by any teachers. The study discovered that these disagreements are the result of four basic tensions; 'using ChatGPT as a short cut versus as a scaffold', employing ChatGPT to produce ideas versus the language itself, resorting as a source for help to ChatGPT versus other sources, and lastly, 'learning from ChatGPT versus learning as a whole" (Mah et al., 2023, p. 13).

Chan and Lee (2023) conducted a study with 399 students and 184 teachers from various countries by using an online survey to investigate their attitudes, including purposes of use, adaptation and perceptions, towards ChatGPT in higher education, with a focus on generational differences between the two groups. The

students who belong to generation Z, the people born between 1995- 2012, and the teachers who belong to generation Y, the people born between 1980 and 1995 and generation X, those who were born between 1960 and 1980, were reported to have common ground in their use of ChatGPT for various purposes. ChatGPT is primarily used for gathering and organizing information, summarizing complex texts and ideas, facilitating creative activities, along with some mundane tasks such as drafting e-mails. Another common use was found to be learning languages. Both groups highlighted that they enjoy the availability of immediate feedback. While some students expressed that they have some concerns regarding its effect on teaching and learning, a higher number of teachers did so. Although both groups approach ChatGPT positively, teachers are more concerned and hesitant, arguing that excessive reliance on ChatGPT and GenAI can drastically hinder students' curiosity, creativity, and critical thinking abilities.

Har (2023) chose to focus on the students and instructors of ESP and EAP classes to investigate their ideas. While the learning outcome of the EAP class was heavily based on writing skills, the development of oral skills was aimed at the ESP course. Students reported that ChatGPT enabled them to reflect on their learning progress, regardless of the genre type they were required to engage with, on top of improving their confidence in communicating in English. Furthermore, they were able to learn about the different styles and present their arguments accordingly, which improved their theoretical concept knowledge. They also recognized the gain of increased practice opportunities by exploiting a variety of texts that are similar to those they will encounter in their future careers. On the other hand, the instructors were more reserved compared to the students. A general distrust of students' intentions behind using ChatGPT, such as plagiarism, was a common theme among

the instructors. This negative attitude towards the students necessitates a shift in the assessment methods, as indicated by the study. Finally, it was suggested that the affordances of AI technology can be better integrated into education with the human facilitators and educators.

Parallel to Har's study (2023), Almane (2024) investigated perceptions of EFL learners and their instructors by focusing on the prominent element found in literature, academic integrity. Conducted with 24 instructors and 135 students registered in the English Language studies program in Saudi Arabia, a trimester-long study presented a good portrait of the situation by shedding light on various angles. Almost half of the students were inclined to use ChatGPT for courses that they do not fancy. Moreover, they favored submitting a ChatGPT-generated homework over not submitting anything when they were unable to meet the deadline. Although the study also investigated the effectiveness of employing ChatGPT in communicative practices, the students remarked that it was more useful in improving writing skills, especially in writing essays. Most instructors believed that ChatGPT can develop students' writing skills by increasing details in their sentences, eliminating errors, and supporting their language learning process with advice tailored to the students' needs. While teachers regard the feature of following the word limit in ChatGPT can be abused and lead to dishonesty, they do not directly link level-tailored answers generated by it to plagiarism. It was suggested that the use of AI can be made transparent by reviewing the work together with the students, establishing direct communication, and shifting the focus of assessment towards classwork to prevent dishonesty.

Slamet (2024) explored the perception of 46 students and 80 teachers in various educational settings to capture a broader picture. Both students and teachers

agreed that the generated customized feedback was helpful for improving language skills. Moreover, the quality of input, which is rich in language use and authentic, was regarded as a key ability that ChatGPT possesses and could enhance motivation and engagement. This positive notion was shared by both teachers and students. Also, teachers highlighted that it can also deepen the students' cultural understanding while drawing attention to instances of technical difficulties and unreliable language production. A noteworthy outcome of the study is that utilizing ChatGPT can, indeed, foster collaboration by promoting peer contact and thus facilitate the accommodation of collaborative learning activities more.

To sum up, research combining teacher and student perspectives offers a more holistic understanding of how ChatGPT is perceived and leveraged in language learning contexts. Both groups widely acknowledge the tool's potential to inspire motivation, reinforce writing skills, and offer swift, personalized feedback. Still, the findings reveal notable tensions between the two groups, particularly surrounding academic integrity, cognitive ownership, and overreliance on AI tools. While students usually view ChatGPT as a learning resource and a means of self-expression, teachers are more reserved, expressing concerns about potential misuse and its detrimental impact on creativity and critical thinking.

The review of the literature indicates that the implementation of AI tools, such as ChatGPT, in language education has considerable merits, especially in improving writing proficiency and delivering immediate feedback. It also promotes learner autonomy. Studies suggest that students generally perceive these tools favorably and appreciate how accessible, personalized, and supportive they are. However, there are, also, concerns about overreliance, diminished critical thinking, and compromised academic integrity. Teachers, on the other hand, often adopt a

cautious stance despite acknowledging the pedagogical potential of AI tools. They emphasize the need for professional development, ethical guidelines, and institutional support to ensure these tools are integrated responsibly. According to studies that incorporate both student and teacher perspectives, a balanced, context-sensitive approach is necessary.

The Technology Acceptance Model (TAM) and its extensions are useful frameworks for understanding how effectively these technologies can be adopted. Studies indicate that successful adoption depends on technical functionality, alignment with pedagogical aims, and user readiness. Therefore, meaningfully integrating AI tools requires careful instructional design, guided use, and a commitment to preserving educational values.

CHAPTER 3

METHODOLOGY

This thesis chapter details the methodology employed to investigate the research questions during the study. Comprehensive information about the participants, including their background and selection methods, is provided together with the methods, instruments, and techniques of data collection. Moreover, it clarifies how the analysis of the data was conducted by illuminating how the information was handled and interpreted. With the intention of being transparent about the whole research process, trustworthiness was also addressed at the end of the chapter.

3.1 Research design

The present study was designed as a mixed-methods embedded case study. Qualitative research positions the researcher in the world, and through practices, the observed phenomena are interpreted (Denzin & Lincoln, 2018). Consequently, this research type is about "meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things" (Lune & Berg, 2017, p. 12). Charmaz (2014) underscores that participant sentiments, behaviors, and thoughts as well as the context in which they are situated, simultaneously form rich, detailed data that provides the basis for constructing a sound analysis in qualitative research. Quantitative research, on the other hand, is functional in assessing the impact of a variable (Creswell & Guetterman, 2019). The mixed methods approach offers a more comprehensive understanding of the research problem and its underlying questions than either method could achieve on its own (Creswell & Guetterman, 2019). Thus, mixed methods was chosen to gain an in-depth understanding of the phenomenon

and analyze the case in depth by employing multiple data collection tools by harnessing their strengths and various analysis techniques.

A case study, which is a research design applicable to both quantitative and qualitative research, is defined by Creswell and Poth (2018) as the researcher's investigation of a real-world system(s) through various methods in order to gather information in a comprehensive and detailed manner over a period. The system under the investigation, referred to as a case, can be either an entity, for instance, a group of people or an organization, or a more abstract group such as a decision, policy, or a community is investigated with the intention of gaining an understanding of a particular issue or problem (Creswell & Poth, 2018). According to Yin (2014), the motivation for conducting a case study is the aspiration to understand an intricate social phenomenon. In addition to the definition of Creswell and Poth (2018), Yin (2014) accentuates that the issue under investigation needs to be contemporary. A range of processes are involved in the collection of data for case studies while the researcher establishes an exhaustive representation of the case (Creswell & Poth,2018) and this feature of utilizing various kinds of evidence such as artifacts and documents is, as stressed by Yin (2014), a point of strength of case studies.

Case studies have various types (Schwandt, & Gates, 2017) that are named differently by different researchers and practitioners. One prominent case study design is single case study. Yin (2014) proposes that single case studies cannot be adopted to conduct research arbitrarily; instead, they should have some underlying rationale. Regarding the listed rationales by Yin (2014) single case study design was chosen for two primary reasons. First, the study intends to analyze the context and conditions of a situation that can be easily found in language teaching environments in the era of AI technologies (common case rationale). Second, the focal point of the

study is to document changes over time, before and after the implementation of the training, (longitudinal case rationale).

A single case study does not consist of only one type of research design, yet it harbors various design types (Creswell & Poth, 2018). Considering its focus on the subunits that open a platform for extensive analysis and improving the understanding of the case (Yin, 2014) embedded single case study was selected as the research design since it's been assessed by the researcher as the best fit for the current study. The current study focuses on exploring the case by conducting an in-depth analysis. The researcher did not come up with any predetermined ideas, views, or hypotheses as it was argued to be the nature of exploratory research design (Miles & Huberman, 1994). However, Yin (2014) states what is to be explored, and the purpose of the study should be determined prior to the commencement of the study.

This mixed-methods embedded case study seeks to primarily investigate the changes happened in students' written texts with the implementation of ChatGPT into writing instruction (RQ1), how English Language teachers integrate ChatGPT into their teaching practices (RQ2), the teachers' perceptions of integrating ChatGPT into writing instruction (RQ3), the students' perceptions of integrating ChatGPT into EFL writing classes (RQ4), and how the integration of ChatGPT affect the quality of EFL writing instruction (RQ5).

3.2 Research setting

The study was conducted in the Foreign Languages Department of a foundation university located in Istanbul. The institution provides English Language education to the student who will receive English medium instruction in their future departments. The level of education starts from the elementary level (A1) to the

upper intermediate level (B2) according to the Common European Framework of Reference for Languages (CEFR). As a result of the placement test administered at the beginning of the academic year, the students are assigned to the classes based on their English level. Then, the students are required to take exams and complete vocabulary and writing tasks to be eligible by scoring above 70 to take an exam at the end of the term. If they score above 70 points at the end of the term, they move on to the next level. When they fail to pass their current levels, they need to repeat the level. The students can complete their education upon getting a score above 60 from the exit exam which is conducted four times in an academic year and can be taken only if the current level of the student is B1. The writing component of the exit exam is 40 points while the reading and listening parts each worth 30 points. However, the students cannot pass the exam if they do not get any marks from the writing section no matter how successful they are in other sections. Teaching and evaluation of writing is thus prioritized in the institution. The weekly schedule of the students has one day allocated for reading and writing skills and another day where the students have the chance to develop their academic writing skills.

Repeating the level policy at the institution resulted in the diversity in English level of the student participants as the study was conducted during the summer term. The students attend summer school for two main reasons; either to improve their English so that they can pass the exit exam in August, or to meet the necessary score requirement to be eligible for the exam which they have failed to achieve in the previous semesters. The proficiency levels of the students in the summer school vary between A1 to B2.

The instructors at the institution teach various courses including core lessons for A1 level classes, reading and writing lessons, listening and speaking lessons as

well as grammar lessons. The institute also provides content-based instruction one day a week; thus, some instructors also teach these courses. The teachers' workload varies between the semesters; with 20 to 22 teaching hours in the fall term and approximately 12 in the summer term. All teachers have teaching duties during the summer term.

During the summer term, intensive language education is offered to the students. Six hours of instruction for four days a week is offered through eight weeks. While content-based instruction is not offered during this term, developing reading, writing, and listening skills is emphasized. The students are required to write one or two essays, depending on their levels each week.

3.3 Participants

There are two groups of participants in the designed study to get a broader picture of AI implementation and perceptions by involving two different stakeholders in language education, the teachers and the students. The sampling of the participants was conducted by using purposeful sampling. Creswell and Guetterman (2019) define purposeful sampling as a sampling method in which "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 206). The first group consists of nine teachers who are full-time employed in the English Preparatory Program at a foundation university in İstanbul, while the second group is formed by nine students studying in the same program. In the following section, the detailed profile of the participants is presented.

3.3.1 Teacher participants

The teacher participants of this study are full-time employed nine instructors in the English Preparatory Program at a private university in İstanbul. They have been

teaching English at least for two years and are currently teaching at various proficiency levels focusing on different language skills such as reading, writing, and grammar. The participants have a mixed education background; some of them hold an M.A. degree in English language teaching while the majority are currently taking courses to pursue their M.A. studies. Seven participants hold a B.A. degree in English Language Teaching, one participant holds a B.A. degree in English Language and Literature, and one participant holds a BA degree in Economics with a TESOL certificate. The sampling of the participants is carried out according to homogeneous sampling. In homogeneous sampling, which is a type of purposeful sampling, the researcher purposefully samples the individuals who are members of a subgroup with distinctive features (Creswell & Guetterman, 2019). In this study, the subgroup is limited to the Turkish instructors who work at the same institution as the researcher and teach a writing lesson at any proficiency level during the summer term.

The researcher could gain access to the participants as he is also an instructor at the same department and has access to the same facilities and resources as the participants. The participants are native Turkish speakers, and their ages vary from 24 to 45. All participants are fluent in communicating in English. The study group is female-dominated with only two participants being male. Since the study does not investigate any gender-related factors, this difference is not considered a significant factor during the study. The demographic information of the participant group is visualized in the following table.

Table 1. Participant Information

Name	Gender	Age	Degree	Years of teaching experience
Eylül	female	28	B.A. in English Language Teaching, M.A. in Educational Technologies	4
Neva	female	24	B.A. in English Language Teaching, currently taking M.A. Courses in English Language Teaching	2
Onur	male	45	B.A. and M.A. in economics, holds a TESOL certificate	19
Aylin	female	38	B.A. in English Language Teaching	10
Buse	female	29	B.A. in English Language and Literature, currently taking M.A. courses in English Language Teaching	6
Engin	male	29	B.A. and M.A. in English Language Teaching	5
Lale	female	30	B.A and M.A in English Language Teaching	2
Alev	female	31	B.A in English Language Teaching, currently taking M.A courses in English Language and Literature	7
Suzan	female	24	B.A in English Language Teaching, currently taking M.A courses in English Language Teaching	2

All participants have familiarity with technology since they were required to teach online classes before by using programs and applications such as Zoom both during the pandemic and after, as online-delivered courses in their current institution. They also consistently use computers and e-books to teach in their classes. However, there is no clear sign of them employing AI tools or chatbots in their classes. They have a low level of familiarity and experience with AI tools and chatbots for their professional and daily life, with ChatGPT being used extensively.

3.3.1.1 Engin's profile and classroom context

Engin graduated from a prestigious state university in Istanbul with a honor degree and received an award for his delicate in his MA thesis. He studied English Language Teaching in his undergraduate years and pursued this field of study by combining sociolinguistic perspective in his graduate studies. He has more than five and a half years of experience in teaching English, one year of which was in a private middle school. He had been teaching in his current workplace for more than four and a half years during which he taught lesson in English preparatory program for basic, middle and high levels. Apart from his teaching duties, he undertook various responsibilities and roles in the assessment division.

His experience with AI technology started only during his graduate studies with the purpose of exploring ideas and brainstorming while completing his coursework. He only used one AI chatbot, ChatGPT and his experience with it was at a very low level with low proficiency. He resorted to using it rarely without any specific time intervals. Engin used ChatGPT only for his personal use except once when he tried to discover ways to modify a task for his lesson and adapt it in accordance with the learner profile. His motivation underlying his decision was to

compensate for his lack of ideas for adaptation. He was not fully contempt with the result of this consultancy. To summarize his previous use habits of AI, it was limited, only with the aim of receiving assistance and not disclosed to students.

Engin's classes took place in Thursday mornings with his A2- B1 level class. The class consisted of 9 male and 12 female students, and the majority of the class were Turkish monolingual speakers while there were 3 internation students.

As the students were in the A2-B1 level after receiving instruction for two full semesters, their motivation was not at a very high level. Yet the attendance and participation of Engin's class was observed and reported to be higher that the other days due to two key factors. One element was that the students needed to complete their writing task which not only affected their overall grade but also enabled them to practice their writing skills. The other one is Engin's meticulous efforts put into the classroom to motivate and engage the students. That being said, it is important to note that Engin employed various activities to increase student participation in his class. He exerted some strict control over the students to ensure discipline in his classroom. He heavily encouraged the students to make use of various electronic and digital sources to ease their vocabulary acquisition and refine their abilities to use them correctly during their writing process. Meanwhile, he allows students to use their phones and other technological devices in order to facilitate their learning while monitoring their use habits for unrelated and off-task behaviors such as communication with others or social media systematically. Engin mainly employed strictly controlling student behavior, which, indeed, led the students to follow his lesson more attentively and maximize their learning opportunities with the elimination of distractions.

Engin integrated ChatGPT into all of his lessons occurring in the timespan of the research. A sample integration of ChatGPT is presented in this paragraph. In his second integration, he grouped students into 6 and asked them to collaborate and find points that they can use in their problem solution essay. Each member of the group needed to use their own devices and ask ChatGPT for ideas and share them with the other members. During this phase, Engin walked around the classroom and assisted students in their interaction with AI. The students were highly motivated, and they willingly engaged in the activity and the teacher also encouraged them to carry out the part of the activity. This activity assisted them to come up with more ideas that they can use in their own essays, which increased their content knowledge of the topic. After the dedicated 10 minutes was over, Engin used his own laptop which is reflected on the board to use ChatGPT. He asked students what he needed to write as a prompt to create and outline for the given problem-solution essay. He only wrote the ideas from the students and did not add any extra necessary ones as long as they were not brought up by the students. To compensate for missing details, he inquired students about the missing components and moved on after getting the necessary details. He wrapped up the necessary elements in prompting to create an outline for the students. During this phase, the only person who was permitted to use ChatGPT was the teacher himself with the intention of modeling behavior while eliciting the necessary bits of information from the students.

3.3.1.2 Eylül's profile and classroom context

Eylül started her education in one of the top state universities in Türkiye located in Istanbul. After completing English language Teaching BA program, she started her MA degree in ELT by focusing on technology integration in a foundation university

again located in Istanbul. She started her teaching career in a private elementary school by teaching first and second graders. Eylül found the opportunity to teach more older students when she got acceptance to the Fulbright Foreign Language Teaching Assistant Program in the United States of America. After returning to Türkiye, she wanted to continue teaching to young adults and started her job at the institution. At the time of the study, she had been teaching English at the preparatory program for almost two years.

She actively uses AI tools to assist her in her professional life such as creating exam questions and developing speaking class materials. She is familiar with several AI integrated tools, which she learned about and gained some experience during her MA studies, yet she mostly uses ChatGPT for teaching purposes. On the other hand, her application of AI was never intended to be utilized in the way she delivers writing instruction or providing feedback to students' written works and mostly focused on developing speaking skills of the students.

The writing class Eylül taught during the summer term was a A2-B1 level class held in the afternoon. There were10 male and 9 female students. There were international students with Arabic as their native language. Most of the students in the class were students who had to repeat their level because of several causes such as failure from absenteeism, or not obtaining the minimum score for passing their level. Only a small number of students were new to this level. Their situation in the program has also affected their motivation for their writing classes. Motivation levels of students vary greatly while only three active students participate in class discussions some of the students prefer to refrain from any engagement with the class and sit at the back of the classroom and distance themselves from the lesson physically, as well. Eylül permits use of technology in the classroom by asking

student to look up the unknown words in online dictionaries or applications. Eylül limits students' interaction with their phones and using social media and other applications by checking if they use them to stay on task or not. She also gets closer to the students to monitor their activities apart from warning them verbally and nonverbally.

She employed ChatGPT to teach her students how to generate detailed ideas and receive grammar feedback for the students yet mostly opted to employ ChatGPT in pre-writing stage in order to develop students' vocabulary knowledge necessary for the topic of the writing task and the type of the text. The time when she used ChatGPT for the first time was intended to activate students' previously learned vocabulary items and add new ones according to the topic of the text. In this instance, she instructed students to log in to their ChatGPT accounts and give the prompt of "I am an A2 level English language learner. I will write an essay about gender discrimination against women. Please give me a list of word for this topic." Instead of typing the prompt herself, she wrote the prompt her students would use on the board. Afterwards, she allocated some time for the students to carry out this on their devices. She collected some of the suggested words from the students together with their meanings and wrote them on the board so that the students could use them in their writings. However, some students encountered some problems with the difficulty level of the words although it was emphasized in the prompt. Those students had to spend extra time to understand those words, which also caught the attention of Eylül when she was collecting words to note down for them.

3.3.1.3 Neva's profile and classroom context

Neva is one of the teachers with the least experience in teaching English. After graduating from a state university with good quality in 2022, she started teaching English at her current workplace. Within her two years of work life in the current research site, she has taught various skill courses such as reading and writing and listening and speaking. She mostly taught in basic and mid levels, yet she also covered some courses for more proficient groups. For the purpose of improving her knowledge and expertise in the language teaching field, she started an MA program in another university in Istanbul.

She started using AI after getting into the MA program with the intention of revising the concepts she was familiar with and to acquire information about the terms and concepts she encountered for the first time. Neva has a certain level of knowledge about the AI tools and the other tools that have AI integration, which she shows by explaining various tools she is competent to use including QuillBot and Grammarly. However, she extensively exploits ChatGPT to yield more efficient results in her aim to conduct effective and fast research. The other tools which are writing tools are mainly to assist her to express her thoughts in a more organized and professional tone.

Neva has the writing lesson on Thursday mornings with the high level in which level the students are at the level of B1 enabling them to be more advantageous compared to the students in the lower levels. There are 7 male and 6 female students. The majority of the students started their English language education in the program from the lowest level, basic and successfully completed the previous levels. Thus, the students have high motivation to learn English overall and do not refrain from asking questions to their teachers when they encounter with some

problems whether they are the primary focus of the lesson or not. Although the students display a degree of autonomy and success in learning English, the book they need to cover in Neva's class presents a big challenge for them. In their lessons, they have a book designed by the approach of content-based language teaching and the book focuses on both reading and writing skills. The theme of the book is American history which is very distant from the learners own cultural and educational backgrounds; thus, they have mixed attitudes towards the series of reading and writing activities.

3.3.1.4 Suzan's profile and classroom context

Suzan graduated from a state university in Istanbul. He studied English Language Teaching in his undergraduate years and after graduation started her career at a private school where she worked as an English teacher in primary and middle school. She has a total of two-year experience in teaching English of which one year is in the tertiary level. She taught mid and high-level classes as a part of her teaching duties at the institution. After deciding on further studies, she enrolled in the MA program offered by her undergraduate university. She is currently attending courses to refine her knowledge about let field. At the time of the study, she has been working for a year at the current institution. Her personal position towards AI technology is confined with some suspicions and concerns regarding the nature of training of language models, leading her to have ethical concerns about its existence and use patterns for various tasks. However, she admits that she makes use of AI in most of her lessons during the planning and activity preparation stage including generation formulaic questions for find some who style activities while she does not use it for her personal tasks. Her knowledge about AI chatbots and tools is not restricted only

to one; however, she does have a very limited knowledge of the variety of tools and use of them. Her usage pattern varies from once in two weeks to once a month depending on her needs.

Although Suzan shares her worries about the nature of technology, she calls herself as hypocrite as she employs these technologies for her lessons primarily due to the advantages, they bring including ease of use and saving time. She finds it useful to employ it to levitate some of the burdens on teachers' shoulders such as dauting tasks of providing some feedback, yet she has not utilized AI for these purposes on her own.

She teaches her writing lessons to a high-level class (a B1 level class) in Thursday mornings. There are eight male and seven female students in the multilingual classroom. Out of four international students, three students were native Arabic speakers while one student was a native Farsi speaker. The remaining students were native Turkish speakers. Majority of the students started from the A1-A2 level in the fall term and successfully completed their levels in the previous terms, which is an indicator of their high motivation to learn English. Students in the class mostly reported to enjoy the writing class and are contempt with the flow of the lesson and teaching of Suzan. Majority students mostly have a sound sense of responsibility and regularly attend the classes. The use of technology is quite limited in the lessons due to the lack of encouragement for using devices and web 2.0 tools for educational purposes. However, this does not hold the students back from being occupied with their phones during the lessons.

Suzan's does not exert much of an authoritarian power over the students and adopts an approach to act them in a friendly way to catch their attention and interest in the lesson. This has a positive impact on student engagement as they are not

pushed to complete the tasks. However, this also leads to a lack of participation in the activities by the students who are either distracted easily or need some support from the teacher to be motivated.

Suzan tried to integrate ChatGPT in all her lessons except one during the period of the study. In one of her lessons, she wanted to show how students can use ChatGPT for brainstorming purposes in the lesson. She explained how it can be beneficial for them to use ChatGPT to help them brainstorm and come up with some extra ideas that were not presented in the task. The main reason behind using ChatGPT was to get more detailed ideas regarding the topic of the essay and to provide a sound background about the topic. This could assist students in having enough knowledge to discuss the topic without worrying about the content itself and focusing on the organization and language related forms. She demonstrated this on her laptop reflected to the board and started prompting. Upon not getting satisfied with the generated answers since they were the ideas that could easily come to mind and were not helpful for students to build their structure on an argumentative essay, she refined her prompt and emphasized the need and the effectiveness of refining the prompts when a user is not satisfied with the result. This instance caught the attention of the learners and started questioning the feasibility of the answers. Following the refinement of the prompt, she went over each idea and explained them to students. Suzan taught specific vocabulary items presented by providing explanations and exemplary sentences. When students were required to start their writing tasks, she left the previously generated ideas on board intentionally so that the students could make use of those ideas in their essays.

3.3.1.5 Alev's profile and classroom context

Alev graduated from the English Language and Literature department at a university in Istanbul and started teaching English. She has been teaching English for seven years to children and adults. At the time of the study, she was working on her master's degree thesis in English Language and Literature.

Alev uses AI tools both for her personal tasks and her professional life. She believes that it is a big innovation and employs ChatGPT mostly while using other writing assistance tools. She uses these tools to check grammar and prepare materials for her students. She occasionally uses these tools in her daily routine.

Alev taught A1-A2 level morning class during the summer term. Her students had moderate levels of motivation, and they were eager to learn more about writing paragraphs as they believed that would be the most important aspect for their exam. She employed the tool to assist them create exemplary texts and sentence structures that they can employ int their own self-regulated learnings.

She employed ChatGPT to create paragraphs and analyze their structures. In one of the classes, she used it to give automated feedback to the students. She asked them to write a paragraph about the benefits of a vegan lifestyle on paper. However, as the students used handwriting and not typing, she had difficulty using ChatGPT to provide feedback, as she had to take pictures of those texts and upload them. ChatGPT failed her in this sense, as there were problems with the characters appearing on ChatGPT.

3.3.1.6 Lale's profile and classroom context

Lale, an alumnus of a prestigious state university in Türkiye, graduated in 2020 and studied English Language Teaching. She got accepted to the ELT program at the

same department in the following year to pursue her academic interest in psycholinguistics. She started her teaching career at her current institution and has been teaching English as a second language for two years. She taught basic and middle level classes, mostly with a few high classes, especially for teaching writing. She also undertook the responsibility of designing in-class materials.

Her experience with AI started only after being accepted to the master's program with the intention of paraphrasing and exploring different ways of expressing opinions. In terms of her professional life, she employed AI tools, mainly ChatGPT, to get assistance in creating some assessment questions that require some degree of content knowledge that she is not very familiar with. AS she employs AI for the purpose of assessment and material development, she uses the technology once or twice a month. She started to employ the benefits of AI in her everyday life with a growing interest; yet, she admits that her level of expertise in AI is below moderate. She mostly used ChatGPT since it was highly mentioned in her social and professional circles.

Lale's classes were held on Thursday morning with her B1-B2 level class. Out of 12 students, 4 were female, while the remaining were male. Although there were two international students with Arabic as their mother tongue, they did not consistently show up to the classes, which made the classroom environment monolingual most of the time.

The students in Lale's class started their education from the lowest level, basic, in the fall semester. By retaining their motivation, they were able to study and complete their previous two levels in the fall and spring terms. As the students had high motivation to learn the language and pass the program exit examination, they attended the class regularly, which enabled a positive and nurturing connection

between the teacher and the student to be formed in a limited time. She allows the use of technology in her classroom and encourages the students to use their smartphones for research purposes, such as searching for word meanings and collocations. She does not discourage students from adopting technology even when this leads to disruptive behaviors from time to time.

Lale identifies herself as a person who is not good at employing novel technological advancements. She justifies her selection of adopting ChatGPT to assist her due to two reasons: the simple user interface and ease of use. She remarked that the technological tools and program she uses are always simple to interact with and easy to get the desired outcome.

Lale was not one of the teachers who integrated the tool into all of her lessons. She was not able to integrate the tool in the first week as she was still confused about the possible ways of incorporating the tool into her lessons and did not feel competent about the integration. After talking with the researcher and receiving hints and tips to help her, she felt more encouraged and employed it in her other classes except once when she was behind schedule and I had to catch up with it as soon as possible, which prevented her from making necessary plans earlier.

In one of her lessons, Lale employed the tool as described in this paragraph. The syllabus required her to cover compare and contrast essay types. Each new essay type is introduced by a model essay in the book, and the students are used to this. However, this new essay type was considered by the teacher to be challenging as they can confuse it with an essay type they have learned earlier. In order to avoid any confusion regarding the new essay type, she employed the tool to summarize the essay and create an outline of the main points, including a table to visually represent the structure of the essay. She used this outline to give information about the essay

type. After the introduction phase, she introduced the different approaches, block and chain types in writing body paragraphs to the students by creating a sample essay in both versions using ChatGPT. This drew the students' attention and made them more interested in the topic, as well as creating a clear contrast between the two formats, which helped students understand the differences without confusion. In the later stage of the lesson, she incorporated the useful phrases provided by the book into the previously generated sample essays by ChatGPT to show the importance of cohesion and organization. At the end of the lesson, where students are required to do controlled practice, Lale allowed students to use ChatGPT to brainstorm and generate ideas. While the students were engaged with the tool on their mobile devices, Lale monitored them to ensure compliance and to prevent misuse.

3.3.1.7 Onur's profile and classroom context

Onur is one of the most senior participants in the study. After studying Economics in Türkiye, he went to the USA for his master's degree in economics. Upon returning to Türkiye, he started teaching English and received training for it and earned his TESOL degree as well. He has 19 years of experience in teaching English to various age groups, but he mostly worked with young adult and adult groups. For more than 6 years, he has been teaching at the current institution. During this period, he played crucial roles in some projects and carried out various duties.

His acquaintance with AI is quite restricted and only began to develop recently due to its use it for personal tasks such as planning for trips. His experience with AI tools was also limited to only one of them, ChatGPT, as he believes it is the most famous one. Following his experience and comments he heard from his colleagues, he started to use it to create some exam questions for his English for

Specific Purposes students and created field-specific reading texts tailored according to the students' level. He did not ever consider integrating ChatGPT into his classroom environment before.

Onur's mid-level, A2-B1 level, class lessons took place on Thursday afternoons. There were 4 female, and 7 male students present in most of the classes, although some students occasionally showed up and some others did not. The students' motivation levels were low as they spent two semesters in the program and failed to make considerable progress. The researcher also got the chance to talk with he students in the class and learned the fact that most of them failed in their previous levels due to incomplete assignments and low marks in the exams. Moreover, the overall success level of the class was lower than the other mid-levels in the institution. All these factors bear significant challenges in teaching for him. Onur employed various activities to grab students' attention and assigned different roles during the lesson to engage them more. The lack of interest in learning the language challenged Onur greatly during the lessons; however, he did not let this discourage him and tried different routes to continue teaching. Overall, the students approached him with respect during the lessons, but this did not play a big role in their perception toward the lesson itself. Onur allowed the use of mobile phones only when it was necessary to do so and warned the students who were occupied with their phones. However, his approach to the students and control over the class were not at the degree to be labeled as authoritarian.

As a disbeliever in the integration of AI into the classroom environment, Onur did not employ the tool in most of his classes. Even when he integrated the tool, he opted for the covert ways, such as preparing a material with AI assistance

outside of the class and bringing it to the classroom. One of his uses of ChatGPT is given in the paragraph below:

In the previous class, Onur asked students to write two paragraphs different from the one they wrote for writing tasks on a regular basis. After collecting the student papers, he took pictures of them to upload to ChatGPT. He typed some prompts to ChatGPT to analyze the common mistakes in the essays and categorize them. Later on, he showed a table to the students, prepared by ChatGPT, where the common mistakes and the corrected versions could be easily tracked. The students followed these steps carefully during the lesson and asked some questions to clarify the mistakes they made. After the break time, Onur came up with some written tasks about these common mistakes and distributed them to the students. These activities were also generated by ChatGPT, and there were answers along with the questions. The students were intrigued by these two different approaches they had never seen before and carried out the tasks. By these activities, Onur was able to provide targeted feedback for the students to improve their grammar and vocabulary knowledge to write better and efficiently.

3.3.1.8 Buse's profile and classroom context

Buse graduated from the English Language and Literature department in a foundation university in Istanbul and started teaching English to children a year later after her graduation. After teaching kids in a private primary school for around four years, she wanted to teach adults and thus applied for the position in her current workplace. She had been teaching in her current workplace for two years at the time of the study. During this course, she mainly taught in Basic and Mid-level classes

and taught some EAP and ESP courses. She also started her master's degree studies in ELT recently.

Buse mostly uses AI tools for her personal tasks. She admits that she uses ChatGPT most of the time and receives great benefits as it helps her to overcome some problems in her everyday life. Moreover, she uses it occasionally for her students to provide some samples. Although she has been using ChatGPT for around a year, she only recently started to take advantage of it in her professional life. She refrains from using AI in her academic studies as she has concerns about plagiarism.

Buse taught A1-A2 level morning class during the summer term. Most students are not regular attendees of the lesson, which makes it not feasible to give a class profile based on the student's gender and nationality. However, there are some regular students who try to keep up with a regular routine. This low attendance stemming from their previous level failures is an obstruct in delivering high quality instruction. The students tend to engage in the lesson when the teacher urges them. Although the number of students per class is low, they do not sit in rows and try to hide away from the areas where teachers can easily access them. There are no rules against the use of mobile phones during lessons.

She employed ChatGPT to clarify the paragraph structure for her students. By using ChatGPT, she simplified a sample paragraph and showed the components of the paragraph. During this stage, the students were more active as they saw new possibilities they could use for their own benefits.

3.3.1.9 Aylin's profile and classroom context

Aylin, who is one of the two senior teachers in the study, received her B.A degree in a foundation university in Istanbul. After completing English language Teaching undergraduate program, she started her teaching career in her university as an English instructor. After working in the institution for eight years, she applied for the open position in the research site. At the time of the study, she had been teaching English at the preparatory program for two and a half years.

Aylin is a very distant person to AI technologies and rejects using it in her classrooms. She only uses such tools to help her create some test items including reading texts. Furthermore, she does not use any AI tools in her personal life, either. She is only familiar with ChatGPT, and her instructions are reported to be limited.

The writing class Aylin taught during the summer term was a A2-B1 level class held in the afternoon. There were five male and 7 female students. There were international students who could speak Arabic, and they were only 2 females. Students who had to repeat their level because of several causes such as failure from absenteeism, or not obtaining the minimum score for passing their level. This resulted in low motivation levels overall. Only two students participate in class discussions and carry out the tasks without any direct manipulation or teacher talk. Aylin supports the use of cell phones only to help the students to come up with ideas by searching the web or looking up the words. However, this flexibility is abused by students who often go on social media platforms during activities. Aylin, in these instances, does not interfere with students harshly but occasionally reminds them to focus on the lesson. These warnings are not individually made, since she prefers not to call out the students by their names during those face threating instances.

As stated above, Aylin does not prefer to make use of ChatGPT during her class time. This resulted in no observation being conducted during a ChatGPT-integrated lesson stage or activity. This situation has created another type of evidence, which is presented in the findings and discussion chapters.

3.3.2 Student participants

Students form the other group of participants. These participants are enrolled in the summer term in the same English preparatory program, and they are from the classes that each participating instructor teaches academic writing lessons during summer the term. This participant group was formed the objective of shedding light on their perspectives about receiving ChatGPT integrated writing instruction along with the effects of using ChatGPT in writing skills. In alignment with the number of teachers in the study, nine students joined in the focus group interviews. These nine students are in various level classes; two of them are at A2 level, three of them are at B1 level and another three of them are at B2 level. One student who has failed due to absenteeism in previous semesters is in an A1-level class. They share Turkish as their mother tongue which enables them to express their ideas freely with the researcher. They were selected among their classmates randomly and the researcher directly got in contact with these students, he, further, ensured that their participation would have no negative impact whether they accepted to participate or refused to do so. No rewards or compensation was given to the student participants. The positive effect of the study on them was opening a space to reflect on their own learning practices and processes.

3.4 Data collection methods and procedure

Case studies drew their elaborateness on the use of multiple data collection nstruments. Creswell and Poth (2018) recognize this by stating that "case study data collection involves a wide array of procedures as the researcher builds an in-depth picture of the case" (p.294). To meet this end, the researcher employed interviews, reflections, class observations together with field notes to gather a substantial amount of data for conducting an in-depth examination of the case. These instruments and the training structure are detailed in this section.

3.4.1 Interviews

Interviews possess a great capacity for knowledge production as it permits the researcher to gain texts, narratives, and descriptions (Brinkmann, 2018). Interviews allow the interviewer to elicit information about why interviewees make specific choices regarding a topic and what reasons lay behind their preferences (Lune & Berg 2017). Moreover, the knowledge in the interviews, by their nature, is co-constructed by the interviewer and the interviewee (Brinkmann & Kvale, 2015). Thus, various interview types are employed in the current study so as to achieve rich and meaningful data. Semi-structured interviews were used with the teachers while focus group interviews were employed as an instrument with the student participants.

3.4.1.1 Semi-structured interviews

One of the most used types of interviews is semi-structured or semi-standardized interviews (Lune & Berg, 2017). Lune and Berg (2017) elucidate that several pre-formulated questions with some adjustments such as the tone or register modifications depending on the interviewee are asked in this interview type with the

flexibility of investigating topics that the interviewees organically bring up during the conversation. This advantage of flexibility, which is exploring areas that the questions can probe, has initiated the employment of semi-structured interviews considering the intention of revealing the perceptions of teacher participants.

The first interview aimed at collecting information for the purpose of determining participants' existing practices about AI tools and ChatGPT, specifically. That is the reason why it was implemented before the face-to-face training. The semi-structured interview involved six main questions about participants' perceptions regarding the effectiveness of ChatGPT in teaching writing skills, any potential challenges that may arise with the integration of the chatbot and their concerns. Whether they have had any experiences with ChatGPT such as using it for developing teaching materials or providing assistance to students was also questioned. On the other hand, the second interview was designed to explore the changes in the participants' perceptions about integrating ChatGPT into their teaching and to gain insight into participants' teaching experiences. The second interview was conducted after the lessons during the summer term were over. Both interview questions can be found in Appendix A and B respectively.

Before starting the interviews, the first interview was piloted with an experienced instructor in conducting semi-structured interviews. She works at the same institution as the participants and teaches similar skills, which made her a good candidate to run the pilot interview. Based on the outcome of the pilot interview, some changes have been made in the questions such as refining the questions to elaborate more ideas. Also, the general approach during the interviews and interview protocol were refined.

The first round of interviews lasted for 225 minutes while the second interviews lasted for 304 minutes in total. During the interviews, the participants shared their own beliefs or reflected on their practices. The interviews were either conducted face-to-face or via an online meeting platform. In the first round of interviews, three out of nine were conducted in-person while in the second round of interviews, six out of nine were conducted face-to-face. The remaining interviews were held online. All interviews, a total of 529 minutes were tape-recorded, and these recordings were transcribed digitally on MS Word by the researcher. The language of the interviews was English. However, it was permitted for the participants to code-switch to their native language, Turkish, during the interviews to facilitate clear and precise expression of ideas.

Before starting each interview, the researcher made sure that the participants felt safe and ready for talking about their perceptions and experiences. The researcher reminded that the data collected during each interview was only for purpose of the study and would be kept confidential; the researcher, who is a colleague, is not in a position to judge, criticize or favor their answers. A constant friendly conversational tone was sustained during the interviews to make the participants feel at ease, as well.

3.4.1.2 Focus Group Interviews with Students

Focus group interviews create an environment conducive to nurturing discussions where ideas are shared and discussed, leading to numerous instances of stimulating exchanges (Anderson & Arsenault, 2005) and they become valuable when the interaction between the participants has been projected to bring about the most

pertinent information (Creswell & Poth, 2018). Thus, this data collection method was chosen for conducting interviews with the students.

Two focus group interviews were conducted with the students participating in the study. The first focus group interview took place after the training session for the teachers and prior to the writing classes in which the teachers were instructed to incorporate ChatGPT. In other words, the first focus group interview was conducted when the students did not receive any writing classes with ChatGPT integration. It aimed to uncover the existing perspectives of the students on the use of AI technologies in their writing classes while the second interview focused on investigating the changes in their perceptions. The second interview was conducted on the last day of the summer term. The interviews are semi-structured consisting of six main questions focusing on four main categories: (i) personal experiences with AI tools, (ii) effectiveness of AI tools and ChatGPT in writing, (iii) experience with ChatGPT in writing classes, and (iv) effectiveness of ChatGPT in writing classes. The interview questions can be found in Appendix C and D.

The focus group interviews lasted for 65 minutes and 80 minutes, respectively. The language of the interviews was selected as Turkish, the native language of the participants, so as to create an environment which is stress-free and to avoid causing any miscommunication problems as they have various proficiency levels in English. The interviews were held in a room which was free from any distractions from outside the institution. The seating arrangement was planned as a circle so that everyone would feel equal in participating in the interview. The researcher set a friendly tone and made it clear that he was just a researcher, stripped of his teacher identity during the interviews in the room. This was highlighted in both interviews because the students might feel insecure about talking much in front of a

teacher, although none of the student participants took any lessons from the researcher either during the summer school or in the past two semesters.

3.4.2 Reflections

Collecting reflections was opted to gain more in-depth into teachers' use of ChatGPT in the classroom. A reflection template (Appendix E) was prepared by the researcher to assist them in reflecting on their experiences. The template not only focuses on employing ChatGPT and the parts they find effective together with the issues they encountered, but it also addresses the lessons where there was no integration. The decision is made for the purpose of unveiling the reasons why teachers hesitate to utilize ChatGPT.

Each teacher was instructed to write at least two reflections regardless of whether they used ChatGPT or not. It was, also, emphasized that the reflections should be written within a maximum of three days after the writing class so that they can recall the details, their reasoning, and the purpose behind their decisions. Yet, the number of reflections differed at the end of the study. While two instructors wrote three reflections, two instructors wrote only one and the rest of the participants successfully submitted two reflections. The reflections were written on the computer and delivered to the researcher by e-mail.

3.4.3 Class observations and field notes

Apart from conducting interviews and collecting reflections from the participants, the researcher joined the classes of the instructors and kept field notes in order to gain a deeper understanding of the context and provide a different perspective. Creswell and Guetterman (2019) describe observation as the practice of collecting raw,

firsthand information by watching individuals, events and places at a research site, which is used in many cases in educational research. They also highlight capturing the information in its context and examining authentic actions are key merits of observations. During an observation, the researcher needs to adopt a definite role. The researcher can be involved in the events in the research setting, which requires the adoption of a participant observer, or refrain from participating in activities by becoming an outsider, leading to the adoption of a nonparticipant observer role (Creswell & Guetterman, 2019). Creswell and Guetterman (2019) further argue that it can be favorable to shift between participant and non-participant observer roles "where researchers adapt their role to the situation" (p.215). In the current study, the researcher adapts his role depending on the context and the requirements of the observed lessons. In some cases, the researcher assumed the nonparticipant role by only observing and taking notes in a designated place shown by the instructor of the class; and in other cases, the researcher assisted the students and, even, the instructor upon demand from those parties.

During the observations, the researcher also resorted to field notes which are fundamental in conducting in-depth qualitative research (Phillippi & Lauderdale, 2018). Field notes do not only assist the researcher in creating rich and thick descriptions of the observed phenomena by documenting the fundamental context; they, as argued by Phillippi and Lauderdale (2018), nurture the researcher to reflect and recognize the biases, which, in turn, boosts the trustworthiness of the study, as well.

Considering the huge merits of class observations and field notes, these data collection instruments were integrated into the study. The researcher visited at least two classes of each participant in an effort to document the effects of the tutorial and

to what extent the teachers bring the skills they have acquired with the help of tutorials and training into the classroom environment.

The first round of class observations was conducted before the training. The second round of observations was scattered during the term. The researcher got in contact with each participant a day before their writing classes and asked whether they had plans to use ChatGPT for their upcoming lessons. The researcher attended the lessons regardless of the answers from the participants since the study focuses both on the implementation of ChatGPT and the underlying reasons for the lack of implementation. The students in these classes were notified beforehand about the visit of an observer by their teachers. After the first visit, the students got used to the existence of the observer in their writing classes. During these class observations, the researcher took descriptive notes that summarize the activities conducted in the classroom. Besides, the researcher took reflective notes that focused on lesson aims and achievement, adaptation of the tool, engagement with the tool, troubleshooting the problems encountered, checking student understanding both about the tool and the task, and other experiences and processes.

3.4.4 ChatGPT training

The researcher designed a two-step training for the teacher participants to develop their knowledge and skills about using ChatGPT effectively in writing instruction. The first part of the training consists of tutorials prepared by the researcher himself whereas face-to-face training is the second step.

3.4.4.1 Tutorials

The researcher recorded six videos, a total of forty-seven minutes and thirty-one seconds, demonstrating how to use ChatGPT, prompt writing techniques and creating activities. The video tutorials were opted as they present various benefits for the participants. The first one is a logistic benefit, which allows participants to watch the recordings at their own convenience. With this benefit, they had access to the source without any time or place restrictions. These tutorials, at the same time, enabled the participants to take notes while watching and explore the chatbot by experimenting with the prompts. Another benefit is that tutorials can be utilized as self-learning materials and can be easily revisited to check how to write a specific prompt or how to carry out a task during the class. Each recording focused on a specific area.

The first tutorial recording, lasting twenty-two minutes and forty seconds, introduces ChatGPT and explores its capacities with different available user plans. First, creating an account is introduced which is preceded by introducing the user interaction screen. The tutorial focuses on different prompting styles such as zero-shot, which refers to a clear written prompt that requires no further adjustments for the desired output. On top of these features, different ways of communicating with ChatGPT are covered. Within these, assigning a role to ChatGPT to generate answers in a particular fashion while presenting information from a specific area of knowledge was included. Also, editing an already typed prompt, which is a unique feature for ChatGPT-4o is introduced so that the teachers can refine the outputs without repeating themselves. Another feature introduced is customizing the format of the answer. ChatGPT can tailor the output in a desired format such as a paragraph, bullet-point list, or a table. The usefulness of this feature is explored deeply.

The second tutorial, named Generating Ideas with ChatGPT for Writing, focuses on idea generation and brainstorming activities and lasts for four minutes and twenty-seven seconds. In this tutorial, giving specific prompts to generate overall ideas for writing activities without detailed explanations is covered. This tutorial also includes activity ideas to be used for writing lessons. The first activity idea is a matching activity where the students need to match the supporting sentences for an advantage and disadvantage essay with generated ideas in the table prepared by ChatGPT. Another activity introduced in the tutorial is creating a table where only the first words of grouped ideas are presented to foster a discussion for the students.

The other tutorial, which lasts for five minutes and thirty seconds, focuses on essay organization by specifically focusing on creating an essay checklist. The prompt is prepared from a student perspective by making clear the current language level of the student and the essay topic leading to creating a checklist for the given essay according to the student profile. Also, prompts for necessary adjustments regarding the language level of the checklist and organization are included. The tutorial not only focuses on model checklists but also covers creating checklists based on common mistakes. With this intention, a checklist for the most common grammar errors made by Turkish EFL learners is prepared. This ensured that the participants could prepare outlines both for organization and grammar at the end of the tutorial. Creating a similar vocabulary checklist is also covered by focusing on the challenges for the students in terms of comprehension issues. Furthermore, a similar error-based checklist is prepared for organizational mistakes. In the end, creating an outline for a specific essay topic and adding details about the thesis statement and topic sentences are introduced step by step.

The fourth tutorial video focuses on improving the quality of a piece of writing and lasts for five minutes. It aimed at getting AI-generated corrections and developing extra grammar activities based on the students' mistakes and needs for future development. As a showcase material, an essay written by a student is used with the student's permission. Based on this essay, first getting personalized feedback on grammar and vocabulary use and accuracy is carried out by creating a table to track changes. Later, developing context-specific grammar activities based on the student mistakes is demonstrated. The same procedure is also carried out for improving coherence and organization.

The penultimate tutorial is about teaching vocabulary for writing. The tutorial lasts for five minutes and forty-four seconds and shows how to generate key vocabulary items for a given essay type such as problem-solution or advantage disadvantage essay, and essay topic. The point about giving the vocabulary items and useful phrases in the specific context is also highlighted and necessary prompts are introduced. Also, resorting to the frequency of items and creating a table where items are categorized according to their connotations are exemplified. Moving a step beyond, listing the collocations of the key items according to a given essay topic is introduced, as well.

The last tutorial aims to present some guidelines for the teachers to assist students in their use of ChatGPT. The video lasts for four minutes and ten seconds. Giving restrictions and setting boundaries that encourage using ChatGPT as a tool not as a resource are emphasized heavily during the tutorial. Also, a handy feature which is sharing the chat history is introduced as a means of control mechanism for the student engagement with the tool.

3.4.4.2 Face-to-face training

One face-to-face training was designed to sharpen the skills of participants to employ ChatGPT in their writing lessons. The trainings were designed according to the principles highlighted by Figg and Japail's (2012) work TPACK-In-Action Framework. This framework was specifically chosen as it focuses on developing teachers' teaching abilities to integrate technology while considering vital aspects such as context and pedagogical implications. The framework outlines four major features which are modeling a tech-enhanced activity that creates an opportunity for learning with the tool; infusing a stage where a pedagogical evaluation of the staged lesson is carried out; developing knowledge about technology within an activity-specific context by tool demonstrations; and applying these elements in a real-life learning task (Figg & Japail, 2012). These features formed the backbone of the training. Moreover, discussions about evaluating the affordances and weaknesses of ChatGPT and created activities were held as highlighted by Baran (2016) that drawing attention to the exploration of the affordances and limitations of the technology is pivotal. Consequently, this stage is also incorporated into the training design. Because of the conflicting schedules of the participants, the same training was held twice; four participants joined the first training while the remaining five others took part in the second training, which took place one day later. The trainings were run by the researcher himself in a classroom in the workplace.

The training started with a model activity where the researcher designed a brainstorming activity. First, the researcher asked the group to pair up and think about how using ChatGPT could improve teaching writing. After allowing some time, the researcher screened the table generated by ChatGPT about the potential benefits of using ChatGPT in teaching writing on the board. The table only showed

the first words of the ideas such as, generate, organize, or support. The pairs were required to complete the given ideas by discussing. The group articulated their ideas before the researcher showed the full version of the table. Later, the researcher asked the group to share their own opinions about each benefit available on the table. After this activity, the researcher informed them that it was a model activity that can be employed in the classroom and asked them to evaluate using such a brainstorming activity considering both teacher's perspective and the student perspective.

The next activity was based on this brainstorming activity, and getting corrective feedback from ChatGPT was the main objective. However, the researcher kept this information to himself not to prepare the participants. The researcher asked each participant to write a well-organized paragraph about the potential benefits of employing ChatGPT in teaching writing. As ChatGPT can provide good feedback on poorly written paragraphs, the researcher implemented some stress factors for the participants at this stage; he decreased the allocated time during the activity to urge them to write faster, which was expected to prevent them from revising their sentences, and consistently looked at their screens to put them under stress. After the allocated time was over for writing a paragraph, the researcher told participants to upload their paragraphs to ChatGPT and ask for feedback in terms of grammar and organization. At this point, he also disclosed that changing the allocated time for the activity and constant screen checks were performed with the purpose of putting them under stress and distracting them so that their texts would contain grammatical errors and organizational problems. As soon as the participants got their feedback, the researcher initiated a discussion about their interaction with ChatGPT and the effectiveness of the feedback they got.

Following the abovementioned stage, the researcher initiated another pedagogical discussion about the tutorial and asked participants to think about the effectiveness of using the presented ways in their lessons and ways to implement them and showed some extra features. As the last stage of the workshop, the participants paired up and created activities for a staged lesson. When the preparations were done, each group started teaching their staged lesson while the remaining participants acted as students according to the given student profile. Pedagogical discussions were held upon the completion of the staged lesson and participants shared their impressions and critics.

3.4.5 Quantitative data

The quantitative data was collected to explore if there were any effects of the integration on students' written performance. To meet this aim, texts written during the classtime by the students regularly as part of their assessment in their levels were collected and grouped. Out of 4 levels, two levels, mid and high level, were selected to investigate the effects as there was no control group for the lowest level and the number of students who gave consent for this part of the study was very low in the proficiency group. There were 4 classes in both level groups and one out of each was the control group. The control group did not receive any integration opportunities as the teachers in those classes were not participants in the study. Consequently, the only difference between the control and experimental groups is their writing teacher.

The researcher selected the first (at the beginning of the study) and the penultimate writing tasks (a week before the last interview) to study. The researcher graded the papers on his own by using the rubric that has been used in the institution for more than 4 years to grade the written assignments and the writing part of the exit exam.

As the researcher did not have direct control over the participants' homework and attendance, it was found that some students did not submit one or none of the selected writing assignments to be included in the study. This incident required cleaning up the data by matching students' each writing assignments. When a submission was not available, the whole data collected from the student was discarded. Eventually, the writing assignments of 30 students from the mid-level and 30 students from the high level were included in the study.

3.5 Data analysis

3.5.1 Qualitative data analysis

The data gathered through the data collection instruments, including semi-structured pre, and post-interviews with the teachers, pre, and post-focus group interviews with the students, teacher reflections, and field notes was investigated by content analysis. Content analysis is utilized for coding and categorizing vast amounts of data to identify patterns and linkages (Gbrich, 2012). Moreover, Gbrich (2012) highlights that content analysis has the capacity to detect motives, feelings, and acts together with uncovering power dynamics and inequality. Since this study seeks to bring the perceptions related to the effects of ChatGPT in writing skills to light, content analysis has been chosen.

The first step of the coding process was creating written texts out of the interviews, which was accomplished by transcribing as suggested by Dornyei (2007). Partial transcription was not resorted during the study to keep all the raw data to be filtered in the following stages. The researcher himself transcribed all the interview recordings and translated Turkish data into English.

Next, the written data which was collected through reflections and field notes were organized and irrelevant details were eliminated. The remaining part of the data was read for uncovering the codes. Thus, the first coding stage was finalized for the interviews, reflections and field notes. However, the nature of qualitative research is "iterative", meaning the researcher is guided by the data and needs to revisit steps such as data collection, data analysis and interpretation often based on the surfacing results Dornyei (2007). Saldana (2009) suggests that multiple coding cycles are necessary to "filter, highlight, focus on salient features of the qualitative data record for generating categories, themes, and concepts". In light of this, another coding cycle was conducted with the purpose of refining the generated codes. Following the coding phase, categorizes were developed from the codes and assessed comparatively (Brinkmann & Kvale, 2015).

3.5.2 Quantitative data analysis

To ensure the reliability of the scorer, the inter-rater reliability was calculated. 30 randomly selected written tasks were graded separately by the researcher and a colleague who has been working closely with the testing and assessment division at the institution and is experienced in teaching and assessing writing skills. The written tasks did not contain any personal data of the participants and only included the given prompts. Since the data involved numerical values, Pearson's correlation was administered instead of Cohen's Kappa. By utilizing Pearson's correlation, the linear relationship between two raters' scores can be measured. Pearson's correlation coefficient can vary between -1 and +1, indicating negative, no, or positive linear relationship. Pearson's correlation coefficient was found to be 0.92, indicating a strong positive linear relationship between the raters. This suggests that both raters

are strongly consistent in their assessments. Their ratings are very similar and closely aligned. This test ensured that the researcher's ratings were reliable in the study.

The data collected for this study were systematically analyzed using the statistical computing environment R. The analysis processes involved both descriptive and inferential statistical techniques in order to address the last research question.

3.6 Trustworthiness

It is essential to have credible and reliable conclusions in qualitative research (Ahmed, 2024). Guba and Lincoln (1989) outline the following four features that construct trustworthiness: credibility, transferability, dependability, and confirmability. These four aspects for establishing trustworthiness have been sustained during the data collection and analysis.

According to Guba and Lincoln (1989), a match between the findings and the reality experienced by the participants is a must and it constitutes credibility. There are various ways to achieve credibility and the following suggested methods by Guba and Lincoln (1989) are employed in the study, prolonged engagement, persistent observation, data triangulation, and member checking.

The researcher engaged in the research site for enough time to build a rapport with the participants and sustain his interaction with them. Moreover, the researcher had an ample number of opportunities to become aware of the context and the participants' idiosyncratic behaviors and perceptions. With persistent observations, the researcher was able to recognize key elements in the research site and interviews that are in line with the aim of the study. Similarly, these observations paved the way for recognizing the details that may affect the data analysis.

Another technique for ensuring credibility is data triangulation. For this, the researcher made use of a wide array of instruments. To exemplify, the participants were asked to write reflections based on their in-class teaching experiences. At the same time, the researcher attended those classes to make observations and keep field notes. Apart from these, the interviews were employed to demystify the perceptions of the participants. The combination of data collection instruments safeguarded the match between the outcome and the observed phenomena.

Member checking, which is a pivotal technique to validate the match between the reality drawn from the data and that of the participant (Guba & Lincoln, 1989) is employed so that the data reflects what the participants think without any miscommunication, or misinterpretation. The member checking was carried out twice. First, the researcher summarized the key aspects articulated at the end of each interview and asked if they aligned with what the participant communicated. The second round was conducted in brief online meetings after the data collection was finalized. In these meetings, the researcher brought up the key elements one more time and asked participants for their confirmation.

Applying a study to different situations, sites and contexts is referred to as transferability. To achieve this feature, Guba and Lincoln (1989) propose providing an extensive description of the study setting including the full details of "the time, the place, the context, and the culture" (p. 241). Considering this, thorough information regarding the current study context is provided for researchers and practitioners who wish to reproduce the study. This investigation can be transferred to other research sites with the help of detailed information provided.

The notion of dependability can be briefly summarized as "the stability of the data over time" (Guba and Lincoln, 1989 p. 242). To achieve dependability, they

highlight that the data collection instruments and methods should be transparently explained and presented with the inclusion of any emerged changes so that they can be "tracked and trackable" (Guba & Lincoln, 1989 p. 242). Consequently, the data collection methods, tools and any modifications applied to them are transparently documented in this study. To illustrate, the researcher openly presented the alteration in the number of reflections written by the teacher participants.

Guba and Lincoln (1989) associate confirmability with being objectivity. The researcher made sure that the data and its analysis were not biased by the researcher's own values and expectations or any wish to confirm his own ideas. They are, rather, all bound to the data which is context-based.

3.7 Ethical considerations

Ethics is a vital component of any scientific study; therefore, much attention was devoted to ensuring confidentiality and anonymity in different methods. Prior to the beginning of the study, the ethical approval was obtained from SBINAREK (Institutional Review Board in Social Sciences and Humanities). The researcher got in contact with the department head of the institution which hosts the participant teachers and students to obtain permission to conduct the research. Upon getting the approval, participation consent forms were prepared to obtain informed consent and distributed to each group of participants. A Turkish version of the consent form was distributed to students who are native Turkish speakers as a means to ensure the students could understand the details of the study and freely inquire about it. Both consent forms included details about the aim of the study, the data collection methods, expectations from the participants, confidentiality, and the right to withdraw from participation. The researcher made sure that they read the consent

form thoroughly, asked questions, inquired about the details and signed the form upon accepting taking part in the study. At this stage, the researcher also guaranteed that the students would not face any negative consequences when they refused to take part in the study or withdraw from the study at any moment.

To maintain confidentiality, the consent forms were stored securely in the researcher's locked office cabinet. The interviews were recorded via the researcher's smartphone and stored on it, which is secured by a password known only to the researcher. The digital materials including the transcriptions and student essays were securely stored in the researcher's personal computer with password protection.

Anonymity is another aspect that has received a significant amount of attention throughout the study. The researcher did not inform the teacher participants about the existence of a focus group during the study. Additionally, he kindly asked the student participants not to disclose their identities to their instructors. This was reminded to the students at the beginning of each focus group interview. Similarly, the students were not informed about the interviews conducted with their instructors. Each teacher participant was interviewed separately and was unaware of any details from the other interviews. Although the researcher called all participants by their real names during the interviews, pseudonyms were used in the transcripts and in the excerpts. The researcher took these steps and ensured that the anonymity and confidentiality of all participants were maintained throughout the study.

CHAPTER 4

RESULTS

This section presents the results of postulated four research questions: the way English language teachers integrate ChatGPT into their teaching (RQ1), the teachers' perceptions of integrating AI into writing instruction and the changes (RQ2), the students' perceptions of integrating AI into writing instruction and the changes (RQ3), how the integration of ChatGPT affect the quality of EFL writing (RQ4). In each part, first the findings from the first interviews are presented. Following them, the findings in reflections and interviews are provided. When a category that has not been mentioned during the first interviews emerges, it is presented together with the findings from the second interviews. The order of the findings is in the order of the research questions.

4.1 Teachers' integration patterns

The first research question "How do English language instructors integrate ChatGPT into their lessons?" examines the various ways teachers operate ChatGPT to further develop their methods of instruction. This entails examining the ways in which teachers employ the technology to facilitate tasks, including task design, lesson preparation, and material development. By portraying the employment patterns, this question aims to determine how incorporating AI into the classroom affects student learning outcomes and instructional effectiveness, as well as the advantages and difficulties teachers face. The ultimate goal of the study is to offer insightful information on how ChatGPT can be used as an additional tool to enhance teaching methods and promote improved learning outcomes.

Teachers in the study reported that they have some familiarity with AI tools, mainly ChatGPT, both in their daily lives and in their professional lives. However, this familiarity shows a great variety. While some teachers only use them when there is an emergent need, some use them on a weekly basis. There is also a big variety in their purpose for using ChatGPT.

Another assistance the teachers gained from ChatGPT was while thinking about interesting and engaging class activities for their lessons. The tool can become and serve as an invaluable depository for interactive and effective activity ideas. Rather than following the textbook excessively and conducting repetitive tasks, the teachers can leverage the tool to find various activities that can be tailored to their teaching context and the lesson objectives. Suzan's experience presents an insight to this:

> I don't remember clearly, but especially for warm-up activities or for speaking activities. I would use it to generate questions. And, for example, for a warm-up, I would do 'find someone who', and for that I would create questions using ChatGPT on the topic that I want. (Suzan, Interview 1, 5 July 2024)

As it is one of the most famous strengths of the tool, most teachers use ChatGPT to create materials for their lessons. The tool is able to craft and develop materials to enhance the existing books and sources. Some teachers, such as Neva, use ChatGPT to develop extra materials to compensate for the limited variety of activities that are aligned to pre-set lesson objectives, which may not function in every class. Moreover, these teachers can increase the number of exercises in the books or enhance the materials to meet the objectives indicated in the syllabi. Neva talks about her main use aim as follows: "We need to prepare some activities, extra activities or extra material for the class to cover, especially when the material is limited for that class. I can ask ChatGPT to create me some in class activities" (Neva, Interview 1, 6 July 2024).

There is also a variety in the skills and areas teacher develop materials. In other words, they do not constrain the use of ChatGPT in material preparation to one specific skill. Rather, they resort to the tool to create materials for a wide range of skills. That being mentioned, there still a preference exists towards some skills such as reading. The tendency of teachers to develop materials is mostly towards creating texts for reading activities as finding appropriate texts that align with the lesson objective and the level of the students is troublesome and crafting such reading materials including the while- and post-reading activities do necessitate expertise. An instance of such employment is given below:

> For the material for unique classes, I used ChatGPT. I had to prepare a unit, a sample unit for our unique classes. There was a reading part. It is easy, it is easy for preparing a reading text. I asked ChatGPT to write me a reading text. Then, I asked to generate some questions regarding the reading text. Then I asked for the answers to the questions, and it provided the answers to the questions. (Aylin, Interview 1, 4 July 2024)

As illustrated below, while teachers develop materials, they do not focus on one element, yet they design parts and activities that complement each other. Developing grammar activities is another area that teachers frequently utilize the tool mainly due to its convenience in producing an immense volume of examples and exercises that can be employed for various purposes such as preparing grammar drill activities. Teachers can utilize a wide selection of grammar activities to empower their teaching. Alev remarks, “It provides me many examples and exercises for even my grammar class. And also, for my writing classes, I use it because I think that it is very efficient” (Alev, Interview 1, 6 July 2024). As mentioned above, teachers also use ChatGPT for the preparation of their writing classes. They create materials that can serve as enriched examples and model texts in enhancing writing skills. By doing so, they can provide concrete examples for the students. As Buse shares her experience, “I show the example and how they should analyze it, how they should

write a paragraph or the topic sentence. And I tell them they can write in that way; the example can guide you" (Buse, Interview 1, 5 July 2024). Moreover, their employment of the tool for writing skills is not only limited to this. Teachers also resort to ChatGPT to create texts especially when they feel it is inadequate to develop materials due to time restrictions they have. In this aspect, they can employ these texts in their writing classes as model texts after applying some changes in the generated output when deemed necessary. A good example of use comes from Suzan, and she explains her habit of use in the excerpt below:

> I couldn't find any sample essays for my students' levels. And I thought maybe if I give a prompt to ChatGPT, it would give me a sample essay for my students to analyze. I did that when I was teaching last semester. I gave the level, I gave the word counts and the parts, the topic and it created one for me. I think it was a nice sample essay. Of course, I edited it a little bit because it was not very appropriate. The phrases it used were not that appropriate for my students' levels, vocabulary, the wording, and so on. So, I edited the vocabulary a bit, especially because I thought it was not very appropriate for my students' levels. And it was easy to analyze. (Suzan, Interview 1, 5 July 2024)

Another reason for resorting to ChatGPT is to adapt the material at hand. Teachers adjust the difficulty of reading texts and differentiate the material, ultimately presenting the learners with materials that fit best or their language level. as Lale mentions, "Sometimes the content texts are too complex and I use ChatGPT to simplify" (Lale, Interview 1, 5 July 2024). On the other hand, the adaptation does not merely mean adjusting linguistic complexity. It also encompasses alteration in other critical areas of implementation of the activity such as time management. The tool enables teachers to modify the activities and ensures that they can make use of the material within an optimum amount of time. Thus, the pacing of the lesson can be controlled as the material itself can be easily manipulated by the tool. Here is an experience Engin had:

> There was a task in the book, and it wasn't very suitable for the students, both in terms of proficiency and the time limit. I asked ChatGPT how I could design this task differently so that I can achieve a level-appropriate task…I was able to adapt the task at hand to meet the purpose of the lesson in a better way than I could have imagined. (Engin, Interview 1, 4 July 2024)

Ultimately, they also use it to develop assessment and testing items while preparing exams. They can use the tool to create reading texts together with questions, grammar, and vocabulary questions. Without having to use the same examples given in books or the extra resources such as the workbooks, the teachers can come up with various test items. This especially benefits the teachers in preparing items for reading skills.

The explanations above illustrate the patterns of teachers before they took part in the study. In other words, they document their own efforts to employ a new form of technology without getting any assistance from a colleague or training. The study included a training program that aimed to refine their knowledge about AI and their skills to use and incorporate into their teaching practices was developed. In the remaining part, the additional use patterns and the new changes that happened in these patterns are presented.

Earlier, the teachers used ChatGPT to create materials for their classes, including preparing reading texts and comprehension questions, and grammar activities. As an addition to these common types, Eylül included vocabulary activities. Yet, instead of preparing this on her own and handing out the prepared material to the students, she urged the students to use the tool during class time to search for important vocabulary items that could benefit them in their writing production stage. She explained her own experience: “There was an activity on our Academic Writing Pack where they were supposed to write a body paragraph on the same topic. I asked them to use ChatGPT to provide a vocabulary list they could use

for the body paragraph." (Eylül, Reflection 1, 12 July 2024). Eylül introduced another new element to the class environment by allowing the students to use the tool during the class time to help them overcome the difficulties in finding relevant ideas to write about. She instructed her students to use the tool to come up with ideas to include and explain them in their essays. By doing so, she used it as a way to generate ideas. Engin also carried out a similar task, yet by adding a novel twist to the same operation. Instead of letting the students choose the topic to write on their own, he turned this activity into a collaborative one and asked the students to form groups. In their groups, the students needed to use the tool to generate ideas and then, later on brainstorm together and select two ideas to integrate into their essays. By doing so, Engin was able to use the tool as a means to create collaboration among the students.

Engin utilized the tool in his class mostly for idea generation and organization purposes. In one of his reflections, he indicates that his use has also another aspect, to save students' time and consequently allowing students to finish their writing tasks on time "The main reason behind the use is to help students save time while they were generating ideas, which has a big role in their usual failure in completing the essay tasks" (Engin, Reflection 1, 12 July 2024).

Another use pattern was linked to the idea creation for writing, yet involved another subskill, preparing outlines. Suzan showed how students could get assistance from the tool to organize their essay by performing this on her own to model the use to the students. She not only displayed how to come up with ideas and organize them from scratch but using the ideas the students already have to form the backbone of the essay, as well. This use is versatile as it can function during the pre-writing stage to guide the students and remind them to follow the

structure, and it can be employed in the instruction phase while teaching the students different organization styles as Lale performed. The excerpt below is about how she used it during her class:

> I copied the text to ChatGPT and told it to summarize and outline the main points. It especially helped when I uploaded a table that we used in the class and asked ChatGPT to fill in that table using the text uploaded. By projecting the outline as both bullet points and as a table, the students were able to make sense of the text and its structure more effectively and faster. (Lale, Reflection 3, 2 August 2024)

Lastly, the tool was used to provide feedback to the students. This was especially employed by the lower proficiency group teachers to provide timely feedback to the student. Buse, for instance, asked them to upload the text into ChatGPT to get feedback when they finished and assisted them later on in areas such as explaining the need for correction or scaffolding the feedback. Apart from this type of practice, a different and more cumulative practice was performed by Onur. Onur collected data from his students and by using the analytical power of the tool, he provided the students with common problems occurring in grammar in their writing pieces both as class material and as worksheet. His experience is presented below:

> I asked my students to start writing two paragraphs as in the format of an academic essay in which they were supposed to write an Introductory Paragraph and afterwards, the First Body Paragraph only. Then, I collected their papers, took pictures of each, and uploaded them to ChatGPT. After that, I asked ChatGPT to read all the uploaded papers, detect the common mistakes the students had made, categorize those common mistakes, prepare a chart that shows the mistaken sentences and the corrected version of those sentences to be compared, and generate comprehensive questions based on those common mistakes along with their answers. (Kahraman, Reflection 1, 26 July 2024)

4.2 Perceptions of teachers and the changes observed

One main component of this study is the teacher's perception regarding ChatGPT and its inclusion in teaching activities. To meet this end, data was collected through individual interviews both face-to-face and online, personal reflections about the lessons ChatGPT integrated, and field observations, which produced the field notes. After the identification of the themes for teachers' perceptions, they were then grouped and categorized. As a result, four main categories were formed: saving time, data quality, academic dishonesty, and student proficiency. In the following part, each of them will be described, and related findings are presented.

4.2.1 Time efficiency in teaching L2 writing

Throughout the interviews, the most prominent feature teachers discussed was time efficiency in teaching L2 writing. Time efficiency can be defined as the concept of accomplishing a specific task within a time that is shortened by the capabilities and affordances of ChatGPT. In terms of teaching, this means saving time in creating exemplary texts, creating writing activities, and providing feedback. This notion was not very prominent in the initial interviews, yet it became more evident as teachers began to use the tool in practice and exploit its benefits. First, the teachers' prior experiences and ideas about how they can save time by using ChatGPT in teaching L2 writing will be presented.

Preparing materials for in-class use is often considered a challenging and time-consuming task. Lale (the teacher) was responsible for creating reading and vocabulary activities to be used for a specific language class over a term. She was required to identify relevant concepts and content to develop the materials. Reflecting on this experience, Lale shared her experience with ChatGPT. The

following quote shows how ChatGPT relieved the demands of the task during the process:

> Well, first of all, it's very time-consuming to prepare exams or to prepare material sometimes. The process of finding an idea and improving that idea to apply it in a material development process can be a job like a full-day job or at least a half-day job for you. But with ChatGPT, it's just a click for you. (Lale, Interview 1, 5 July 2024)

Lale could simplify the process of creating relevant classroom materials thanks to ChatGPT and her ability to benefit from the affordance of ChatGPT in saving time during material development. Traditionally, the material development process, especially identifying relevant concepts and organizing the outline of the material can be time-intensive as the teacher needs to go over numerous resources, filter out the unnecessary or irrelevant parts, align the concepts into students' cognitive and linguistic levels, and ensure the learning objectives and goals can be achieved at the end. However, Lale claims that ChatGPT reduces the workload of teachers in the context of material development by accomplishing most of these tasks in a brief time.

The time efficiency is not restricted to the material development process; it can also be applied in lesson planning, particularly in designing tasks. Eylül (the teacher), who wanted to develop the speaking abilities of her students, utilized ChatGPT to assist her while preparing a set of questions.

> Sometimes, I have to prepare like 30 minutes before, and it's not like I cannot develop any questions. Can I choose a topic? Sometimes, even choosing a topic for speaking, even that is sometimes challenging, but OK, I don't have much time about this topic. What can be asked? (Eylül, Interview 1, 4 July 2024)

Eylül clarifies that her motivation was not to compensate for an area that she lacked as she is fully capable of developing similar questions independently. Instead, her motivation was to simply save time while getting prepared for her lesson. By utilizing ChatGPT, she was able to generate a variety of effective and relevant

questions quickly, saving considerable time compared to traditional methods, including brainstorming and conducting online research. As ChatGPT can quickly come up with the desired output, it allowed her to bypass the time-consuming traditional process. She further acknowledges that coming up with relevant and effective questions to use in the classroom within a specific domain can occasionally be challenging despite her capabilities of developing such questions and speaking prompts. Another teacher, Alev, reflected on her use of saving time as follows:

> I made use of ChatGPT for preparing an outline while teaching "how to write an essay." Because it was quick and efficient. ChatGPT helped create a clear and organized guide covering all the important parts of an essay. This saved me time and made it easier for students to understand essay structure and organization. (Alev, Reflection 1, 26 July 2024)

Alev made use of the tool to design an effective lesson for her learners by decreasing the time she allocates for organizing fundamental information about essay writing and providing clear examples. In this way, she is able to optimize the lesson planning process by sparing time from organizing basic information. While the time she spent is considerably low, the quality of work is sufficient for her and her students to cover the lesson. This indicates that the teacher does not need to sacrifice the depth and clarity of the lesson.

Another effect is addressing problems related to motivation. The time constraints can cause teachers to lose their motivation to be prepared for their lessons. Eylül shared her experience about how ChatGPT helped her navigate this issue in the first interview as follows:

> For example, especially for my speaking lesson, I have to choose the topic. I chose the topic, and then I need to think of some questions that I will ask my students. Sometimes I don't have much time. Sometimes, I feel demotivated. Sometimes, you know, I feel lazy. (Eylül, Interview 1, 4 July 2024)

Here the time constraints that Eylül experienced led her to feel extra demotivated for preparing for the class. By employing ChatGPT, she could quickly draft questions to

employ in class without spending lots of time thinking about, creating, and organizing the questions. Regarding her account, her lack of motivation to prepare questions and prompts before the class may not be a barrier to delivering good quality instruction, thanks to quickly drafted questions by ChatGPT.

In the second round of interviews, more teachers articulated the importance of the amount of time they saved specifically for teaching writing classes. With more experience with the tool, teachers started to discover different aspects of saving time reflected in their performance. Prior to tools and chatbots such as ChatGPT, a teacher who attempted to benefit from technology as much as possible would resort to online forums, blogs, or websites created for teachers to share their activities with fellow teachers. When the teacher wanted to have more authentic material, the websites and newspapers would become fruitful. However, accessing these resources requires not only energy and effort but also time. With the birth of AI technologies, these time-consuming tasks became shorter when AI tools and technologies were integrated into material preparation. Related to this aspect, Aylin (a teacher) shares how ChatGPT transformed her experience in creating materials for her class in the excerpt below:

> For instance, yeah, let's say that you will have a lesson in an hour or half an hour later. So, you must find something quickly. Before ChatGPT, we searched on the Internet to find some tools or to gather some information about what we would do in class. But by asking ChatGPT, I save time and energy. So, I can spare my time for focusing on some other things. It helps me a lot. (Aylin, Interview 2, 27 August 2024)

As Aylin began to utilize ChatGPT for her needs effectively, her reliance on traditional time-consuming material preparation methods significantly decreased. She indicates that the conventional methods of material preparation that she was accustomed to require a substantial amount of time and effort. Utilizing ChatGPT saved time from employing those methods. Now, by using ChatGPT, she can effectively allocate time for the other professional duties and responsibilities she has.

Providing exemplary texts and model essays is significant in teaching writing in L2. However, finding an adequate number of online examples written in the style that students can model for their assignments and practice can be challenging. If the teacher wants to write these samples, it requires an even greater amount of time. Here, ChatGPT proves its usefulness, and Alev's (a teacher) comments about her experience are fine examples. Below are her remarks about using ChatGPT to create exemplary texts for her students:

> It helps me to save my time because while using ChatGPT to prepare some examples, some exercises before start writing it is very quick. It can provide you with instant samples, and whatever you write or whatever you ask it, it can quickly help you. It is very effective. (Alev, Interview 2, 22 August 2024)

The keyword that Alev uses is the word "instant" to summarize the effectiveness of ChatGPT in dealing with the time-requiring process of example text creation. With the instant examples created, the teacher can save time in preparing models for the students.

Another important aspect of saving time is manifested in adapting the materials according to student levels and differentiating them. Suzan (a teacher) expressed that she was able to reduce the time a lot while differentiating the material according to students' levels. Suzan's ideas are presented in the excerpt below:

> It's customizable, so you can customize your output. If it gives like a B1 level essay, you can make it A2 level and can paraphrase things. So, things that would take longer for a teacher to do, it does it in like 2 seconds. I have seen that it's convenient because it takes seconds to use, not even minutes. You can elaborate more on your prompt, it would give you more elaborate outputs. (Suzan, Interview 2, 19 August 2024)

Differentiating a text or adjusting an existing text to a level that can be easily comprehended by the learners is difficult, as it requires the task of an editor. Suzan displays the benefit she gained by assigning the role of an editor to ChatGPT to simplify the text and create smoother sentences for the learners. Without the need to

consult a human agent, a teacher can edit any text in less than the time needed for a human editor. Other editing tasks, such as simplifying the vocabulary level and utilizing fewer transition words, can be undertaken within seconds, thanks to prompting.

On the other hand, to receive the most efficiency, knowing how to prompt is crucial. Prompting includes being precise about the desired outcome while drawing lines to clarify the boundaries of the output at the same time. Thus, the teacher needs to evaluate what to include in the prompt delinquently to be able to ensure the outcome fits in the desired boundaries, including word limit, linguistic complexity, and sentence structures. This important aspect is demonstrated by Lale as reflected in her following excerpt:

> I think this will get even better as I get more familiar with ChatGPT because, at some point, I will know. I will not make the same mistakes again. "ChatGPT did not understand it, or ChatGPT gets confused by it. I should be more specific blah blah". Anyways, it helped me a lot, but I should plan ahead. If I do everything correctly, then it is definitely a time-saver. (Lale, Interview 2, 23 August 2024)

By acknowledging her inexperience with prompting, Lale highlights an important aspect of using ChatGPT effectively: Whereas the tool can significantly reduce the time required for various tasks, a minimum level of prompting is required of teachers. Unless the teacher can effectively prompt, the promised time efficiency can be compromised, turning into long discussions with ChatGPT as a result of miscommunication. The failure in effective and precise prompting not only obstructs the efficiency of the process but also can create an additional workload for the teacher to correct and improve the output. Thus, the knowledge of prompting also requires careful planning regarding what and how to prompt to eliminate any miscommunication and to ensure ChatGPT delivers outputs aligned with the

teacher's needs. Lale highlights the importance of being accurate and precise in prompting to save time in her experience.

Additionally, employing ChatGPT can help the teachers summarize the information. The students can refer to the summaries and complete the writing assignment they need to. For one of her lessons, Neva (a teacher) summarized three different texts by using ChatGPT to enable more class time for the writing activity and adjusted the remaining activities in the writing part of the book. Below is an excerpt from her reflection regarding the process she followed and her reason for opting to make use of ChatGPT:

> Students were asked to complete a paragraph based on a table in which there was information about the rights of African American people in the USA. I uploaded this table and first asked ChatGPT to write a well-constructed paragraph by carefully checking the dates and information on the table. Then, for the same paragraph, I wanted ChatGPT to create an activity in which students need to put the sentences to get a meaningful paragraph. I used the same table and the activity and prepared a handout to use in the class. Students were required to check the table and order the sentences, which in return will help them learn how to both read a table and follow an outline to write a paragraph or understand the structure of it. The reason why I came up with such an activity was because of the time limit. (Neva, Reflection 3, 27 July. 2024)

During the second interview, she commented further on her choice of action. The following excerpt from the interview elaborates on the effectiveness of summarizing information and Neva's remarks:

> So I tried to both integrate GPT into this writing task and try to save some time for both me and the students because it was impossible to do all the activities in the writing and come up with a paragraph or an essay. That's why I try to use it. (Neva, Interview 2, 22 August 2024)

This use enabled the students to save time, as they did not need to read all three texts one more time in order to carry out the writing task. As the summary of the texts gave clear answers for writing activities in the book, the teacher was able to initiate the writing task without resorting to repetitive tasks. Additionally, Neva was able to overcome the time limitation challenge in her lesson by presenting those summaries.

4.2.2 Time efficiency in learning L2 writing

In their first interviews, none of the teachers argued that ChatGPT could save time for students engaging in writing activities. The reason was that none of them integrated ChatGPT into the class environment before the study; thus, teachers have not witnessed students' use of ChatGPT in their writing classes. However, this theme started to emerge in the second round of interviews and in their reflections. ChatGPT can allow the students to save time, especially in the pre-writing stage where the students engage in brainstorming and outline preparation stages. Engin (a teacher) opted for group work for this task and assigned students to groups in order to employ ChatGPT to obtain support and points to exploit in their essays. This was a controlled activity in which the teacher observed student actions and provided assistance upon need. Students resorted to ChatGPT to explore ideas for their essays; they quickly gathered ideas and evaluated them. The excerpt below shows his impression of the time-saving feature for the students.

> I put the students in groups first and asked them to find as many points as possible by using ChatGPT and discuss which ones they can use for their own essay. Point generation and creation of outlines benefit the students greatly as these help students save time prior to an actual writing activity. (Engin, Reflection 2, July 11th, 2024)

Students can save time when they work with ideas that are presented to them specifically on the topic of the writing activity. An advantage of ChatGPT over already-given ideas is that students can interact with ChatGPT to elaborate on them and clarify their understanding when they feel the need. They can gain access to further ideas by asking ChatGPT and interacting with it. Buse (a teacher) addresses this in her following quote:

> Actually, it's time-saving because we are really spending time thinking about the ideas and the reasons and everything while writing. So, it's really

> time-saving for me, and I think this is also time-saving for the students. (Buse, Interview 2, 20 August 2024)

In the program, students have about forty minutes to develop their ideas and finish writing their essays. In some classes, sixty minutes can be allocated for writing assignments. However, there is always a time limit for the students to complete their essays. Within these time restrictions, the time allocated for thinking about the topic and gathering related ideas before starting writing is intensely time-consuming. Buse states that employing ChatGPT in this stage can free some of the students' allocated time for writing, and students can channel that time to the action of putting down those ideas on paper. Below, Suzan describes the brainstorming process and how it saves time for the students in their actual writing stage:

> One of the main benefits was that it provided very fast, like opinions, ideas that students could build up on, and it provided explanations. They were clear. It was fast. It's very easy to use. I think the interface is simple. (Suzan, Interview 2, 19 August 2024)

The quick responses generated upon interaction can facilitate brainstorming and creating ideas during the pre-writing stage. This enables students to explore and organize their thoughts more effectively, particularly when they feel the need for extra clarification. Furthermore, the students can come up with additional details to support their initial ideas in a way to expand and elaborate on them. The ideas generated by the tool can include rich explanations and supporting examples. The accessibility to good quality information helps students to develop their content and structure their texts by facing less difficulty.

Also, the use of ChatGPT enables students to perform the revision process in a shorter time. They do not need to ask for their teacher’s feedback, which requires waiting for them to be available in crowded classes, or ask for the ideas of their peers, who mostly are not competent neither trained in giving feedback. Buse points this out in her reflection: “They were able to quickly test out different phrasings and

receive instant feedback which speeds up the revision process" (Buse, reflection 2, 9 August 2024).

Teachers documented in their interviews and reflections that they hold a positive attitude toward ChatGPT, as it saves them time. This efficiency can take place especially in material preparation. Furthermore, they acknowledge that it can also save the students' time about idea generation and elaboration after employing it in their classes.

4.2.3 Quality of ChatGPT responses

A noteworthy change occurred in teachers' perceptions regarding the quality of ChatGPT responses. In this context, quality refers to the accuracy of the outcome and includes the level of appropriateness and feasibility of the output. Some teachers initially commented on the accuracy of the generated output. They raised concerns about the notion that ChatGPT can hallucinate; in other words, it can come up with pieces of information that are not accurate and may be misleading. Eylül shared her worries in the first interview, as quoted below:

> We cannot trust it fully, it can have wrong ideas. So, when these students use ChatGPT, I'm not sure if they're going to be good at filtering the information. Maybe ChatGPT is going to be racist. We never know because it's using the information on the Internet. Maybe we should always be monitoring and guiding students, during this process. (Eylül, Interview 1, 4 July 2024)

Eylül approaches the generated response with caution and suspicion. She is not only skeptical about the truth or false value of the answers, but she also has concerns about the ideology that can be seen in the answers. At the same time, she has doubts about the students' abilities to critically approach and analyze the information they are presented with. This is the underlying reason why she feels the urge to take precautions and come up with proactive measures.

Another teacher, Neva shared her prior experience when ChatGPT failed to provide accurate information in her interview. While she wanted to create a vocabulary activity, she witnessed a moment when it hallucinated, and came up with bits of information that were not accurate and potentially misleading. Although she presented the blanks and the words that needed to be put in those places to ChatGPT, ChatGPT opted for adding different vocabulary items that had the same function and same meaning but in different complexity. She reports her experience below:

> That's the vocabulary activity. I uploaded it on ChatGPT and ChatGPT answered all of the blanks. Complete all of the blanks, but there were two words completed in the paragraph which were not on the box. So, ChatGPT created extra words, which were not included in the activity. (Neva, Interview 1, 6 July 2024)

This event shows another component of response quality, the generated output may be correct but may not a possible one among the options within the context of the prompt. When approached from the content perspective, the use of a synonym or a possible answer might not create a significant difference. Yet, this was a vocabulary exercise, and the students needed to complete the task by using only the given words to refine their knowledge about those items. This hallucination event led Neva to approach ChatGPT by questioning the feasibility of the answers; thus, it discouraged her from employing it during the classes with the fear of having not desired assessment or activity materials where precise answers are valued more than possible ones.

Quality of responses is not only a concern for the teachers caused by the presentation of misguiding or false information. Another challenge it poses is that ChatGPT can provide too detailed and advanced answers that can discourage teachers from utilizing them in the classroom environment even when teachers are able to carefully craft well-organized prompts specifying the student level and the teaching context. Responses such as being overly complicated can result in a

discrepancy between the AI's production and the students' learning requirements, rendering the content inappropriate for usage in the classroom. These instances potentially raise concerns for the teachers regarding the efficacy of the tool. Neva's observation sheds light on this in the excerpt below:

> Actually, I still have (concerns about data quality) not because of the correctness of the information it provides, but in terms of the information it provides. There is some information I do not think that the students do not know or not heard of it. For example, it sometimes gives you too specific information. For example, if you are writing an essay about global warming, it will give you some a name of a pact which is signed in USA or in other parts of the world. It is too specific for the students and it blocks them, they cannot write about it. When you take it as a point and want to write a body paragraph about it, you need to have some knowledge on it, right? You need to know what this pact is, so that is why it sometimes gives too specific points. Then you need to look for this specific information again. (Neva, Interview 2, 22 August 2024)

Here, the generated answer is not beyond the students' language level; on the contrary, it is beyond their schema and word knowledge. As the teacher specifies the prompt according to the linguistic needs of the students, ChatGPT cannot adjust the content according to the student profile or their background knowledge regarding the topic. Upon encountering such instances, the teacher and the students can feel under stress as the tool they resort to guide them and inspire them throughout the process can discourage them by putting an extra load on their learning and teaching processes. This has the potential to direct the teacher to ignore using the tool as it can create advanced content, which will not have the promised facilitative role in the learning process.

Although previously anticipated problems have not occurred during the implementation stages, a problem that has not been foreseen before surfaced in one of the lessons. In a short writing task, Alev intended to use ChatGPT to give feedback for the students' handwritten homework, but instead of spending some time out of the class, she wanted her students to get feedback during the class time and

make necessary adjustments and revisions during the class time. Her students were at the A1-A2 level, which meant they needed intensive and focused instruction. There were two main groups of students according to their native languages, Turkish and Arabic. She wanted to be in charge of the part of the lesson where ChatGPT was going to be used; thus asked her students to bring their papers to receive feedback. An unanticipated problem occurred when she uploaded the handwritten papers, ChatGPT failed to correctly recognize the words and failed to provide accurate feedback. She explains this problem in her own words in the excerpt taken from her reflection below:

> However, giving feedback was challenging because of the limitations of ChatGPT. Later, when I tried to upload the essays one by one, the characteristics of the letters changed, causing inconsistency. This made it difficult to provide consistent and accurate feedback for my students. (Alev, Reflection 1, 26 July 2024)

The quality of responses is not always bound to the infrastructure or the underlying algorithms of AI. Sometimes as in this case it can be about the technologies improved earlier such as optical character recognition (OCR) that are necessary to carry out some functions for AI independent from its structure. The low quality and inconsistent feedback discouraged Alev from employing this function not only for her the lesson she tried it for the first time, but also for the classes rest of the term.

To summarize, some teachers were insecure about the responses as they may contain some misleading information or ideologies or may be irrelevant to their own context. However, these concerns were significantly eliminated, as the type prompts, they were employing were not suitable for the controversial hallucination problems. Yet, failure to provide in accordance with the prompts specifications were seen as problematic by some.

4.2.4 Academic dishonesty

Academic dishonesty is any act that can infiltrate the honesty code in academia by performing acts such as plagiarism and cheating. The teachers approached this issue from different angles as some teachers stated that they have no concerns regarding academic dishonesty that ChatGPT could bring into their classrooms. On the other hand, others stated that it could create several problems in their teaching environments including conducting plagiarism and harming the integrity of the assessment process. Most concerns reported by the teachers centered on the idea of plagiarism, the act of using someone's ideas without properly citing the source or acknowledging the original people who produced that bit of information in the first place.

The reasons behind students' engagement in plagiarism can be traced back to their essential understanding, or lack thereof, of the concept of plagiarism. Some teachers argued that many students are not aware of the act of plagiarism and its consequences; thus failing to grasp the essence of ethical and academic policies against plagiarism as a whole. Although there are statements in the syllabi about academic honesty and plagiarism, some teachers believe that only few students are able to grasp the reality. Alev mentions this lack of awareness and information in the following excerpt:

> And also, another thing is that the ethical dimension because they don't know they steal the information, and they say that they write it. That's why it is not ethical, and they don't know that. As teachers, of course we know it. (Alev, Interview 1, 6 July 2024)

The excerpt above shows that there is a gap in understanding the concept among students regarding academic honesty. When students do not fully grasp the notion of plagiarism, they are likely to engage in these behaviors. On the other hand, teachers who have gone through the steps of higher education and extensive academic

training are well aware of plagiarism and try to safeguard academic honesty as Alev points out “We use ChatGPT only to gather information and we use our own sentences, but they don't have these ethical dilemmas. That's why they go on using it” (Alev, Interview 1, 6 July 2024). This remark shows a clear ethical divide between students and teachers. This divide is further emphasized in the excerpt of Engin’s below:

> It’s ChatGPT,so you don't know who is behind those ideas. Even though it is an electronic system, you are still using somebody else's ideas, even though it's a computer. Ethically, for myself, it can create some ethical concerns, but I don't think that students will care about. (Engin, Interview 1, 4 July 2024)

This excerpt also displays the teacher’s perception of students’ ethical worries and attitude toward academic honesty. The students are treated as they lack a clear understanding of academic honesty codes, which prevents them from judging their acts from the perspective of ethics. Furthermore, there is a sense of distrust among the teachers towards students even in the cases where students might be aware of plagiarism. This distrust is deeply rooted that even though the students may have an understanding of this concept, they may not adjust their actions in accordance with academic honesty.

Apart from the lack of notion or dismissal of concerns about plagiarism, teachers also have worries about the integrity of the assessment process. This notion was not raised as a major concern in the first round of interviews compared to plagiarism, as only two teachers commented about it. It was reported that the available AI detection tools are not useful for them since utilizing these technologies requires more effort from teachers by creating an additional workload. A workload that may not be feasible to carry out in various scenarios and contexts. This point is emphasized in the following excerpt:

> AI use is a very controversial topic in that sense. There are tools to check it, but since we write in class, we may not have time to put those papers into AI checkers and stuff. So, I think plagiarism is the biggest issue. (Suzan, Interview 1, 5 July 2024)

This worry is not manifested during the interviews but also infiltrated teachers ideas when they were commenting on their in-class use of the tool and found its way into their reflections. The excerpt from Lale's reflection accurately documents this:

> I hesitate because if students learn how to use ChatGPT effectively, this might also cause them to get their assignments done by ChatGPT when they get the chance. It is hard for us, teachers, to detect how much help they got, or more dangerously, how much they copied from AI tools, especially when the assignments are hand-written. (Lale, Reflection 2, 26 July, 2024)

The second round of interviews provided more insights into teachers' perceptions and actions within the classroom. Only two teachers did not make any comments about academic dishonesty as one of them Elif stated that she used it only for the vocabulary developing activities and Onur (a teacher) since he used it only one session geared to provide feedback and grammar activities for the upcoming exams. The other teachers approached the acts of academic dishonesty in multiple layers as it was in the first interview. Additionally, written reflections enabled further insights.

The worries regarding dishonest academic behavior were not eliminated and persisted after integrating ChatGPT in various stages of writing instruction. Aylin who had strict beliefs against integrating ChatGPT into writing lessons, delivers her ideas "Additionally, once AI is introduced and students are allowed to use it for assignments, even to a limited extent, it may become difficult to prevent its misuse" (Aylin, Reflection 1, 08 August 2024). This is also visible among the teachers who started to embrace technology more and more. Lale's remark "Sometimes, you know, I was a skeptic about the ChatGPT, but even though I turned to the good side, it still remains that there can be some cheating attempts or plagiarism attempts."

(Lale, Interview 2, 23 August 2024) captures the overall stance of teachers briefly and effectively.

Concerns about assessment integrity were iterated again in the second interviews. As explained above, teachers fear that the integration of AI will cause problems in assessment since they will not be able to judge the students' actual performance. Another aspect is that the assessment procedure which is tried to be guaranteed as valid and reliable may not achieve being reliable as some students' choice of using AI can earn them more points over the ones who try to do the assignments on their own. Different from the previous interview, the teachers with this concern were able to discuss this issue based on their experience in the second round of interviews. Below is Suzan's experience with unfairness in assessment due to integration of ChatGPT:

> I think the teacher plays a big role in this. Some of my students used ChatGPT in their writings. If I had not been careful on that, I could have just given them 100 points because it was a perfect essay or like 95 points. But some other students didn't use it, they wrote it themselves, it was their own work, and they could have got the same score or maybe lower than that. But that's not fair. I think teachers' attentiveness plays a big role in this. I still think it's not very fair for like assignments and stuff. There are of course like detection tools I tried to use them since their writings were like copy and pastable basically, but if it was written on paper, I would not have the chance to do that maybe. I think like for it assignments outside the class, I think it can create unfairness. (Suzan, Interview 2, 19 August 2024)

On top of the reasons for committing academic dishonesty listed above, another potential explanation was brought up, the learners' fear of making mistakes. This fear is thought to be a factor driving students to commit these acts. The motivation behind them is not being afraid of making mistakes on the surface level; it is the assessment process that they fear of. As 10% of their overall scores come from the writing tasks, students do not want to lose points in these assignments. Thus, their desire to present a well-organized and detailed essay or paragraph leads them to

resort to engaging in academic dishonesty. The following excerpt from Buse illustrates this point:

> Unfortunately, they do not produce anything by themselves, even if they understand the topic or they know the topic, they have some problem. It sometimes does not encourage the students to write something. They just choose the easy way to write. Because they have the fear of writing in the wrong way. (Buse, Interview 2, 20 August 2024)

The students' behaviors not only affect their learning but also impact the teaching practices and resources provided. The fear of conducting academic dishonesty limits and guides teacher behavior in the same manner. While integrating the tool, teachers often approach with caution, as there is a distrust that the students may misuse the tool at some point, which can undermine the effectiveness of the integration. This skepticism sometimes affects teachers' decisions during instruction. The experience of Engin below shows this:

> Whenever I got the idea to use ChatGPT, the first thing that came to my mind is that what happens if the students just cheat. Because they will have their phones. OK, I will give them instruction. I will tell them to do something specific. What happens if they try to abuse the system to get the full essay written by it? And that actually affected my decisions ,as well. Remember, hocam, it was only the last session that I gave the full control to the students to use ChatGPT. Because beforehand I thought that it could be abused by students. (Engin, Interview 2, 19 August 2024)

Engin was one of the few instructors who integrated ChatGPT in all of his lessons. Upon examination of the nature of the integrations, it is revealed that the use of ChatGPT was very controlled and restricted. Engin also admits this and states that he did this on purpose with the intention of restricting the student engagement with ChatGPT so as not to allow them a space for copying or plagiarism. Although Engin tries to limit these behaviors, he does not bear optimistic feelings toward a perfectly balanced inclusion as the following excerpt indicates:

> If you want them to use ChatGPT, we should also mention that ChatGPT is there just to have some ideas about. The system is there not for copying all the sentences from there. As long as the distinction is made clearly from the starting point, then I can say that there are no ethical issues. But

> can I guarantee that every student just does what I want? I can't. (Engin, Interview 2, 19 August 2024)

The interviews also illuminated an area in the teacher's behaviors and their perceptions about it. While teachers approach academic dishonesty of students strictly, they do not always approach their own actions in the same strict manner. Almost all the teachers in the study used ChatGPT to prepare model texts for their students. However, the majority did not choose to disclose the information that they used ChatGPT in order to create those texts. They did not specify any information about the origins of those texts either and refrained from giving any details to students. An example of these behaviors is visible in the excerpt of Suzan below:

> For teaching, I think it may not be very ethical, but you know how else can I find samples in like 5 minutes? I may not be able to write it myself, if I can write it myself, well, that's good. And if I cannot find it myself, well then not much we can do. (Suzan, Interview 2, 19 August 2024)

Suzan is one of the participants who expressed the highest concerns about AI in overall terms, which may be the reason behind her questioning the ethical aspect of employing ChatGPT. However, she resorts to the tool to generate examples for her students due to time constraints. At this point, she admits that the tool is effective and can successfully meet her needs quickly. This impressive leverage leads her to forget her worries and use the tool to generate texts without letting students know that they are engaging with a product of AI tool.

For teachers, academic dishonesty was one of the major push factors behind employing AI technologies in their writing classes. They had various concerns related to this concept including plagiarism and assessment integrity. While they think that these may stem from students' fear of losing points in their assessment and lack of conceptual understanding of plagiarism, they tend to display behaviors that limit their teaching styles.

4.2.5 Student proficiency

One emergent theme discovered only during the second round of interviews is the students' language proficiency: students' level of English proficiency is documented to be a key factor in teachers' perception of the usefulness of ChatGPT. Most teachers in the study argued that the benefits students can get are closely aligned with their proficiency levels. In a more precise phrasing, they put forward that students with lower level of English proficiency can benefit less from using ChatGPT compared to those who have higher competence in English. Students with less command of English may suffer from challenges such as failing to understand the meaning of the ideas, misinterpretation of the output, and difficulty in integrating those ideas into their essays. Alev shares her perspective in the following excerpt:

> You should know how to use it because of our students. If their level is not strong, if they are in basic level or elementary level, it can be sometimes complex for them. But as a teacher for me, it was very effective because I know how to use it. I know how to give instructions. (Alev, Interview 2, 22 August 2024)

Alev's main argument is about the relationship between students' English proficiency levels and their ability to prompt in an effective manner. She observes that students with lower proficiency as in the class she teaches, Basic, often have difficulty in prompting and refining their prompts in parallel to their needs and goals. She argues that this poses a serious obstacle to the effective use of ChatGPT. While she states 'I know how to use it', the focus might seem on the competence in using the chatbot, yet the addition of 'give instructions' shifts the focus from technical tool competency and directs it to language proficiency in an allusive way. Furthermore; she reflects on her class and states that "I had to simplify language occasionally because it was a little bit more complex for them" (Alev, Reflection 2, 20 August, 2024).These observations stress that successful integration of the tool depends on the

users', in this context the students, ability to formulate precise instruction written in clear English, which is still a developing area for Basic level students.

Another instance is visible in a more proficient group, Mid-level. Although Onur's class is labeled as a part of A2-B1 group, their actual performance is quite low, falling closer to the beginning of A2 level. Likewise, Onur experiences the language barrier existing between students and ChatGPT and compares the situation with a different class with higher proficiency level he teaches. He notes that students with higher proficiency levels can interact with the tool and leverage it to improve their writing skills more effectively due to their language proficiency. His remarks are presented in the excerpt below:

> Some Mid-levels are actually fine, but this bunch of students was a bit, I think a bit low. Mostly, they're only one or two students actually very motivated. The rest were like, kind of, clueless. It could have worked better with high class even just trying once. I don't think it's not useless. I think it's definitely useful, but for lower classes I think it needs to be repeated like frequently. (Onur, Interview 2, 20 August 2024)

Since the motivation and English proficiency of the students are very low, Onur thinks that these affect their interaction with ChatGPT. He advocates that the benefits students can get from ChatGPT are influenced by their overall motivation and language proficiency. When he compares the two different level classes he teaches, he stresses the importance of language efficiency by arguing that the more proficient learners will quickly by "using once" find their way around the tool. The effectiveness of the tool, thus, is closely linked to students' ability to engage with the tool in meaningful a way that is rich in language. Students who can prompt clearly and appropriately in English can exploit the benefits of the tool more. To address this issue, repeated exposure and practice are proposed as a possible solution to increase the benefits lower proficient students can gain and competence in using the tool.

Students' proficiency does not only affect how they perform prompting, but it also directly intervenes with the quality and relevance of the result they gain after their engagement. When students' English level is not adequate for them to tailor their prompts accordingly, the interaction starts to become ineffective yielding to more workload. Eylül teaches a Mid-level class and she uses ChatGPT to prepare students for writing by developing their vocabulary knowledge about the essay type and topic in her lesson. Below are her comments about how the English level obstructs the efficiency of ChatGPT:

> What I wish to use it with higher levels, they could understand my instruction when I give them. I mean we would be able to communicate and when I asked them "hey ask ChatGPT to write a vocabulary list for you" out of 10 words, at least five of them they would know. I trust that. But these students, , they know maybe one of them or two of 10 words, although I asked them to "hey, give instructions. I am an A2 level student. Maybe some of them are A1, because their vocabularies are not developed yet, maybe they had to check all of the words. So, maybe I have no idea how it would go, but it would make the process a bit faster, a bit smoother with higher level. (Eylül, Interview 2, 20 August 2024)

Eylül has doubts about the efficacy of ChatGPT in responding to the students. She experienced that low-level students even though they can enter a prompt by modeling it, may face the difficulty of understanding the generated answer. ChatGPT is able to align the level of suggested words, yet their explanations may include complex grammar structures or vocabulary items that are beyond students' actual level. She also reflected on her experience in her reflection, "I cannot call this a very effective method for them as their English level is quite low, and they had to check the meaning of almost all the words ChatGPT listed. This took a while" (Eylül, Reflection 1, 8 July 2024). This experience triggers Eylül to question the effectiveness of ChatGPT in developing the skills of low-level learners. Moreover, she also hints that these types of integrations can be costly, in terms of time allocated for a simple pre-writing activity. She holds the idea that when the English level of

students' increases, the tool will become more effective in assisting them and, consequently, the number of problematic instances will be less in the classroom.

Engin also faces this handicap in asking students to prepare a checklist to guide themselves in writing an essay in the same level class as Eylül in one of his early attempts to integrate ChatGPT. He reflects on his experience "The main challenge for the students was possibly the linguistic complexity of the questions in the checklist/ideas in the outline" (Engin, Reflection 1, 12 July 2024). In his experience, the students also entered their own prompts with the guidance of the teacher. Yet, when he checks on the students during the task, he observes that students have numerous questions, chiefly stemming from the complexity of the output.

In addition, language proficiency also hinders the creativity of students. The low-level students often resort to copying and pasting information directly from ChatGPT without critically analyzing and building upon what they already possess. This leads some teachers to doubt the effectiveness of the tool, shifting their perceptions toward more negative side. This consequently raises concerns about the application of ChatGPT across different proficiency levels, leading to different application strategies such as excluding the tool according to students' abilities. Buse witnessed several instances of this phenomenon in her Basic level class. Below, she describes one specific encounter when she showed an exemplary text generated by ChatGPT to the students with the aim of guidance:

> …They went with the shortcut. But some students, yes, they got the idea and they improved the ideas in other ways. They created their own ideas by looking at the examples. But some students. I mean, if there're ten students in the class, one or two students improved the ideas and gave me different kinds of examples. The others, they, just took the shortcuts and wrote the same thing (as in the examples). (Buse, Interview 2, 20 August 2024)

Buse is frustrated upon witnessing how students interacted with the examples. Although her initial intention was to encourage students and inspire them about what to write by providing starting points for the given topics, she felt discouraged by the attempts of her students to copy the examples. This "shortcut", as Buse believed, did not improve the writing quality; on the other hand, it inhibited students' creativity. The examples rather than being inspirational and facilitative became the actual written products as students failed to contribute to the writing process.

At the same issue, Engin comments on his experience with Mid-level class, "It was creative, but if it was a High-level class or a Prof-level class, it would even be more creative for students" (Engin, Interview 2, 19 August 2024). He points out that the English level of students is a determinant factor in how ChatGPT affects their creativity. Teaching various levels in the institution, Engin compares the abilities of the students in his classroom, specifically during making use of the tool to gain ideas with those students he had before in higher levels. He does not ignore the positive impact of creativity yet hints the negative effect of language competence.

The general tendency is that teachers prefer ChatGPT to be used in students with some developed language abilities. This means that instead of employing ChatGPT in the early levels such as A1 and A2, the tool should be exploited at least in B1 level. They put forward that when students can give clear and well-developed instructions and engage with the response in a meaningful way, their benefit from the toll can be maximized.

4.2.6 Motivation

The degree of willingness to embark on writing activities and employing ChatGPT forms the concept of motivation in this study. Although initially the question was

asked from a singular point that of teachers', the participants took the preference of approaching this concept from both sides and the interviews were shaped accordingly. Consequently, two motivation themes emerged: teacher motivation and student motivation. For teacher motivation, teaching how to write in L2 became a part of the concept of motivation. Furthermore, teacher motivation emerged during the second interviews.

During the first interviews, the teachers did not mention any negative motivational factors except two teachers. Aylin, who rejected using it by stressing that students will become lazy and consequently will not produce their own products, commented that she does not have any plans to integrate it into her lessons, either. Onur who is contempt of his own teaching style referred to himself mostly as an "old-school" person who does not like to introduce these new elements into his teaching and displayed uncertainty about adopting the tool in teaching, as the excerpt below shows clear his hesitant stance:

> No, I'm old school. I mean, not now. I'm sure. Maybe as, time passes, but maybe. Now, I get to use it more often, maybe after that, I don't know. Maybe, I can switch. But you know, I'm old school and I'm sticking to my own methods. (Onur, Interview 1, 3 July 2024)

Apart from these two teachers, most of the other teachers shared the opinion that it will improve the students' motivation to write in L2 by indicating that it will foster their interest in these writing activities; "I think they will find it interesting and engaging" (Eylül, Interview 1, 4 July 2024). However, this was not seen as a unique component of any AI technologies, it was about allowing the use of technology in the classroom. This was pointed out strongly by Neva, "The most influential effect I observed in my classes was that when you allow students to use any kind of technological tools. They are more motivated… They can write better just because we give them the necessary facilities" (Neva, Interview 1, 6 July 2024). This notion

indicates that there will be an increase in the motivation of students to engage in writing activities because of technology inclusion.

The second interviews covered a variety of changes and emergent aspects, including teacher motivation. First, the student motivation and the changes will be presented; following this, the emergent theme of teacher motivation will be introduced.

Teachers expressed that they have witnessed a positive change in student motivation. Compared to the number who assumed that there would be a positive change in the first interviews, the number of teachers who hold this notion is more than it was before.

Some teachers focused on the psychological impacts on students by pointing out that the students felt relatively relaxed and ready to carry out the writing tasks thanks to the integration. Buse commented “They feel more like, as I say, comfortable because they know at least an idea how they can talk about the topic or what kind of perspective they can (have)” (Buse, Interview 2, 20 August 2024). This boost in confidence is not only limited to the use of the tool by the students but also manifested itself in samples generated by the teacher as in the case of Alev “I can say actually it was very beneficial for my students because seeing some samples always help them, they feel more confident” (Alev, Interview 2, 22 August 2024).

Apart from the samples, the teacher behavior seems to have affected the student motivation in a way to change their perception about the tool when they see the teacher, also, using the tool to support the teaching and learning environment. The excerpt below is about a time Suzan used the tool during her class to show students how to use it to elicit outlines for the essay writing activity they are about to carry out in class:

> …They see the teacher is using it. But I think when they saw that I'm using it, maybe they were like 'OK, uh, I saw the devil. I can use it for different stuff rather than like making it write my essay, I can use it to learn from it. Maybe they thought that I think. They did get some help from it. (Suzan, Interview 2, 19 August 2024)

By seeing the use of the tool, students' motivation to use the tool or the way they use it may display changes. The teachers' behavior as role models can lead to this alteration. Some teachers' views, such as Suzan's are aligned with this position despite the lack of any concrete evidence they can put forward.

Additionally, some teachers reported that the use of the tool boosted student engagement to some extent. In turn, their motivation increased. Although it is not clear if the whole class has been positively affected, some students seemed to have benefitted from the integration as the excerpt of Eylül indicates:

> Not all of them used it properly. For some of them who used it properly, I could say that. For example, in the first lesson, they couldn't come up with even a paragraph. But then, for example, that student with an iPad was using ChatGPT, and although he was giving Turkish instructions, he was more engaged. He's now writing more paragraphs. For the ones that are that we're actually using it, yes, I mean they had some motivation, maybe they could improve it. (Eylül, Interview 2, 20 August 2024)

The excerpt shows that the integration may not be fruitful for all the students as they have various levels of engagement with the tool and with the writing activities. However, the ones who are willing to use the tool have displayed an increased level of motivation to engage with the activities and develop better writing pieces.

Furthermore, some students were more engaged with their tasks as a result of simplification of instruction and the task provided by the tool. Neva has witnessed this great change in her classroom while the students were required to carry out several steps before finalizing their writing task, which to them was demanding and complicated. Neva shares her insights in her reflection as below:

> Based on the feedback I got from students, I can state that they were satisfied with the result, and they advocated that they would never understand what to do in the way that has been asked in the book. It affected my class positively

> in that it let students comprehend the activity both in a faster and better way. (Neva, reflection 1, 11 July, 2024)

This simplification of task can assist learners in dealing with long tasks and activities that have several stages spreading over time. Although learners may have completed those stages, going back, summarizing those tasks and analyzing them to complete one single writing task might demotivate them as it may sound futile and tiresome for them. This simplification just does not help them to remember the previous tasks in a way that a teacher goes over during the class but highlights and presents in a different way for them to tackle the complexity. This, in turn, helps them be more motivated for engaging in the writing task.

One teacher, Onur who identified himself as "old school" used the tool in his class to revise the common grammar mistakes students make in their writings. In his attempt to integrate the tool, he reported that there were slight motivational differences as the students who were already motivated for the writing class also engaged with the AI-generated activity. However, as it was in the case of Eylül, this does not positively affect the unmotivated students. The excerpt below illuminates this event:

> Some of them, the bright ones at least the motivated ones, got interested at least in the last part because in the second session, they kind of knew what they were supposed to do, and so they participated in answering the questions. And then in the first session, they were still kind of, you know, clueless, and next session, some of them the motivated ones tried to participate more and more actually. (Onur, interview 2, 20 August 2024)

Overall, almost all teachers reported that they are positively motivated to integrate ChatGPT into their teaching. This notion led the way to the theme of teacher motivation. There were different reasons behind this motivation, including guiding their own teaching, creating an opportunity to track student progress in real-time, and motivating them more to teach writing,

As the tool can assist teachers in planning their lessons, teachers can overcome the demands of planning the stages of their lessons, giving instructions, and providing decent exemplary texts. This assistance is a motivating factor for the teachers. Buse explains her motivation to incorporate the tool "While I am integrating ChatGPT in my writing classes, I feel myself more relaxed because I have actually some tasks and those tasks that I can explain 'you should do this and do that' (Buse, Interview 2, 20 August 2024). ChatGPT enabled the teacher to work on some activities for her class to downgrade the complicated nature of essay writing to their proficiency level.

Getting instant feedback on what is taught and the intake of students related to that topic is another source of motivation for the teachers. When they were able to see student improvement happening quickly within the class hour, they felt more confident and motivated to teach writing. One of the teachers who felt this way is Engin. Engin employed various techniques to incorporate ChatGPT into his teaching and followed a step-by-step approach in his class weekly. Upon seeing the improvements in students' written texts and their responses to brainstorming and outlining questions, he felt more motivated to teach how to write in L2. In the following excerpt are his ideas:

> …And it brought a fresh air into my teaching the next day. So I benefited from it because it's a different way of getting students involved in writing, which they think is very difficult. It also motivated me to teach writing. Because with ChatGPT, I can see student reactions, student responses in their writing. So, I can see that OK what I'm doing with ChatGPT is actually something beneficial for students. Because I can see that in their writing. (Engin, Interview 2, 19 August 2024)

Furthermore, inclusion of a novel application can change the monotonous atmosphere of teaching a writing class where the system is mostly fixed and teachers need to follow a rigid path. Going beyond the usual methods they are accustomed to follow and the textbooks they heavily rely on may bring some fresh air into their

teaching practices. This can motivate them to teach writing classes. This situation is what Eylül encountered, and she reported that it was a pleasant experience for herself. The excerpt below documents her ideas:

> For me, also like as a teacher motivation, I felt it's also raised my motivation actually using it, doing something different, just using the material all the time. "OK guys, this is how to write the effect of that thing. Now let's do this blah blah." Well, writing, teaching writing is complicated and sometimes can be demotivating for both the teacher and the student. Taking some time to use AI, well, maybe mentally it made my job easier It's made the lesson a bit more dynamic. It's made the lesson more interesting, starting with me because as I said, teaching writing is boring. Let's be honest. Come on. Who can say? I mean, well, maybe I've been doing this for two years. Maybe because I'm new to it. It raised my motivation because I was "Ohh today. I will use it. I will do something different just using the booklet for my instruction. I will do something different. Maybe students will be more engaged," so it helped me to go to class with a more positive attitude and more motivation. It raised my motivation on my end. (Eylül, Interview 2, 20 August 2024)

Overall, it is observed that while the teachers have mixed feelings about their motivation to employ ChatGPT, their experience with the tool enabled them to report positive motivation effects in students such as increased engagement and sense of confidence. They, also, acknowledged the motivational benefits for themselves including increased motivation to teach writing, decreased workload and student performance tracking.

4.2.7 Student engagement

Another category surfaced during the study is student engagement. Student engagement is an aspect reflecting students' inclination towards carrying out writing tasks in the classroom in a more concrete and physical way compared to motivation by focusing on the actions and articulated thoughts. These actions vary from the degree of involvement in the writing process to responding to being actively involved in the lesson. Similar to motivation, there were different accounts on the effects of utilizing ChatGPT.

Teachers who taught it would increase the student engagement heavily focused on the novelty factor. This has two dimensions completing each other, first ChatGPT is itself a novel tool compared to other various technologies even considering other AI tools. The second aspect is the inclusion of such technology into the classroom. The learners are already familiar with technology being used in the classroom to enhance or modify their learning with the help of some popular web 2.0 tools and games. This novelty is stressed by Engin "They will approach it like, 'Oh, this is something new, blah blah'. But they will approach it with open arms". Regardless of the benefits or capabilities, students may approach positively to something with which they have never interacted within their classroom yet are aware of its existence. Lale also has a positive attitude towards this novelty factor by acknowledging the effect may vanish in the near future. Below, the excerpt where she states her ideas can be found:

> It can be used in a good way. Probably, it won't be so much after a couple of years, but right now it is new and they want to do something about it. They are like, 'yeah, what if I do like this? How will it respond? I want to see it'. They want to make those trials with it and every time they get impressed by how ChatGPT can do some things. (Lale, Interview 1, 5 July 2024)

Engin and Lale hint that as ChatGPT is new to our lives, it will attract some degree of attention especially when it is used in teaching and learning a language. The curiosity towards this new tool and implementation engages learners in performing tasks, practicing the language and attending the lessons.

Another point that has been brought up regarding the engagement is related to technology. Since the target population of learners were around the age of 18, they belong to a generation where they are digital natives and have been in conditions where technology was not extra, rather integral to their lives. Neva points out this aspect judging from her previous experience in teaching 'The most influential effect I observed in my classes was that when you allow students to use any kind of

technological tools. They are more motivated and engaged' (Neva, Interview 1, 6 July 2024).

Thus, the positive effect on engagement can be briefly summarized as being a new technological product. As it's in infancy, ChatGPT attracts user's attention which was already displayed in the introduction by the huge number of users in early days. Also, forms of technology, especially digital ones, are welcomed by the generation who were born into it and do not possess any memories where technology was not in a part of their lives.

However, some other teachers pointed out the drawbacks of employing AI in the language teaching environments on the engagement levels of the students. The primary reason behind their stance is that employing ChatGPT can stir students away engaging with the tasks in a meaningful way, which requires a serious of effort. Suzan states "If they use ChatGPT to write an essay, they can become too dependent on it. They would not engage with the topic that much themselves. And we want them to learn" (Suzan, Interview 1, 5 July 2024) Suzan draws attention to being dependent on the tool which will decrease the engagement with the tasks and the learning process.

After implementing the tool in their classrooms, there have been more positive comments and ideas regarding the effect on engagement documented. In the remaining part of this section, these aspects will be explored.

The positive effect on engagement just because of utilization of technology was reiterated in the second interviews. This aspect was closely associated with the students' age profile and the generation they belong to before the in-class implementations. Suzan, who is one of the youngest instructors, can empathize with the students and understand the change in their engagement when technology is

involved in the learning process or not. Below, her comments can be found in the excerpt:

> These students are gen Z, they grew up with technology. So, I think whenever technology is involved with something, they're more curious. They're more willing to do that also they see different examples. They're bored of the examples in the book. I think seeing new perspectives, seeing new samples make them engage more with the class because it is a new thing for them. (Suzan, Interview 2, 19 August 2024)

As illustrated about, Suzan advocates that technology plays a key role in the life of the students who were born into an era that technology is indispensable. Thus, the integration of technology, which is a major part of their everyday practices, contributes to their engagement level. This inclusion created an environment of curiosity which was reflected on Engin's reflection "The delivery of the instruction was efficient as the students were curious about the use of ChatGPT and they watched the demonstration attentively."

Furthermore, some teachers observed a distinct increase in students' engagement not only in the lesson but also in writing tasks. Their participation in carrying out the tasks, increased amount of willingness to share their ideas about the topics and attempts to overcome the cognitively challenging task sequences were among the signals the teachers could interpret, which assured the teachers to continue with this novel inclusion, as Neva explained in the excerpt below:

> It is actually based on the students' feedback. They didn't give any verbal feedback, but as long as the students are engaged in the class and they seem motivated to me, I can understand that yes, I'm on the right path. (Neva, Interview 2, 22 August 2024)

The observations of teachers indicate that students are engaged with the activities more, which denotes that the adaptation of the tool contributes positively to their writing instruction practices. However, the objective of incorporating the tool into instruction appears to have an influence on the engagement levels of the students directly. In other words, the purpose is the element shaping the students' engagement

and their interaction with the writing task. Eylül's experience illustrates this point. Eylül implemented ChatGPT for two reasons, vocabulary building and grammar correction, and did not use the tool for other purposes. When she asked her students to consult ChatGPT to get feedback, she encountered a surprising reaction, explained in the excerpt below:

> Most students didn't seem to be interested in using ChatGPT for grammar correction. Although I suggested them to use it in some of my lessons, they preferred to get teacher feedback for their writing. They probably found it easier than writing instructions for ChatGPT and copying their paragraph or sentences. (Eylül, reflection 2, 16 August 2024)

The students' preference teacher feedback over ChatGPT indicates that the tool cannot increase their engagement levels for every purpose. To put it another way, there is a limitation regarding effectiveness of ChatGPT in increasing the engagement with the writing tasks and the class. The students are inclined to receive teacher feedback in terms of grammar when the teacher is available to them. They may find the teacher feedback more useful to AI generated one, or their language proficiency may not be adequate for them to understand and apply the suggested changes.

To summarize, most teachers held the position that integration of ChatGPT would produce an increase in levels of engagement in the class and the writing tasks primarily due to bringing fresh air and tool into the learning environment, which is mostly based on books and repetitive activities and tasks. The other popular idea was about the learners' background, being digital natives. The students were categorized by their teachers as digital natives which are familiar with technology and pose a great inclination towards adaptation of it in the learning environment. There were some teachers who were more disinclined toward the effects of engagement as they were skeptical about its detrimental effects on cognitive abilities and learning outcomes. However, these worries regarding the engagement were not brought up

again in the later stages of the study; on the contrary, teachers reported that they observed a noticeable increase in student engagement fueled with curiosity. It is important to note that a limitation which is having no significant effect was raised which was due to the purpose of employing the tool.

4.2.8 Learning with the tool

Another category labeled as learning with the tool encompasses teachers' beliefs, observations, and perceptions regarding the quality of the learning process and the outcomes brought because of the incorporation. This broad category covers subthemes and codes such as critical thinking, self-regulated learning and hosts a huge variety of ideas and changes.

In the first interviews, one positive effect of using ChatGPT was declared as being exposed to multiple and various examples. This input flood can enhance student learning by providing a variety of examples and samples not necessarily in the form of grammar but also variety in regarding the content development including forming supporting details, distinguishing positive and negative ideas, style of essay types. Furthermore, the learners gain access to many outline types that can assist them to create their own outlines when dealing with a writing task. Neva pays specific attention to this potential benefit "It can help us have many samples, so students can see this in many, many different things, they can understand the concepts" (Neva, Interview 1, 6 July 2024). She indicates that having access to a broad range of samples can help them investigate how ideas are structured and expanded. Thus, it can provide customized ample opportunities for them to internalize the concepts, formats, styles and formulaic language that can be helpful in the acquisition of L2 writing skill.

Along with providing customized samples and examples, the time management of the learning process can become efficient. Writing is not a simple process, especially when learners engage in process writing to refine their skills. It consists of many recursive stages; each requires an allotted amount of time. Previously, the category of time efficiency was introduced in the beginning of this section. This efficiency differs from time saving feature as expressed in the excerpt below:

> It can make the learning process fast and this is not only the time efficiency issue. If this time efficiency. If this time gets more and more narrow, the students can remember what they wrote about, what they were thinking while writing about it. And if they get the feedback that instantly, then they can develop themselves, improve themselves better. (Lale, Interview 1, 5 July 2024)

As the excerpt documents, the time intervals between various stages can be minified chiefly due to elimination of human agency factors necessitated by resorting to a teacher for feedback and supervision. When this time is short, it becomes easier for the learner to back trace the actions and revise them. Thus, a crucial aspect of language learning in immediate feedback can be performed.

However, the abovementioned potential benefits in learning were surpassed by the abundance of detrimental side effects, weakening the learning process, erosion in critical thinking skills and involving lack of competence in ChatGPT. Some teachers expressed their worries about the fact that students may opt for an easy way instead of enduring the challenges of learning. As this can deteriorate the learning process, they approach with caution and reluctance. Lale considers two sides of the coin and calls out the downside as expressed in the following excerpt:

> Internalizing something is unnecessary because the task is already done, like if I can translate this word OK, my job is done here. I don't need to learn everything about it. If they start to think like that, then I think their learning is damaged. (Lale, Interview 1, 5 July 2024)

Lale raised a concern that the learners might bypass the pivotal stages in writing such as brainstorming, organizing and rewriting. This instant access to end product may

urge against utilizing some effort requiring process necessary for learning. Consequently, they may demonstrate reluctance to learn the fundamental aspects as they can come up with the final product.

This notion is also closely positioned with another despondent notion, erosion in critical thinking abilities. The convenience of resorting to a tool that can successfully and economically achieve an outcome can urge students to abandon practices that are essentially important throughout their lives. Eylül communicates her ideas regarding this as “But students don't want to use their brains that much, they don't want to brainstorm. Because they were born in such a time, they grew up in a time when technology was always with them” (Eylül, Interview 1, 4 July 2024). Eylül hints that students coming from a group and generation who grew up in technology-rich environments are inclined to spend less effort for the tasks that can be carried out in easier way. This being accustomed to technology can have effect on their critical thinking skills especially when this happens before the development of these skills.

The last identified theme is lack of competence over the tool, which goes beyond having foundational understanding of the nature of the tool, the mechanism it enables to work in the desired way and, most importantly in the context of generative AI tool, prompting which is the ability to craft specific and strategic series of instructions. However, the teachers introduced a new perspective about competence in that they emphasis the purpose of use and how to leverage in a way that is not merely to complete a given task but to present and promote learning opportunities. “I am not really sure if they would know how to use it consciously.” says Eylül to emphasize that although they may be knowledgeable about the inner workings of the tool and other mechanical aspects, students may be unaware of how to benefit from it

by focusing on the adverb consciously (Eylül, Interview 1, 4 July 2024). Here consciously conveys the essential meanings of learning how to learn and taking active control over their learning process. Engin has declares that "ChatGPT can help us in (that way). But the thing is that the students should be at that intellectual level to use it with maximum efficiency." Underscoring the importance of purposefully using the tool to achieve more than simple compilation of a tool.

Before having hands on experience, teachers considered abundance of context appropriate model texts and example and the reduced time span between production and feedback to be a beneficial element of employing. On the other hand, they had concerns about the efficiency of learning, its negative effects on critical thinkings skills and the development of these, and the way students employ the tool to benefit themselves. The benefits and disadvantages did outbalance each other, resulting in a mixed view among teachers. In the rest of this part, the alterations in teachers' perspectives will be documented and explanations will be provided.

Some teachers have detected a positive change in the production of the student writing regarding the length of their texts. The students were able to produce longer texts where they could sustain cohesion, as well. Sometimes this change was even surprising for them as Engin exclaims "I was amazed actually, I was surprised that they improved their writing. I didn't actually hoped that. I didn't think that their getting help from ChatGPT would impact their writing, it would improve that much" in the interview (Engin, Interview 2, 19 August 2024). Although Engin was among the teachers who hold the most positive position, he was surprised to see his lower-level proficient class were able to produce lengthy texts that has cohesion sustained within various ideas. His students who were in the A2-B1 level class previously faced barriers even with producing simple paragraphs and sustaining cohesion across

multiple ideas in their writing. Such students were able to overcome the problems in writing in L2 although they do not possess full access to linguistics resources. Lale, who taught to a more proficient group, also reported similar positive ideas as the following excerpt indicates:

> Writing something in structure is already challenging and they are going to write something long. My general view, is that because it is good basically. Because it helped a lot I think, and I think students are producing something. Students are producing something, and this production is more active if you use ChatGPT. (Lale, Interview 2, 23 August 2024)

The use of the tool with its advantages such as real-time feedback, generating ideas and exemplary texts benefited the learners who developed their language abilities beyond a specific level. Lale is well-aware of the fact that writing long texts in a structured manner is a demanding task. The extended writing pieces written by the students in her class demonstrate that when the learners have necessary linguistic resources, they can yield good results by using the tool to refine and develop their ideas concisely and logically. These two excerpts from different level groups indicate that not only the higher-proficient students but also less proficient learners can exert the tool to organize their ideas in a more competent way.

Another improvement in student learning was observed in students' acquisition of theoretical concepts. These concepts are essay types and components of academic writing such as thesis statement and topic sentences. This view was not brought up in previous interviews; thus, it is an emergent one. Some teachers observed that by engaging in communication with ChatGPT, the students improved their knowledge about how to organize their essays, which parts they should pay close attention to and the quality of necessary components. The students developed a better judgmental sense on their own performances. Being one of the teachers who

witnessed this change, Alev summarizes the effects she witnessed in her students' abilities in the excerpt below:

> There was noticeable improvement in students' understanding of paragraph structures, because without any (detailed) explanations or examples, it is not easy to understand the paragraphs even if you give some explanations. Thanks to clear examples that were provided by ChatGPT that helped my students to understand the concepts better and they could apply it effectively, I think in their writing. (Alev, Interview 2, 22 August 2024)

Alev comments that the detailed examples adjusted according to students' prompts and their needs allow them to grasp the development of ideas and cohesion within paragraphs through multiple texts. With the availability of examples and texts that they can play with, the students are able to investigate and comprehend how topic sentences and supporting details are connected to each other and function together. These patterns allow students concentrate more on analysis and modifying the samples and improve their l2 writing skills rather than spending time on constructing texts and paragraphs from scratch.

Another teacher, Neva, indicates that these changes in students may not be overtly presented or articulated; yet can happen in a subtle incremental way. The inclusion in pre-writing activities assist the learners grasp the importance of these stages and enhance the learning goal of those activities. The undermentioned excerpt indicates this:

> Of course, it has some effects, but I cannot say that it directly changed how they write, or there are some drastic changes in their essays, but at least they can now come up with an outline. They know how to start an essay or what the steps are before they start writing an essay. So, now they know before they start writing, they should come up with an outline. They should brainstorm on the topic and then they can start writing or they know the order of the essay organization. They know how to write the thesis statement, how to start their topic sentences etcetera, etcetera. (Neva, Interview 2, 22 August 2024)

An example for the learning opportunities provided in classroom setting comes from Suzan. In her lesson, she uses ChatGPT to create quick thesis statements for her

students to focus on the structure. Below a cross section of her experience can be found:

> After students wrote thesis statements and I provided feedback, I once again asked ChatGPT to generate sample statements. One problem with the generated statements was that some divided the thesis statement into two sentences, which is something we advise students not to do. I used this as an opportunity for students to realize mistakes and tell the qualities which make the samples not good enough. After a corrective input, ChatGPT corrected the statements. I realized that students read the sample thesis statements and edited theirs to make them more similar to ChatGPT's samples. I think it was beneficial for them to notice their mistakes and improve their sentences. (Suzan, Reflection 2, 26 July 2024)

Suzan's in-class experience is an indicator that students tend to model the answers generated by ChatGPT especially when they are approved by their instructor. The teacher in this case can have the wind at his/her back to enhance the instruction and promote learning. Students, on the other hand, can be exposed to many examples and improve their knowledge about the necessary constructions.

Also, there were some comments about the nature of the learning process reported by the teachers. In the previous paragraphs, the teachers found it useful for students to learn they focused on concrete evidence such as the length of the output of students and change in their quality of answers in writing tasks. Another visible aspect was seen not in the student written production but in the way of engagement with the tool. Lale's experience delicately shed light onto this aspect as the following excerpt indicates:

> So I was thinking like the students will go to ChatGPT and ChatGPT will provide them with a text and they will like take it to their brains like that. But during the application I saw that actually it doesn't happen like that. The students have to play with the prompts. The students have to find their own way around ChatGPT. So they are with or without knowing they are actually actively engaging in the getting that answer from ChatGPT. So, as I said, with or without knowing it, they're actually internalizing it not like this, but maybe this somehow, but they are able to internalize something… They are in control of their own learning process. It's like they are teaching themselves basically. So they also have a little teacher role as well. (Lale, Interview 2, 23 August 2024)

As opposed to previous concerns related to students' tendency to plagiarize or receive a low-quality benefit low-quality writing instruction, the case Lale witnessed proposes that using ChatGPT requires active use of cognitive resources such as analysis and critical approach to the output. By doing so, they evaluate the output and become aware of its strengths together with the weaknesses. Active engagement with the tool enables them to direct their learning by experimenting with the prompts, analyzing the outcomes, judging the performance and eventually accepting or rejecting a suggestion based on their previously formed knowledge about the language, style and content. This whole process can either be completely overtly or take place in a cover way that students unconsciously shape the information they yield from the tool. Furthermore, it is noteworthy to emphasize that, by carrying out the abovementioned stages, the students effectively take on the responsibility of teachers and begin to guide and regulate their own learning process. As a result, students move from a passive recipient of information and knowledge to an active learner who has control over the process.

On the other hand, there was a growing body of concerns and problems that breach the quality of learning. These were initially detected in the first interviews amplified as concerns about critical thinking skills and got detailed leading to concerns compromising critical thinking and the development of problem-solving skills.

One major fear that was formerly emphasized was the probable decline in critical thinking skills. In the interviews followed experience with the tool, the threat to students' critical thinking skills were considered at a very serious level by some teachers such as Aylin. Aylin, who previously had a distant approach to ChatGPT, reiterated her stance and fortified her position by advocating as documented below:

> AI can also be a useful tool for generating ideas for students, but there is still a risk that students may rely too heavily on it. If they only rely on AI to generate ideas, they may stop thinking critically and fail to develop their own thoughts. (Aylin, Interview 2, 27 August 2024)

This stance suggests that relying on ChatGPT might cause students to accept AI-generated content without filtering and judging the quality of information. Thus, instead of actively engaging with the information they tend to become a very passive recipient of the information which in the long run leads them to give up evaluating the information and synthesizing it, which are vital aspects of critical thinking. Consequently, excessive reliance and dependency on the tool cause erosion of critical thinking skills.

Another teacher, Suzan, emphasized the detrimental effects of overreliance on the tool as the following excerpt displays:

> I think using ChatGPT for generating ideas and showcasing samples for things they have challenges with was beneficial for both the students and me. However, without brainstorming, discussion or noticing activities, students might rely too much on ChatGPT and this may come up as a bigger issue in exams where they cannot use any technology. (Suzan, Interview 2, 19 August 2024)

Although Suzan acknowledges the positive effects in learning such as the abundance of exemplary texts and paragraphs and easily formulated context-dependent ideas, she is not optimistic about the long-term effects that students can witness in their learning. As the learners become more dependent on the tool, they may rely on getting fast products which can be yielded when steps that promote thinking and learning are omitted. The lack of discussions and thinking activities can manifest the negative effects when the students are left alone with their own abilities and capabilities during the exams.

Learning with the tool category focused on both teachers' observation in their classes and their opinions about the quality of learning and its outcomes when ChatGPT is integrated into their lesson by various techniques. The tool first was seen

as an enhancer that could help them to save time, providing numerous examples and model texts that could assist the learners acquire and develop writing skills. On the other hand, their concerns centered around the detrimental effects of relying on the tool heavily and diminishing critical thinking skills. After their avail of the tool, the teachers expressed that they could notice improvements in students writing in various areas such as length and organization and increased engagement. However, concerns about critical thinking skills remained.

4.2.9 Teaching with the tool

The last category is an important aspect that compliments the category of learning with the tool, teaching with the tool. This category sheds light onto how teachers perceive using ChatGPT changes their instruction, their roles and the practices that do not have any space for implementation of AI before.

A positive potential effect was voiced to be increased efficiency in teachers' duties and practices. Almost half of the teachers stated that they would benefit from integrating AI into their teaching related practices including material development, lesson planning and providing feedback. A feature that was stressed is the opportunity to track student improvement. By means of going digital and embracing the memory capacity of AI tools, teachers have the flexibility to revisit students' previous written works, identify the mistakes and track the improvements over time. Neva's opinion regarding this is "You impose something on ChatGPT, it will remember the previous essays, so it can also check the student's progress until the end of the semester" (Neva, Interview 1, 6 July 2024). This availability can help teachers track student improvement, give appropriate feedback and motivational cues.

Along with backtracking the variations in student performance, teachers can on their own benefit from the power of AI by increasing their pedagogical and content knowledge. Considered as a novice teacher, Buse, displays a perfect model for this aspect by stating "ChatGPT actually gives me the knowledge about how I should teach the students the writing, some clue about this, let's say, and which steps I should follow" (Buse, Interview 1, 5 July 2024). Furthermore, another novice teacher, Lale, details this aspect in the following excerpt:

> So, for example, I can prompt ChatGPT that "OK. Please show me a text where I can very easily, very clearly show the thesis statement, the topic sentences, the conclusion, the summary restatement of the thesis statement like I can ask ChatGPT to blend it in very effectively and I can show this to students as well. (Lale, Interview 1, 5 July 2024)

Employing AI assist teachers, especially the novice ones, to expand their knowledge about effective instructional strategies, make use of providing scaffolding during the writing process and create various examples and texts that will be used in providing explanations to teach the style and function. They can leverage the opportunities and complement the areas they may feel incompetent or in need of improvement. As a result, it becomes a great contributor to pedagogical and content knowledge of teachers.

The integration of AI into writing lessons may not always assist the teachers and ease their job. On the contrary, it also challenges the teachers and requires extra duties from them; being a role model for meaningful and effective use of AI tools. As the teachers need to demonstrate, engage and act as a guide during the integration of such technologies during the classes, they will be perceived as role models for the students who will look for any input regarding the use of the tool and integration of the tool into their language learning journeys. An important part regarding this is to be able to inform the students about the ethical use of AI. Engin demonstrates the importance of this aspect in the excerpt below:

> We need to raise awareness of it among the students, as well. Because whatever we say about GPT, whatever comes to our mind at the first place, it's about cheating. And when we say this to students, they always think about cheating, but we should teach them how to use AI for more teaching and learning related purposes. Not just for cheating, and it is not something that we can do like in one lesson. (Engin, Interview 1, 4 July 2024)

Engin brings an important aspect of AI in education and indicates that it becomes a responsibility of teachers to promote and teach how to use AI tools without the aim of cheating. The solution to this is not proposed as banning students from using it yet embracing other techniques that could benefit them more than simply using it for academic dishonesty. As Engin emphasizes, the change of mindset cannot be done over a single lesson; on the contrary, it requires more time since it is demanding. Thus, the teachers adopt the role of becoming role models for the students to use AI through informed and responsible approaches. Neva also stresses the importance of becoming a role model by "So, if we could be a role model on this for them, we can teach them how to use it and we can actually use them how to get the benefit from it." to instruct students to help them discover the ways they can get benefit from it and use the AI technologies in a responsible manner (Neva, Interview 1, 6 July 2024).

The demand as stated previously is placed on teachers' shoulders, which requires them to explore, understand and develop competencies regarding AI in the first place. Only after they could develop some competencies could they really assist their learners. This point is illustrated in Lale's excerpt below:

> As teachers, we can have more awareness about it and use ChatGPT in such a way that it will really help our students to have a learning process that they internalize things. So we should check ChatGPT and should play with it. (Lale, Interview 1, 5 July 2024)

Lale states that teachers should learn how to use ChatGPT on their own by tinkering and playing with it, utilizing different prompt styles. In parallel with the previously

stated ideas, teachers need to learn first to be able to teach their learners. However, this new role and demand was not perceived negatively by the teachers.

The duty that was perceived as a negative part brought together with AI is the need to screen for potential concerns. Some instructors mentioned this as a problem that can affect their teaching as they need to allocate some time and mental resources to this while conducting the class. Eylül pointed out the importance of this new duty by exclaiming "I mean, maybe we should always be monitoring and guiding students and during this process" (Eylül, Interview 1, 4 July 2024). The new duty to monitor any potential disadvantages, along with aforementioned problems including assessment integrity demands teachers' attention and time. Engin also shared his concern by stating "There will be some problems checking each of them just to ensure if they are using it in the correct way that we instructed them to do so" (Engin, Interview 1, 4 July 2024). Engin also shares that their attempt to check everything and make sure that everything is under control can be futile and some problems during the monitoring stage can arise.

Another negatively perceived area is the role of the teacher. The introduction of AI tools into classroom settings and education in broader aspect questions the traditional teacher-student interaction and power dynamics. In line with this aspect, a problematic area raised by the employment of the tool is that it can pose as a threat to the authority of the teacher in the classroom. This notion created a clear-cut differentiation between the teachers with lots of experience and those with less than five years of experience. Together with the experience of teaching, comes age as the ones who articulated these problems were over 40 years old belong to another generation apart from the other teachers. Two teachers, Aylin and Onur have similar concerns about the threat to their classroom dynamic and their role. They both stated

that using ChatGPT and making students aware of it can cause their devaluation in students' perception. The respect and the role the students assign to their teachers such as being the source of knowledge and the guide in the learning process could be challenged and the image can be shattered when they resort to AI. The excerpt below is a fine example of the discussion:

> I must be the authority in the classroom. The students will start to think that, 'OK, teacher is using ChatGPT in classroom. So I must have the right to use it. The teacher couldn't write it, asked to ChatGPT'…..If you get help from ChatGPT in class. Let's say that 'yes, it helps, it enhances learning, enhances teaching', what will the role of the teacher be then?". (Aylin, Interview 1, 4 July 2024)

Here Aylin questions the nature of being a teacher in the classroom where she feels that her duty and stance in the classroom will be questioned if the AI gets a hold on a place in. Furthermore, she feels that when she employs ChatGPT in any activity or for any use, her content knowledge will be criticized by her own students and receive negative comments about her profession. Onur also has the same concerns about losing respect and authority in the classroom. His opinion regarding the topic "I believe they would show less respect to me as an instructor. I should be the one that knows that stuff as a teacher. Using ChatGPT to teach something? Well, I don't know as I said, I'm old school" (Onur, Interview 1, 3 July 2024) reflects his concern about his position as a teacher.

Teachers mostly reported positive changes in alternation in their instructions and efficacy of them. The benefits of becoming more productive and seeing the implications in the learning process encouraged them more about the tool led them to think more positively about it. The excerpt below indicates this point:

> It was very positive in terms of the students, maybe it takes a little time to think on the, I don't know the material to adopt it and to think of what we can do to convert it into something more productive. Maybe this is taking some time. But when you upload it, when you integrate into class, you will see that

> you yes, it really works and you will say that it actually worth it. (Neva, Interview 2, 22 August 2024)

Neva points out that students actively engage with the material created with AI assistance and this helps them refine their writing skills although the process is not free of expenses such as spending more time to think, prompt and refine according to the class. This indicates that the effort put into employing AI tools in writing considering the whole process is easily justified by the positive, encouraging results.

Novice teachers, as well, hugely benefited from employing AI in their teaching practices as they were able to explore various ways to improve their delivery of instruction, aligning their practices to objectives and making sure they were able to adjust in accordance with students' language abilities. The positive outcome Lale had can be found in the excerpt below:

> As a new teacher, one of my biggest problems is sometimes, I get behind schedule. I sometimes cannot catch up with things. This tool AI tools in general helps me to convey my point to students in an effective way and in a quick way so I can make sure "OK guys, we understood everything. We made our examples. So I'm going on, I'm moving forward "and I feel like I'm sure I did what I had to do and so both in time saving and making sure that OK, I did what I needed to do in terms of both of these, it helped me a lot. (Lale, Interview 2, 23 August 2024)

Lale was able to cover the class material in less time than she previously spent without making any sacrifices in the learning outcome. She was able to provide precise to the point examples so that the students could grasp the main points to pay attention while dealing with various essay types that they were expected to master. This positive effect on instruction was also observed in teaching less proficient learners. As reported by Alev in the following excerpt:

> It was easier for me to use it for my lesson preparation and also I managed to enhance the quality of my instruction and also I could generate some samples, some examples, paragraphs and that were directly aligned with the lessons objectives. (Alev, Interview 2, 22 August 2024)

Alev highlighted that she successfully reached out to a lower proficiency group and provided them with enough material to develop their writing skills. While doing so, she could address the lesson objectives without any problems. This indicates that teachers can use the tool without facing any difficulties about administering bodies and sacrificing student learning. Another instance of utilizing ChatGPT in lower-level students comes from Buse's case. Buse expresses "Maybe it gives me alternative perspectives to explore new kind of the writing task. In that way, I can get to their level and explain in their level" (Buse, Interview 2, 20 August 2024). This instance is an indicator that using the tool can assist teachers to teach with more effective ways since they can increase their pedagogical skills.

As previously reported, some teachers stated that they have additional roles when they choose to incorporate AI into their practices. This aspect was reiterated in the following interviews. Teachers mostly felt the need more as they became more familiar with ChatGPT.

A setback the teachers witnessed when they wanted to incorporate AI into their teaching was that incorporation of the tool is time demanding. Although it was previously stated that it saves time for teachers, using it in class and coming up activities to use it do ask for a substantial amount of teachers' time. Neva points this out by stating "For me, I can say that it takes some time to think over the activities and to come up with something new or adapt something that already exists". This indicates that for teachers it is time consuming to go beyond their usual way of teaching practices and find ways to deliver their instruction by employing AI. They need to think about novel ways to teach with the material they are used to. Thus, it requires their time. Eylül also states that this aspect of integration could have been

easily eliminated if the materials are in fact adjusted according to AI. Her ideas are shared in the following excerpt:

> Well, I cannot say it made my job easier in terms of timing. I wish I had more time to plan, or I wish we had an AI-integrated material. It will be great. It would be amazing. Then, maybe things would be much different. (Eylül, Interview 2, 20 August 2024)

Eylül is aware of the burden of integrating AI into her teaching. Although the integration was perceived as an enormous benefit in terms of saving time, it manifested itself as requiring additional amount of time for planning and adjusting the lesson accordingly. This need especially emergers during the planning stage as the teacher desires to make informed decisions about how to integrate the tool, what kind of prompts are necessary, how to solve any problems during the integration and the students' readiness for such an integration. As a way of easing this burden, Eylül proposes that the materials could have been AI compatible in a way that it could have been easier to integrate AI tools and teaching with AI. The material itself could lead the students to play with the tools or discover aspects by using such tools.

Apart from the planning stage, the integration can be costly during the in-class application especially when the teacher allows the students to use the tool on their own. This decision requires teacher's careful attention for each student to be able to monitor they are on task and use the tool responsibly and ethically. Buse stresses this aspect in the following excerpt:

> I checked all students one by one because of their level, I have to check the students. I explained each student how they could start, how they could give the examples how they could support their ideas. So, it's a little bit more time to explaining the reasons to the students and how they could write an essay. While giving the instructions about the writing classes is a little bit challenging for the teacher to give, conveying the idea to the students in a clear way etc.. (Buse, Interview 2, 20 August 2024)

The experience delivered above illustrates how a teacher needs to behave during an in-class explanation while teaching the structure of an essay. The teacher needs to

check the student interaction with AI tool to be able to make sure that they are on the right path and use the necessary information provided to them without diverting into any way that could damage their learning process or others. Furthermore, as Buse hints at expressing how to use the tool and what kind of information to yield from the tool as a result might create an extra burden on teachers, which requires multiple strategies.

There was also a change in the negative attitudes of teachers. Onur who was resistant to teach with the took as he was afraid of losing the traditional role, employed the tool in his class. Although he reported a positive experience, his overall stance did not change greatly. Aylin is the only teacher who did not employ ChatGPT at all during the study as she firmly believed that showing students she uses ChatGPT would greatly harm her statue. As the position of teacher would greatly suffer from allowing this practice she did not encourage the students to benefit from the tool. She clarified her ideas further in the following excerpt:

> I believe that teacher is a guide. Teacher must be the guide there. But I'm a X-generation teacher. So, sometimes it happens to you also, I'm sure that it happens to you. They ask you something that they don't know and you already don't know at that very moment. It's often a word in English let's say and you say what? What do you say to your students? Look up, refer to a dictionary, but by pretending that you already know it. So, at that time you are the authority, you still are the authority in class. So I don't want my students to know that I use ChatGPT. This is why I use it before my class, not during class time. (Aylin, Interview 2, 27 August 2024)

The excerpt presents a good example of how the authority figure in the class is challenged. Aylin put forward the idea that using ChatGPT is a sign of weakness in her content and pedagogical knowledge which can be easily perceived by the students. Letting the student know about a gap if it exists can damage the teacher's authority. So as not to give any floor for such occasions, she does not favor integrating it into the classroom environment. On the other hand, she is optimistic about employing it before class time for the purposes of teaching at least.

Furthermore, it is important to note that authority figure as a teacher builds up by practice and time. Onur indicates his stance in the class by stating “Because I am used to teach with my own methods that I have been practicing for about twenty years and therefore, I was a bit reluctant to try artificial intelligence in my classes” (Onur, reflection 2, 26 July 2024). He acknowledged that his adherence to older practices in teaching delivers a satisfactory result and does not necessitate any alteration by including novel technology, especially when it can pose a threat to his figure in the class.

Besides, some other teachers who employed the tool in their classes chose to use it covertly due to similar concerns. This can be documented by Neva’s expression “Because I didn't want them to be judgmental. Or they can have some prejudice about it. I wasn't that afraid, but. I didn't prefer to tell them. I didn't know why” (Neva, Interview 2, 22 August 2024). Neva is worried that her students may act differently due to the reason of using ChatGPT overtly. Her image as the knowledge source can be challenged and students lose their confidence and motivation to be instructed by her. On the other hand, it can be due to the fact that, the institution bans AI tools as they are deemed to infiltrate academic honesty under normal conditions; thus, students may judge the teacher when they see her perform tasks using AI resources.

4.3 Perceptions of students and the changes occurred

The other focus of the study is to shed light onto student perceptions about ChatGPT’s effect on their writing development, its integration into their learning practices and into the classroom environment. The focus group interviews were organized to uncover what kind of believes students have regarding aforementioned

topics and how they transform after being exposed to ChatGPT integrated writing lessons.

The focus group interviews with the participant students yielded a total of seven categories. These categories are; quality of ChatGPT responses (i), time efficiency (ii), individualized learning (iii), learning with the tool (iv), motivation (v), employment of the tool(vi), and integration of the tool (vii).

4.3.1 Quality of ChatGPT responses

In parallel to the situation of some teachers holding some negative concerns toward the quality of responses by ChatGPT, some students distrust the accuracy of the information presented to them as responses to their prompts. This inaccuracy in answers does not encourage them to trust in the tool's abilities. As a result, they tend to have negative perspectives toward adaptation of the tool. A student's remark "I don't think it is right to accept it as completely true because it happens that sometimes there are things that it says wrongly or even generates inaccurately" (Student A, Interview 1, 17 July 2024) highlights the distrust in answers. When students are aware of the errors in the output, they do not think that it can help them in a positive way. Additionally, they may not feel the need for evidence that will prove to them they can successfully identify the error on their own. In other words, the mere information about the accuracy rate and the error rate can lead them to doubt about the responses they get as it is explored in "Many AIs have an error rate of 3 to 5% from version to version. Did this error rate happen to me?" (Student E, Interview 1, 17 July 2024). This notion even leads them to be skeptical about all the generated answers whether they are knowledgeable about judging and arriving at a conclusion about the accuracy of the information or not.

Some students expressed their concerns by agreeing with their friends and no student objected to their statement nor presented a counter argument to them during the interviews. This creates a homogeneous opinion within the group. However, no students mentioned these concerns in the second interview; thus, there was no data to revise their concerns.

The unanimity of students' attitude about poor reliability in the accuracy of the generated ChatGPT responses affect their attitude and motivation in using the tool to brush up their L2 writing skills. Lack of data in the second interview can be best interpreted as no change in the previously held beliefs since the researcher opened the second interview with a question for the students to remember their stance in the first interview and allocated time to think about the opinions they shared. Consequently, the students remained skeptical about the accuracy of the responses and data generated by AI even when they have multiple occasions of encounter and use of the tool.

4.3.2 Time efficiency

Another result that is common in both participant groups is the time-saving benefits of employing ChatGPT. Allocating less time to think about a concept, supporting details and arguments, revising a sentence for clarity and accuracy as well as refining previous ideas thanks to employment of ChatGPT at any stage of writing is labelled as time efficiency.

Some students favored the quick reaction they can get from the tool. They can quickly access information regarding the topic to boost their knowledge. This helps them to focus on their essays more as they can save time by focusing on the AI generated responses that also harbor useful examples for their questions. Leveraging

the tool, they have the freedom to access information within a limited time. The following excerpt shows this aspect:

> In order for me to understand that information, that is, to understand those examples, I need to have access to that information and instead of looking at those examples from 4 sites, it is enough to look at their shortened, condensed forms. If it is not enough, I can do extra research anyway. If I want more details, I can go directly from books, not from the internet. You know, these are just some of the things to access knowledge. (Student B, Interview 1, 17 July 2024)

Some students, as Student B above, want to reach content information that can be quickly integrated into their essays or paragraphs. This allows them to have enough knowledge about the given writing topic and focus more on how to complete the given writing assignment. In addition, they perceive themselves as competent to evaluate the sufficiency of knowledge and look for other resources when they wish to explore the topic in depth.

Saving time was also approached with worries, especially the quality of learning, which is explored in the following section in more detail. The saved time can outweigh perceived disadvantages to some extend as indicated by the response, “I think it can present information faster and by brief examples. Normally, if we search it on our own, we can learn better and so on and so forth, but sometimes we don't have that much time” (Student C, Interview 1, 17 July 2024). This stance indicates that spending less time may become a priority for the students, which leads them to overlook some drawbacks.

On the other hand, saving time is linked with severe perceived disadvantages. Taking the easy way and not using the cognitive abilities of one’s were among the most raised concerns. During the interviews, students declared that using technology with the aim of saving time can also lead to dishonest behaviors.

> I think it is wrong to specifically get a result from there and use that result in the writing without having any knowledge. If you have the opportunity at that

> time, if you have time, I think this is something that everyone can do: not necessarily for the essay, or not necessarily for the homework. And that is not help, it is directly having a free ride. (Student B, Interview 2, August 2024)

As the student excerpt shows, there is a controversy about exploiting the tool to have some ideas and save time. Most students frown upon acts as these, thinking that it is dishonest and lazy behavior, which will not promote their learning. The negative echoes of time saving are explored in the related domains elaborately.

4.3.3 Individualized learning

There is a consensus about a benefit of ChatGPT that is providing opportunities for individualized learning. Individualized learning enables learners to tailor their learning progress according to their needs and abilities by customizing the material to enhance it or make it interesting for them in a learner centered pace. Students articulated that they are able to make the tool serve for them in various ways during their learning of how to write in L2.

> There is also something like this, everyone's learning methods are different. Some learn writing, for example, by writing, some learn visually, some learn through narration etc. For example, the teacher may also learn better in the same way. For me, understanding what I read helps me learn more. That's why when I don't understand something in ChatGPT, I copy that and ask again ‘what did you want to say here?’, so it contributes to me because I understand better. (Student F, Interview 1, 17 July 2024)

In the excerpt above, the student draws attention to various ways that learners may feel better when the information is presented or enhanced in a preferred style. This leverage assist learners in the way that they are able to change the medium and the style of the information. With this advantage, students can tailor the instruction and the learning process, which can effectively match with their preferences and needs. Furthermore, it is underlined that the tool enables the learner to make inquiries about clarification in the ideas. The learner can engage in a dialogue to enhance their

understanding of the output topic or idea. Consequently, the learner can steer the learning.

Learners can use different techniques to make the information and instruction more suitable for themselves. Apart from asking questions and engaging in a dialogue to clarify the information, one other technique is changing the language complexity of the input material and the output model. The adjustment of language complexity is highlighted in the following excerpt:

> Of course, our teachers also help us a lot, but the way ChatGPT explains in detail is according to my level. Because sometimes I was prompting as B1 and B1 was a bit difficult for me, but I would say change it to A2 or change it to this or make it simpler. (Student I, Interview 1, 17 July 2024)

ChatGPT can benefit the learners in providing them with more comprehensive model texts or ideas by decreasing the complexity. This empowers the students in a way that was not possible for them even with the teacher's guidance before. Students can tinker with the difficulty level of the texts and complexity of the ideas so that they can find the optimum level to enhance their learning.

Moreover, the student can engage in extra activities that are not required of them during the courses to develop their skills, which can be named as the process of self-regulated learning. ChatGPT enables them to explore more aspects regarding the mechanics of writing and the content information. They can develop their own activities, checklists and guides. This opportunity, which is unique to the nature of self-regulated learning, influences their perception towards the tool positively as it is demonstrated in the excerpt below:

> I think self-practice can always be very important, of course, but I think doing it with artificial intelligence would be extra effective. When you want to write an essay and ask ChatGPT for some step-by-step guidance, it teaches you the steps of the essay very explicitly and clearly after presenting it directly to you. (Student I, Interview 1, 17 July 2024)

Students agreed that consulting ChatGPT to navigate and regulate their own learning offers notable benefits. As they can take control of their learning, they can customize their learning process to meet their needs. They achieved this by leveraging the tool to adjust the level of complexity of their class materials, create checklists for them or to manipulate the medium in which information was presented to them.

4.3.4 Learning with the tool

One major area that emerged during the interview is ChatGPT's effectiveness in students' learning. Almost all the students remarked that the effectiveness of the tool in their learning is quite restricted. This notion was fortified by the idea that the tool leads students to use pre-made paragraphs or sentences over which their control is limited. This lack of labor to endure the challenges of creation makes students feel the learning will not take place effectively and the only achievement will be the completion of yet another writing assignment. Student C stresses this ineffectiveness strongly in the following excerpt:

> Yes, it contributes, but there are times when it doesn't contribute. Because we get used to a little easy. In fact, lots of the time, we say okey ok ok this is ok and it is actually a little bit of fudging. Yes, there are some things it teaches, such as ways to develop introduction, development, conclusion and we will start with these certain words, we will end with these words etc. but I think it gets us used to the ready too much. (Student C, Interview 1, 17 July 2024)

Another student stresses that this way of using can only be effective for the assignments but not for learning the language by stating "If we are using it to pass exams, artificial intelligence is OK. But for knowledge retention, we need to do our own research." (Student E, Interview 1, 17 July 2024). This statement, indeed, shows a distinction in students' perception towards practice for learning the language. If they value learning, they are willing to take on more responsibilities and undertake more coursework. When their dedication is limited as a result of the simplification of

the work by employing ChatGPT, the outcome of their performance may not meet their own needs to learn English. Different participants as documented in the following excerpt also repeat the same aspect:

> Because they (our elders) reach that knowledge in very difficult ways and I think that the more difficult it is to reach a knowledge, the more solid that knowledge is. The simplest example is that you learn by falling. You learn how to ride a bicycle by falling off it. (Student B, Interview 1, 17 July 2024).

On the other hand, students declared that using ChatGPT to gain different perspectives on a topic could help them develop their writing skills. With various ideas, they can have the chance to develop their own arguments as they can approach the topics critically "I think it improves us too, because it shows us what we don't see and makes us look more critically" (Student C, Interview 1, 17 July 2024). However, a few students declared that they could not get any benefit from ChatGPT "I learned when I got feedback from my teachers by trying it myself and doing it wrong. I definitely think about it a lot. I mean, I only learned from feedback. There was no benefit I got from it". (Student A, Interview 1, 17 July 2024).

Overall, during the first interview, students approached ChatGPT with caution and suspicion regarding its effectiveness in their L2 writing development. They mostly think that it can have little impact on their L2 writing skills, especially regarding mechanics, as their effort in learning is restricted when they leverage the tool. On the other hand, they regard the tool as a way to enrich their content.

The second interview contributed to the mixed portrayal of the case; yet, with a more positive tone towards its effect on learning L2 writing. Some students reported that it helped them to learn the organization of paragraphs and essays in an efficient way. An excerpt related to this area is presented below:

> I think it is actually a good option for creating an outline. Because when my teacher gave feedback to the essay I wrote, he twice said that the order of my ideas and the connection between the sentences were a bit wrong. So, when I

> used it, it was useful for me because I learned which sentence I should use before and which sentence I should use later. (Student I, Interview 2, 2 August 2024).

The above excerpt demonstrates that students can employ ChatGPT to reinforce their learning combined with the teacher's guidance. This grants the students the ability to reinforce their learning when they are not able to consult with their teachers. Additionally, the students developed their organizational skills in L2 writing as expressed in the excerpt:

> Let me put it this way, yes, it is very good in terms of speed and practice, and it also has an advantage like this, I was having a very difficult time writing a conclusion. I mean, I had trouble writing a conclusion. I mean, I couldn't interpret. I learned how to write a conclusion, and I also learned how to write a negative conclusion, etc. In this regard, I think it makes our writing more effective. (Student C, Interview 2, 2 August 2024)

This excerpt provides insight into the positive outcome for students in developing their writing skills in terms of organization and summarizing the information they were able to provide in their writing effectively. Student C successfully learned how to improve his conclusion in a suitable way. Not all the improvements students reported happened in the organization of their texts or the content; some of them reported that they were able to refine their grammar in their writings, as student C reported, "In general, it helps me a lot. I think ChatGPT is good because it corrects my sentences and sometimes shows me grammatical structures that I can use" (Student C, Interview 2, 2 August 2024).

However, few students reported that ChatGPT does not have any effect in their L2 writing. These students proposed that after attaining a certain level and acquiring knowledge about L2 writing, ChatGPT becomes less effective as it can generate in a style that they already can efficiently write:

> The only things I have used it so far are the first stages when we had no knowledge about the essay nor about the subject, it was in the form of how to write a bit better, what can be done, and now that we have learned a lot of things

> so far. You know, everyone has a specific essay writing style. That's why I don't think ChatGPT or any other artificial intelligence application will be useful in feedback unless it is written at a very advanced level after this time. I mean, it would be useful, but I don't think I will use it. (Student B, Interview 2, 2 August 2024).

This excerpt indicates that some students regard ChatGPT's assistance only at a low proficiency level. As they improve their L2 writing skills, they become less motivated to use the tool and get help. The belief behind this lack of motivation and the idea of its effectiveness lies in the offer ChatGPT can provide already exists in students' knowledge. It is important to note that only two participants hold this belief while the others share positive feelings and attitudes toward ChatGPT.

Overall, there has been a positive change detected in students' ideas regarding the effectiveness of the tool in their learning. Their first ideas were quite mixed and contained concerns about control over the generated answers and deteriorating the learning process with fast and ready answers whereas their ideas started to change towards a more optimistic view as they witnessed the affordance of the tool and their impacts in their L2 writing learning.

4.3.5 Motivation

Another theme that surfaced in the interviews was the motivation of students' toward using ChatGPT in order to refine their L2 writing skills. This aspect encompasses their willingness to employ the tool and the perceived advantages.

During the first interviews, a major number of students stated that ChatGPT does not improve their motivation in improving their L2 writing. In addition, they are not motivated to employ ChatGPT to learn writing. Some students argued that they prefer gaining insight about a topic that they are not familiar with on their own instead of using the summarized information presented to them. This especially becomes visible in encountering writing prompts that they have limited content

knowledge about. The excerpt below from student B indicates this point of view clearly:

> For example, when a topic is presented to us in the lessons, it makes more sense for me to first find out what that topic is from the internet or from books and comment on that topic myself, rather than finding it by searching it on ChatGPT. Because as everyone says, it seems wrong to me that we are only presented with a summarized version of certain information. This is because your interpretation of that subject is demanded. You are expected to tell something specific about that subject. (Student B, Interview 1, 17 July 2024).

There are two main factors why students mostly feel reluctant to employ ChatGPT in this aspect. The first factor is that it has the potential to impede their learning, both in the form of content and structure. These concerns were already grouped and presented under the category of effective learning category. The second factor is related to students' own performance in the given tasks. They are more motivated to answer the given writing tasks and question themselves as they think ChatGPT can miss the essential requirements as student B stated, "your interpretation on that subject is demanded". In line with this aspect, some also expressed that thinking on their own and brainstorming is more enjoyable "I can't say that it motivates me or drives me because I like to think myself more" (Student I, Interview 1, 17 July 2024). Thus, their personal preferences and approach to the given assignments limit their motivation to make use of ChatGPT.

On the other hand, students approached ChatGPT more positively after their experiences. Their motivation to use it and their motivation towards writing activities increased although the lack of motivation persisted to balance the equilibrium. In other words, although the students showed more interest, their interest was overshadowed by their lack of motivation. The excerpt below shows one factor behind this lack of motivation:

> I think that the feedback I get from my teachers is more positive and more motivating. Because ChatGPT focuses more on mistakes, while our teachers can motivate us for the things we do well by saying ‘Oh look, this part is very good, well done’, so I don't think ChatGPT is good and thus, motivating in this regard. (Student A, Interview 2, 2 August 2024)

Student A drew attention to the feedback nature of ChatGPT about his lack of motivation toward employing it. Although ChatGPT can deliver positive feedback when asked for feedback, the generated answers do not motivate the students since they are not as specific as the ones they can receive from teachers. Thus, students may feel that only the mistakes are recognized. This perception discourages them from engaging in dialogues with the tool.

A few participants reported an increase in their motivation in the second interviews. Mainly, the tool was helpful for them in providing variety in their writing; thus, they displayed more positive attitudes toward using it. “It helps, since it offers more variety, I can write more different pieces when writing” (Student E, Interview 2, 2 August 2024) demonstrates the positive effect on the L2 production and the motivation toward employing it. However, their motivation was not powerfully reflected in their experiences as the excerpt below indicates:

> Not in a more motivated way, but after I learned certain essay patterns from there, I don't think for a very long time when I make an introduction to body one body two, for example. I write my introduction immediately. Then it takes me a while to write my ideas afterwards. In this respect, it was very good for me in essays; I have good quality sentences for body one, body two and introduction. That's why I was a little happier when I was writing the essay, I think a little less for the introduction, but apart from that, there was no such thing as ‘I'm learning from here, let me continue like this’ and there was no desire to get excited and continue something like this. I mean, of course, I felt a sense of confidence at some point because I could use the patterns I learned. (Student I, Interview 2, 2 August 2024)

Although the students benefit, they display a reluctance to articulate an increase in motivation to use the tool or its effects on their writing skill development. These

excerpts demonstrate that students are not motivated enough to state their willingness to use the tool despite harvesting benefits to some extent.

4.3.6 Employment of the tool

Another important category is the usage patterns of students as to why and how they opt for using ChatGPT. This category contributes to the understanding of student perspective in terms of uncovering perceived usefulness and practicality. While investigating this area it is equally important to focus on the aspects that deter the student from using is such why students do not want to integrate the tool in their learning as well the pull factors attracting them to embrace the tool. This category embraces the areas the students perceive including dependency on AI and its effects, example generation, room for differentiation, plagiarism reservations and idea generation.

Some students expressed skepticism about the AI technologies, thinking that they could start relying on this technology and the tools more and more by getting accustomed to employing it and frequent use. They articulated that the excessive use of ChatGPT may undermine their cognitive abilities over time. Therefore, they may lose some abilities such as problem solving, generating ideas and critical thinking, which can put them in a difficult position to complete some tasks on their own. The following excerpt indicates this point:

> You need to think about the topic. If you cannot find the answer to something at first, you need to think about it and only after that can you refer to ChatGPT, that is, if you cannot find it when you really think about it, then you need to look at it. If you look at it immediately, this time your thinking skills will decrease a lot. (Student D, Interview 1, 17 July 2024)

The idea highlights that ChatGPT should not be considered as the primary source of idea generation; that is, the students need to think about the concepts and topics first

and only after they feel need to refer to other sources can they use ChatGPT. If they fail to use it under the conditions when they really need to look for additional sources, they may not operate much of their cognitive skills and fail to develop their critical thinking skills. Thus, the students should exercise their capabilities first and use ChatGPT supplementarily. On the other hand, the other students draw attention to the fact that the students should know how to act responsibly while engaging with technology. This notion is presented in the excerpt below:

> This issue completely depends on the will of the person. Personally, if you can understand the correct use or how often you will use it, I think you can stop at some point and try to write yourself. I don't think there is too much addiction. Personally, as I said, I used it only twice and I continue to write myself. So, I don't think it encourages any addiction. (Student I, Interview 1, 17 July 2024)

As the point supports, the availability of the technology itself is not an element of addiction on its own according to some students. Responsible behavior, self-discipline and autonomy are the key components affecting the engagement behaviors of the students. These components can assist the learners to exercise control over their actual use of AI tool. Both views presented, indeed, share the common ground that they both promote using the tool as a supplementary source rather than adoption of it as the primary source of knowledge and execution of cognitive operations. Thus, the students display a distant stance to employ the tool as they are concerned that it could have negative effects on their cognitive operations as a result of overreliance on the tool.

While the students refrain from relying a lot on the tool, they reported that they favor employing the tool to generate examples and model texts. They can make use of these texts to enhance their writing skills. This is illustrated in the following excerpt:

> I write as much as I can and put it in ChatGPT. I ask it to create a proper essay out of it. Sometimes I would look at it and try to write something, sometimes it was just an example. (Student E, Interview 1, 17 July 2024)

As the excerpt illustrates, they use the tool to create examples for themselves to benefit from in their learning. They particularly use generated answers as model texts to reinforce their skills. Furthermore, they do not only passively use the examples, but they can also actively engage with them. Sometimes, the employment of the tool is a result of another need connected to examples, the need to access vast number of examples to refine their skills and see the variety across many texts. Student E was able to present a good example for this aspect "We write essays, we see essays, they tell us about essays at school. But we don't see enough examples as the lessons are limited. When we want, we can use it and produce examples on any subject." (Student E, Interview 1, 17 July 2024).

Exposure to an ample number of examples can have positive impact on language learning, which aspires students to gain access as many as possible. Yet, there might be some constraints on this as pointed out in the excerpt above and the learners use AI to overcome this problem to enhance their chances to exposure to input material. The AI generated examples can be adjusted to any topic, which enables the learners to reach proper examples related to their writing topics. This aspect illustrates how immediate and accessible resource the AI tools can be for the learners.

Another factor that significantly shapes how students interact with ChatGPT is related to the notion of plagiarism. To explain better, students are aware of the implications that employing AI may have on plagiarism and therefore, they approach the tool with caution as they do not want to commit plagiarism. This notion does not only indicate that students have some level of awareness about the notion of

plagiarism but also indicates that they do not accept what AI has to offer unselectively.

There is a common sense developing among the participants about having academic responsibility. They are aware of the implications of using AI to commit plagiarism together with the necessities of studying in a higher education instruction. An excerpt taken from the interview is presented below:

> By the end of August, by the end of school, our aim is to learn English anyway. When we start our departments, we cannot learn everything the teacher tells by using ChatGPT. Since our goal here is to reach a certain level in English, it is not very right to sit on the ready. Since it is important what you can add to yourself it is completely wrong to sit on the ready. (Student A, Interview 1, 17 July 2024)

As Student A states, learning English is one of their primary goals that will result in achieving academic success in their departments where the instruction is provided in English. AI is seen as a tool that can supplement and support them during their language learning when used appropriately. A sense of achieving a certain level of proficiency in English is not related to output put as a final product yet the ability of producing contents with similar quality in various settings during their study is a guiding element for student to revise their actions in employing AI. Thus, the students do not use ChatGPT in ways that can be employed as the primary source.

The other aspect that shaped their interaction with the tool related to plagiarism is about the generative mechanisms. Some speculated that the texts and responses generated may not be exclusive which can ultimately result in cheating. The excerpt where one instance of this notion is discussed is given below:

> Everyone can ask for a different paragraph. Apart from that, it can give different paragraphs, but I don't have much knowledge about the possibilities of artificial intelligence, but I assume that it has maybe 10, maybe 100, maybe 50 pieces of content on that subject, and there are a lot of students in this school. If everyone asks for different examples, eventually a few of them will overlap anyway. (Student B, Interview 1, 17 July 2024)

A concern about overlapping products is raised in the excerpt above and this is one of the most common ways of conducting plagiarism. It is pointed out that although AI tools have the capacity of generating various content on various topics, the limits of originality of the products are not known well. The proposed notion suggests that the tool may have a finite range of text generation abilities and will eventually compose texts that are alike or sharing the same blueprint which will not leave doubt for any copy attempts. The generation of overlapping content which is too similar to be original may lead to unintentional acts of plagiarism. This probability of limited or finite range of responses deters students from trusting it as a primary source of creating content and using it for accomplishing given writing tasks, eventually shaping their relationship.

The last aspect complementing the employment patterns of students is related to idea generation. Idea generation is related to consulting the tool to gain new perspectives, revising the existing ones and gaining inspiration to write more. However, this notion could not be fully developed as the students did not have extensive hands-on experience with the tool during the time the first interview took place. Therefore, their approach to the topic was also underdeveloped and not shifted towards a specific position.

Some students stated that using AI could benefit them as they may be challenged with expressions of opinions in some writing activities whose topics are related to notions they cannot form and develop ideas easily. The excerpt below indicates an instance where students struggle with coming up with ideas on their own:

> Sometimes such topics are presented to us that it is very difficult to really think about that topic even in Turkish. We had a topic called euthanasia. For example, it was very difficult to even think about it in Turkish. (Student I, Interview 1, 17 July 2024)

This illustrates that not all the topics presented to the students can be parallel to their present general world knowledge or within the zone of their personal interest. The topics such as the one given as an example can be complex which can push their intellectual level even in their own mother tongues. The burden students can suffer is even amplified when they need to present their ideas in a logically coherent organization in L2. In such conditions, the students do feel steered into using external sources including AI. The students can consider various perspectives and organize their ideas in a coherent way by getting assistance from AI.

On the contrary, some other students opposed this view by stating that AI tools cannot be the only source to resort to under those circumstances. This is explored in the words of Student A "I'm researching a general topic. I'm going to get general information about a general topic. It's okay to look it up in a search engine it. So, I don't necessarily need to look at ChatGPT" (Student A, Interview 1, 17 July 2024). The view presented via the quote above is that to be able to get information and compensate for the lack of ideas, using AI is not the sole way and other methods such as using search engines can be utilized instead. Especially in cases where the topic is general and discussed by many others even before the online mediums were common, the use of search engines has the ability to look for many related websites and bring the quality resources.

Student perceptions regarding their use patterns hosted minimal changes. In various aspects, their views stayed the same if they did not get stronger and bolder, slight changes also happened. The following part will focus on these changes.

The belief that excessive reliance on the tool can negatively alter the cognitive processes such as idea generation and critical thinking did not diminish after the application of the tool; on the contrary, it became even more firmly

established. Students emphasized that they should engage with the tool responsibly as demonstrated by a student's statement "If we use it constantly, it is not useful for us in terms of learning. We should not resort to it constantly. We need to use it in the parts we face with difficulty" (Student F, Interview 2, 2 August 2024). The inclination toward the use of the tool was within pre-defined borders so as not to experience the detrimental impacts of overreliance. Another student clearly explained these boundaries in the following excerpt:

> It needs to be used to a certain limit. I think that this limit should be used during the learning phase and then should not be used while working on your own. For example, if I am going to write an essay when I go home right now, yes, I can get help from ChatGPT, but I don't think it is right to look at it when I try to write it myself. (Student C, Interview 2, 2 August 2024)

The student makes a distinction between the time when it is appropriate to use AI in their learning. It is advocated that the tool can be utilized during the controlled practice phase of the learning process; however, not during the independent practice phase. As the controlled practice allows the learner to discover and familiarize themselves with the material it is perceived as a time to get assistance through AI to empower their learning while they are on the way of building skills. However, the independent practice phase which requires a specific output as a result of synthesis of the materials, themes and aspects learned should be carried out without resorting to the tool. The independent practice necessitates the allocations of cognitive skills which are considered to be impaired when the tool is overused.

Apart from the line drawn between the occasions when the use of the tool is allowed to safeguard their abilities, some students approved that overreliance on the tool can impact their success in the examinations where their access to technology is strictly limited. "I think we need to be anxious because if we constantly use it, we can't think about how to write on or own during the exams" (Student F, Interview 2,

2 August 2024). This indicates the concern that students may not be able to perform their usual cognitive skills as their development can be hindered by the excessive use of the tool.

As for example generation, examples generated by ChatGPT were found useful during the second focus group interview, as well. The point regarding the increasing the number of exposures to the target modules were repeated “I can easily understand the topics by asking it to give me examples on the topics where I am weak” (Student E, Interview 2, 2 August 2024). The students continued to deploy the tool to increase their opportunities for enhancing their writing skills and deepening their understanding of confronting ideas and topics.

Concerning the plagiarism reservations, students did not change their perception about how they see the effect of plagiarism in their approach in the second interview. The fact that their behavior patterns were affected by refraining from plagiarism and taking control of their own learning remained the same without any alterations and modifications. No student contributed to this aspect during the second interview one more time, which indicates that their stance in this point is firmly established.

The second interviews displayed mixed views once more, yet the notions were tilted more towards the positive side with some little concerns for idea generation. A prominent idea is reflected by a student “It helped me a lot with the ideas. Because when I wrote, ‘Can you show me some ideas in the form of points,’ it provided me with some that I could write a paragraph” (Student C, Interview 2, 2 August 2024). It is highlighted that as the student could get bullet points from a topic that he was not familiar with, he was able to generate some content that could reflect his own language performance. Thus, employing the tool abled the users to

overcome the challenging process of creating content by accessing relevant ideas quickly and ultimately could focus on organizing it.

Although some students previously held the idea of employing older research techniques such as the use of search engines, this was not revisited during the interviews. Moreover, the students who previously regarded AI could benefit them in the pre-writing stage continued to support the use of it in a very balanced way. The excerpt below illustrates this point:

> To be able to explain a topic, we first need to read or even have at least an idea. If we don't have any idea, we can use ChatGPT. But I mean, if you don't have an idea. I don't think we should use it for further development. I think we should get the idea and connect it ourselves. If it doesn't work and you have a opportunity such as ChatGPT, of course we can ask. (Student A, Interview 2, 2 August 2024)

This excerpt highlights the thin line between using the tool to benefit from it. The impact of employing AI tools is regarded as positive to develop an initial understanding of the topic. The learners can leverage the tool to gain an insight about a topic when they are clueless about the topic or how to develop their ideas. At the same time, the employment of the tool as supplementary is covertly highlighted once more. This position also hints at a concern about intellectual abilities as the use of the tool is not suggested to go beyond this stage. This point became a bigger concern for the students.

As presented above; while using the tool to gain access to various ideas, students shared their concerns about possible negative effects it can have similar to the threats to critical thinking skills discussed before. The excerpt below highlights this:

> It needs to be used to a certain limit. I think that this limit should be used during the learning phase and then should not be used while working on your own. For example, if I am going to write an essay when I go home right now, yes, I can get help from ChatGPT, but I don't think it is right to look at it when I try to write it myself. (Student C, Interview 2, 2 August 2024)

Apart from discussion earlier, the student shares her worries about usage of the tool in different times even for to have different ideas about a topic. This indicates the presence of concerns about the use of the tool regardless of the employment aim. While there is tolerance for utilizing the tool in the learning stage orchestrated by one's own, the tool only provides guidance and cannot be utilized as a primary source.

In summary, a heteronomous portrayal of the changes in students' employment of the tool was documented. The students continued to hold reservations about AI because on the basis of excessive use of the tool and punctuated the detrimental effects it can exert on cognitive abilities such as critical thinking and problem-solving skills. The students also displayed more positive ideas toward generating examples and model texts while pointing out the advantages they were able to yield from. However, it is important to note that students tend to keep some distance from accepting the benefits undiscerningly. Finally, the inclination toward adaptation of the tool as a supplementary source gained momentum.

4.3.7 Integration of the tool

This category addresses discovering ideas of students in terms of integration of ChatGPT into their writing classes. Student ideas regarding how AI influences their writing habits, skills and development of those skills; the impact on teachers, and the efficacy of generated feedback is central to this category. These notions will be addressed, the integration, the impact of integration on teachers and the feedback process.

Firstly, the integration will be analyzed in this part. Almost all students reported negative opinions about integrating AI into their writing classes. Yet, their

responses were not strictly categorized and exhibited diversity in terms of the reasons. One reason opposing integration is linked to efficiency and the diminished student performance. The excerpt below indicates this stance:

> After all, some of our friends said that they could not get much efficiency from AI. That's why I think it shouldn't be used too much in our classes; you get used to the easy way out. It's simply a shortcut. (Student A, Interview 1, 17 July 2024)

This view challenges the perceived efficiency, and the real efficiency yielded from the tool. By indicating that some students were not satisfied with the answers they got from the tool, the integration of the tool is not favored as it will not be able to meet the potential premises. On the other hand, the effort in learning is highly valued and the inclusion may harm the active engagement with the writing assignments and tasks, which may harm the learning process. When the integration happens, some students may not try to engage with the tasks deeply to develop their writing skills. That becomes the reason why integration is not favored by some of the students.

Another pattern that emerged was that students were inclined to favor integration when they felt that their access to teacher is limited or when the teacher's ability to inform the students about the topic or knowledge is limited. These situations led the students to avail the tool in order to compensate for these restrictions. The excerpt given below sheds light on this view:

> At least for me, ChatGPT is the application that comes to my aid when I cannot reach the lecturer, when I cannot ask questions to the lecturer. So, I find it right to benefit from the lecturer's information when there is one unless there is a very difficult situation. Because sometimes in some tight situations, in fact, the lecturers are sometimes busy too. Sometimes they have difficulty translating into Turkish. Unless you are in such a tight situation, I also think it should not be used. (Student I, Interview 1, 17 July 2024)

This view suggested that in-class use of the tool is bound to access the teacher. When the access to teacher for help is limited in instances such as when the teacher is busy helping others or the class time limitations exist, it is favorable to employ the tool

and integrate it into their learning process to get immediate and quick assistance. Therefore, the availability of teachers to provide assistance becomes a determining factor. On the other hand, the teacher's assistance is not perceived as homogenous and high quality all the time, which gives a second possibility for the students to resort to the tool. As teachers may not be able to provide the same quality of assistance, scaffolding and feedback, the students can replace the information source with consulting to the AI tool.

Another aspect of access is related to the teacher. In some instances, the teacher may not provide the necessary information or scaffolding tailored to the students in the form of good instruction. They may not adjust their levels or may fail to match with the students' comprehension. This was also highlighted as another point that the tool could be integrated not the classes as the idea supported by some students is presented in the following excerpt:

> When there is something the teacher misses, it can actually be used as auxiliary tools such as tips and so on. There must be certain limitations, they cannot use it directly, but as I just said, it can be used as an auxiliary tool as a search utility for the sake of sustaining the learning. (Student E, Interview 1, 17 July 2024)

This kind of integration, which is to compensate for the problems with the teacher's instruction, was thought to benefit the learning. The students could make use of the tool as a supplementary source to the teacher with the aim of clarifying and getting assistance. Here, the lines were made clearer once more as to use the tool with some restrictions.

However, at this point there arises a counter argument about the duty of the teacher. Two students agreed with this notion during the interview. The excerpt explains this aspect:

> The job of a teacher is to teach everything to everyone. There are people who can understand with ChatGPT and people who cannot. Brainstorming makes

> more sense to me because I think ChatGPT gives limited information. I think that's why it can be used, but it can be used at a limited level. (Student A, Interview 1, 17 July 2024)

The use of ChatGPT creates a contradictory relation to the position of the teacher in the classroom. As it is perceived as teachers' primary duty to be able to teach, failure of this is not welcomed by some students. The inclination of using the tool to compensate for the quality of instruction is not welcomed by these students as they believe that not everyone could benefit from the tool equally. Thus, coming up with more traditional activities such as brainstorming for generating ideas seemed more plausible in the classroom context.

When approached from the perspective of compensating for the problems in instruction, the integration was not approved by the students and always possessed a certain limit. This was different in the out of the class context as the quote "After all, our classes are forty minutes. The teacher goes through it immediately. In general, I think we can access information more easily in a shorter time" (Student C, Interview 1, 17 July 2024) and the following excerpt indicate:

> Well, the thing is, we have been writing essays every week, but this was not enough for me, and I was writing at home by myself. I was constantly bringing them to the teachers, but school was about to end. We were going to take the exit exam, and I was still writing essays, but I couldn't show them to the teachers. When I was thinking about what to do, what to do, the teachers told me, they said send it to ChatGPT. (Student D, Interview 1, 17 July 2024)

These pieces of evidence from the first interview show that the students favor out of class use to compensate for the activities or the processes they were not able to fulfil during the class time. Limited class duration, as highlighted in the quote, together with the limited number of exposure and practice opportunities as presented in the excerpt lay the foundation which is a key need for students to use the tool not necessarily in the class but out of the class. This leverage is a reflection of students' self-regulated learning attempts and efforts. On the other hand, these efforts of

integration do not directly affect their desire to integrate the tool into their classes, which indicates that there is no relationship between in-class and out-of-class use patterns.

At the end of the term, students revisited their initial ideas about the integration of the tool in their in-class learning practices. Initially, there were some hesitant students who were more conservative about AI applications. Yet, these students started to voice their discomfort in their in-class integration of the tool more bluntly. One student stated in the excerpt below:

> What ChatGPT says doesn't match what he said earlier. I mean, the teacher writes something at first, then when he sends it again, it can create different things. It can add something else on top of it. It can also confuse (the user) (Student F, Interview 2, 2 August 2024)

This highlights that when the tool used in-class even under the surveillance and control of the teacher, some problems could arise due to several reasons including prompting. These problems have the potential to discourage the students from adopting the tool in their class, especially when the user is someone who is proficient in the target language and has the role of the teacher. This aspect even led some students to approach the tool with more concerns as they witness that the tool may not be reliable and consistent.

On the other hand, some other students shared their positive experiences they had during their classes. These were more about learning how to use the tool best for their own interest and benefit. Such an experience is described in the excerpt below:

> In fact, I first learned about ChatGPT in the classroom environment thanks to my teacher. Afterwards, the teacher warned me in the following way: “Do not ask ‘write me an essay’, do not approach like that, ask for this and that.”. They explained how we can use it more helpfully in any way. (Student I, Interview 2, 2 August 2024)

As it is shown, in some classroom implications the students benefited a lot from the guidance of their teacher about how to use the tool effectively. The teacher did not

directly ask them to use the tool; on the other hand, shared some tips and insights about leveraging the tool for their own benefit. Thus, the students were able to be motivated to use the tool as a supplementary material. Furthermore, they could develop some awareness about the plagiarism factor that could harm their learning process and success. The teacher's role of providing guidance is further explored in the following excerpts:

> Normally, I would ask directly "Can you suggest ideas about this subject? What can I write as points?". But my teacher asked me to indicate my own level, he told me to add sentences like explain more, give examples etc. In the prompts I wrote, I also added my own level afterwards. Therefore, more beautiful ideas emerged. (Student C, Interview 2, 2 August 2024).
>
> Our teacher was generally not someone who told us to use ChatGPT all the time. He got angry with us at certain points because he told us to use ChatGPT only in these parts and to come up with some ideas ourselves. I did not have a negative experience because he instructed us not to ask ChatGPT to write an essay, not to create this draft, but to ask ChatGPT about certain places. (Student I, Interview 2, 2 August 2024)

These excerpts indicate that teacher's guidance plays a significant role in sculpting how the students attempt to employ and integrate the tool into their learning processes. The teacher's guidance allows them to be attentive and careful about relying on the tool excessively while encouraging them to have a not only balanced but also responsible approach in using the tool. Thus, the teacher plays a significant role in developing students' digital literacy about AI tools.

However, the adaptation of the tool by the teachers during the class did not receive positive reactions completely. Some students shared their discomfort about seeing their teacher adopting AI during the class time. An excerpt pinpointing to this during the discussion is presented below:

> I think this is wrong, after all, we have a fixed curriculum. It is clear which lesson, which day, which hour, and what will be taught. You know, instead of getting ChatGPT help at that moment, when a specific subject is being explained, if the teacher does not know ChatGPT, if he does not know about that subject, he should have done his preliminary preparation at home just like

> we do, but if a question is asked about the strategy of the lesson, if it is a place where the teacher is not enough, you know, if it is something that maybe he forgot at that moment, unless it is something very extreme, he can search on Google before ChatGPT at that time. (Student B, Interview 2, 2 August 2024)

This view clearly indicates the expectations of a teacher and the duties. It is emphasized that the teacher should be thoroughly prepared for the lesson. These preparations should be carried out in advance and should have a general scope even encompassing the areas they are not familiar with or not fully competent to explain to the students. This is a crucial aspect of teachers' duties as students rely mostly on them to be provided with accurate and thoroughly investigated information. The use of AI tool by the teacher, thus, is perceived as a threat to the authority of the teacher, it harms the trust invested in the teacher and consequently shatters the image of the teacher. This is well illustrated by a shared comment from two students during the interview. Two students remarked by completing each other's utterance "For example, his competence is inevitably questioned. The teacher also gets help in ChatGPT, in that regard... What should we do? You know, if he does that, what are we supposed to do for example in the exam? (Student I and F, Interview 2, 2 August 2024)

Students also displayed negative attitudes toward the feedback they get from the tool when they used it during the class. In the class, most of the students preferred to get feedback from the teachers instead of using the tool. Two excerpts below illustrate this point in a concise way:

> You know, we come here to take office hours from teachers and show what we wrote and write even more. You know, I could not come to school and do this at home, but when I am at home, for example, when I am going to write at home, I can also do it using ChatGPT. But when I have such an opportunity here, I prefer to have it face-to-face. Because when I have a difficult question in my mind, I can immediately ask ChatGPT. But face-to-face seems healthier to me. Because my tone of voice at that time, the

> teacher's mimicry, what he said and how he said it, stays in my memory more in that way. (Student B, Interview 2, 2 August 2024).
>
> I also find the teachers' methods more friendly. ChatGPT gives very objective information, but some of the lecturers have certain methods, for example, you should do this here, you should organize it like this etc. Because they have many methods and techniques unique to them and those methods are easier and understandable for me. Because on ChatGPT, there is really general information all the time. (Student F, Interview 2, 2 August 2024)

Both these excerpts indicate that students have a huge preference for face-to-face interaction over a technological tool. Although the AI tool could benefit them with speed, students state that the benefit they get from the answers are lower in quality and is not fruitful for them to comprehend and affect their writing skills. Thus, they tend to ask for feedback from the teachers who could explain and reexplain the topics by not only adjusting their language level but also increasing the richness of their feedback so as to be well understood. Humane features such as the use of tone and mimicry, are believed to help learners process and intake the feedback input better.

To wrap up, some students expressed that they were hesitant about the incorporation of the tool into their learning environments, classrooms. These students held the idea that it would not function as efficiently as predicted as there are differences among the learners. Moreover, they were reluctant to play a part in such incorporation as their own performances would suffer eventually. However, there were some students advocated that integration could be effective when there are some constraints such as not being able to reach out to the teacher for help and timely and sufficient feedback and explanations or class duration that sets a time limit for any student-teacher interaction. The learners preferred face-to-face interaction and communication during the development of important writing skills over general and one-size-fits-all approaches generated AI feedback.

4.4 Impact on EFL writing

This section is intended to answer the last research question which investigates how employing the AI tool affects the quality of L2 writing. To answer this question two separate data sources were used: the quantitative data from student writing tasks and the qualitative data gathered from the interviews, reflections and class observations.

4.4.1 Quantitative data

R was used to perform a descriptive statistics analysis to assess whether the integration of ChatGPT into classes provides any influence on the students' (*N*=63) writing scores. Table 1 displays the descriptive statistics, including the mean and standard deviation (SD) values for each group and condition. In other words, the analysis aimed to investigate the differences in pre- and post-intervention scores across the mid and high groups under both experimental and control conditions. Table 2 summarizes the descriptive statistics.

Table 2. Descriptive Statistics

			N	Minimum	Maximum	Mean	Std. Deviation
Mid	Control	Pre	12	9	21	13.8	3.74
		Post	12	10	27	19.2	5.31
	Experimental	Pre	17	5	21	9.76	4.71
		Post	17	9	26	19.6	4.69
High	Control	Pre	12	6	29	18.6	8.08
		Post	12	14	33	23.6	7.06
	Experimental	Pre	21	7	35	20.5	8.17
		Post	21	8	38	25.4	8.76

The descriptive statistics suggested that there was an increase in mid-level groups overall. For the mid control group, the average score rose from 13.8 (SD = 3.74) to 19.2 (SD = 5.31), while the average score of the mid experimental group

started with a mean of 9.76 (SD = 4.71) and climbed to a mean of 19.6 (SD = 4.69) during the post-intervention phase. As for the high group, there was a similar trend indicated by the descriptive statistics. The mean score of the high control group increased from 18.6 (SD = 8.08) in the beginning of the study to 23.6 (SD = 7.06). In a similar fashion, the mean score of the high experimental group increased from a mean of 20.5 (SD = 8.17) before the intervention to 25.4 (SD = 8.76) following it.

Overall, the results from the descriptive statistics indicate that both control and experimental groups in different proficiency groups demonstrated improvements in their total writing scores regardless of whether they received ChatGPT-integrated instruction or not. However, the experimental groups in both mid and high levels generally demonstrated higher post-intervention means than their corresponding control groups. This situation requires further statistical analyses to determine if these differences are statistically significant or not.

Two-way analysis of variance (ANOVA) was performed on students' scores for each proficiency to analyze the effects of the integration (experimental vs. control) and time (pre vs post-treatment). While the analysis was conducted, Type III ANOVA method was utilized to accommodate the unbalanced group sizes.

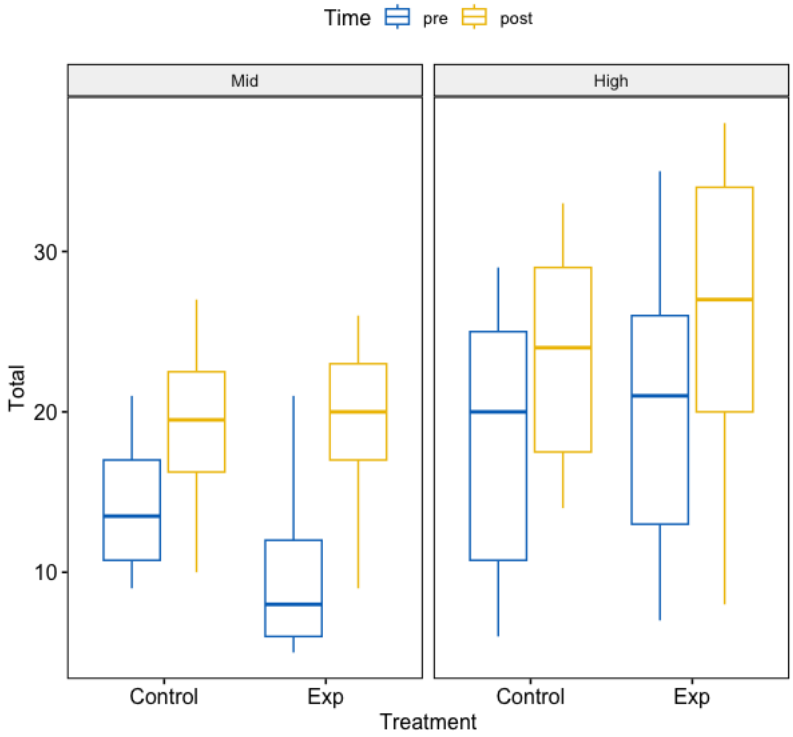
Two-way ANOVA first was performed on the mid group. The test showed that the main effect of integration did not bear statistical significance (p=.206), which suggests that the difference between the control and experimental groups across pre and post tests was not significant, $F(1, 27) = 1.68$, $p = .206$, $ges = .039$. On the other hand, the main effect of time was detected to be significant, $F(1, 27) = 54.43$, $p < .001$, ges = .413. This indicates that a substantial difference exists between pre- and post-integration scores regardless of the group assignment. Furthermore, an important interaction of integration and time was observed, which is an indicator of

the different impact that integration had on different groups. This suggests a greater improvement in the experimental group from pre- to post-phases compared to the control group.

For the scores of the high group, two-way ANOVA was conducted separately. Similar to the results of mid group, no statistically significant difference was reported, $F(1, 31) = 0.61$, $p = .441$, ges = .013. In other words, the difference between the experimental and control groups was not statistically significant. Similar to the finding in mid group, the main effect of time was statistically significant, $F(1, 31) = 8.56$, $p = .006$, ges = .083, meaning that the change in scores from pre- to post-integration was significant, regardless of the integration condition. However, the integration and time interaction was not statistically significant, $F(1, 31) = 0.0008$, $p = .978$, ges = .000008, unlike the mid group. This suggests that the changes that occurred over time in the scores were not statistically significant between the experimental and control groups.

These results suggested conducting further tests to understand whether there is a statistically significant difference in the performance of each group before and after the integration. To meet this end, pairwise paired t-tests were conducted. Bonferroni correction was applied for each test to control the likelihood of falsely detecting a significant effect. Table 3 presents the information in a boxplot.

Table 3. Boxplot of T-tests



Firstly, pre and post-scores of each subgroup were compared by applying Bonferroni correction. The results indicated significant improvements from pre- to post- integration in both mid-control and mid experimental groups, ($t(11) = -3.70$, $p = .004$, $p.adj = .004$)and (($t(16) = -7.05$, $p < .001$, $p.adj = .00000272$) respectively. Also, the high-experimental group displayed a significant improvement ($t(20) = -2.92$, $p = .008$, $p.adj = .008$). However, no significant change was found in the high control group($t(11) = -1.47$, $p = .17$, $p.adj = .17$). The findings align with the interaction observed in two-way ANOVA for the mid group, documenting that both the control and the experimental groups showed improvement. However, there was a significant positive effect of the integration found especially on the mid experimental group. Regarding the high groups, significant change

As the two-way ANOVA conducted for the high group shows only the main effect of time and does not give information about the interaction, time influenced both the experimental and control groups similarly. The difference documented through pairwise paired t-tests could occur because of the small sample size comparison between the high groups. The sample size could have affected the results such that 12 people in the control group was not enough to produce a significant result in comparison to the experimental group with 21 people.

Following this, a pairwise independent t-test was performed to compare the performance results of control and experimental groups in both pre and post-integration phases. While the previous analyses investigated the within-group changes over time, this particular analysis aimed to identify differences between each group at each time point. Bonferroni correction was applied to control error across comparisons. Conducting this test was important for two key factors: firstly, as to detect whether there were any significant differences between the groups before the integration and to document any post-integration differences.

A significant difference between the control and experimental groups was found only at the mid pre-integration stage. No significant differences were observed between the control and experimental groups in mid-post-integration (p = .833, $p.adj$ = .833). No significant difference was found between high pre and post-integration (p = .515, $p.adj$ = .515; p = .539, $p.adj$ = .539, respectively). This suggests that the initial differences between the mid-pre-group and mid-post-group were eliminated at the post integration stage.

Finally, a series of pairwise independent t-tests were conducted to examine the potential differences between the two proficiency groups. By conducting this test, it was aimed to determine if the proficiency levels have any influence in performance

of two groups in the pre and post stages. Bonferroni correction was also applied. A highly significant difference between the experimental proficiency groups ($p < .001$, $p.adj < .001$) was displayed in the pre-integration stage, indicating these two groups had different score levels before the integration. This difference remains in the post-integration stage as well ($p = .0194$, $p.adj = .0194$). Meanwhile, control groups did not display statistically significant differences in the pre stage ($p = .0782$, $p.adj = .0782$) or in the post-integration ($p = .104$, $p.adj = .104$).

4.4.2 Qualitative data

A key aspect in writing is to come up with ideas that will be developed and then be sequenced into a logical order that will also reflect the stylistic aspects of the genre or text type. For a student to be able to write in L2, the first item that needs to be addressed is the topic and the central ideas that the student needs to address and use the language knowledge to weave the text. Some students suffer from reaching out for specific ideas and connecting them before they attempt to utilize their knowledge in the language. This problem arose among the teachers. Engin's statement "They do have difficulty in language also in generating ideas. But generating ideas outweighs the language problem in the essay. ChatGPT can help for generation of ideas like topic wise." (Engin, Interview 1, 4 July 2024) shows this problem clearly by suggesting the possible role ChatGPT can play. As Engin states a non-linguistic cognitive process, can perfectly intertwine with the language production. There is an insight among the teachers that ChatGPT can be useful to let students tackle this non-linguistic problem and create opportunity for them to exploit their linguistic repertoire. However, the number of these teachers was not high in the initial phase.

Brainstorming activities are one of the most common types of activities resorted to in many classrooms to boost creativity and idea generation for the writing tasks. However, not every student may feel comfortable in speaking up in a classroom and some of their ideas might be loosely connected. This part of pre-writing activities can also be facilitated by employing ChatGPT. It can serve as an appreciated resource in overcoming these impediments by performing as a brainstorming partner and guide. Lale shares her thoughts about this aspect that the brainstorming partner role ChatGPT can adopt in her quote below:

> ChatGPT can give you things to work on and you can collect those things and be more creative yourself. This is a good side. It is good that you can brainstorm with ChatGPT. You have new ideas and get more creative. (Lale, Interview 1, 5 July 2024)

The point Lale argues is that the ideas gathered at the end of brainstorming in partnership with ChatGPT can actually enable the students to think outside-the-box. The collaboration with ChatGPT may introduce fresh perspectives for students and inspire them to develop their ideas. Thus, their creative thinking processes can be facilitated. Furthermore, exposure to pre-formulated ideas or scenarios encourages students to investigate diverse viewpoints and analyze the concepts in detail. Engin's comments about this issue forms perfect evidence "It improves students' creativity, so it helps them to see the other perspectives on the issue. Why not?" (Engin, Interview 1, 4 July 2024)

Some teachers assert that students can come up with different ideas and expand on them by encouraging thinking skills when they are presented with ideas. The students can be encouraged to explore a variety of viewpoints thanks to ChatGPT. This can foster the students' creativity by forming a foundation, which allows them to build their ideas upon and develop more responses. In this aspect, their idea creation is positively affected especially when students struggle to come up

with supporting ideas for their texts. A quote from Neva illustrates this point in a clear way:

> Sometimes students have difficulty in finding supporting ideas or the points that they need to discuss in any type of essays. So, ChatGPT can provide them these points to discuss in supporting sentences, to give some examples to them in supporting details. So, it helps. (Neva, Interview 1, 6 July 2024)

As Neva argues, the points generated by ChatGPT can assist students to formulate their supporting sentences while writing essays. These ideas, which are relevant and well structured, can be used to strengthen their foundational arguments in their essays and develop them. Moreover, these well-structured ideas can also serve as examples to strengthen their arguments, which can result in depth and content richness in their texts.

One aspect behind the detrimental effect on creativity is becoming too dependent on ChatGPT and relying on the tool to extreme levels. Getting used to exploit to source to come up ideas and generate new ones can cause learners to resort to their own cognitive operations less. This process can cause students to become less willing to develop their own ideas even when they have an adequate level of thoughts to write well-structured essay about the given topic. Eylül's remark "When students feel like, OK, I can use ChatGPT, then they won't bother to develop some ideas, make some research and think about things" (Eylül, Interview 1, 4 July 2024) Illustrates an example. Eylül argues that, by engaging with ChatGPT, students can become lazy and less willing to engage in effortful ways of coming up with ideas such as conducting research and extensive reading. Less willingness to resort to their own ideas can become a serious issue according to some others. Neva explains this scenario by her quote below:

> When we are exposed to ChatGPT too much, when we see something, OK, let's ask this to ChatGPT or when we have an assignment, even if we can

> do it, we still ask ChatGPT, it will take care of it. (Neva, Interview 1, 6 July 2024)

Neva's description of the scenario illuminates how dependence on the tool can intensify. As students start to trust in the abilities of the tool, it may fuel the desire to use it more as it has the capacity of "taking care of the assignment". This belief and trust on the tool can result in a shift in their academic habits and the reliance can deviate students from taking the necessary responsibility to think and complete the assignment on their own to referring ChatGPT in order to avoid the burden and gauntlet of completing the assignment.

Additionally, the presentation of ChatGPT generated ideas can function as models for students to think more about the topic and explore different viewpoints. In this way, the exemplary ideas can assist them in producing their own ideas through analyzing and expanding them. By engaging with these examples and model texts, students can bring their own ideas into the texts as their creative will be fostered after interacting with the ideas. Buse who explored this aspect in her lesson, presents her ideas in the flowing excerpt:

> I think both of them helped students to improve their writing skills, instructions and the ideas from ChatGPT. They go hand in hand, so it gives a different perspective. Previous instructions are not enough to give students alternatives; both using ChatGPT gives the alternatives in their writing skills. And especially, they have difficulties in writing examples. So it gives more example and ideas, students are more comfortable while writing at least one example, or one reason. In that way, the students look at the example, they can provide more examples to support their ideas if they had some ideas. (Buse, Interview 2, 20 August 2024)

Few teachers reported that they had worries about the impact of this application on students' creativity. Being one of these teachers, Suzan, reflects her previous ideas and indicates the shift happened in her perception and thinking.

> I noticed that or writing or let's say providing ideas, especially ChatGPT, could help very well. It's could build on students' knowledge and what they came up with because I've seen that when they were brainstorming they gave some ideas. But those ideas were not like very solid because,

> you know, they could not maybe think through in the short period that they brainstormed, but ChatGPT could provide those ideas and give explanations on them, like for example on like transportation, let's say an advantage would be the price or like the comforts and ChatGPT would give a sentence explaining that as well. So if it's a complex idea, students can understand it better with the help of ChatGPT. I've seen that. (Suzan, Interview 2, 19 August 2024)

While her position was the students' creativity would be negatively affected with ChatGPT as there will no room for discussions and actually thinking, Suzan started to think more positively about ChatGPT's role in creativity. The benefit students can yield from the tools is not restricted only to presenting a point. On the contrary, the explanations and rationale behind those points may assist students to grasp the argument points better and build on their arguments based on them after they have adequate knowledge.

CHAPTER 5

DISCUSSION AND CONCLUSION

This study aimed to investigate the views and ideas of students and learners toward ChatGPT integration into their L2 writing and to discover the changes in learners' written works. The research questions below were postulated in this study: Below, are the research questions posed in this research:

i. How do English language teachers integrate ChatGPT into their teaching?
ii. What are the teachers' perceptions of integrating ChatGPT into writing instruction and the changes occurred?
iii. What are the students' perceptions of the integration of ChatGPT into EFL writing classes the changes occurred?
iv. How does the integration of ChatGPT affect the quality of EFL writing and instruction?

5.1 Discussion of the findings of RQ1: How do English language teachers integrate ChatGPT into their teaching?

To address this question, a combination of data collection tools was availed. Interviews will be conducted both in the beginning and at the end of the study, the reflections written by the teachers and the field notes gathered and curated by the researcher during the class observations.

Jeon & Lee (2023) identified 4 ChatGPT roles teachers assign and 3 teacher roles in employing this technology in teaching practices. The first ChatGPT role identified is the interlocutor, in which the tool serves as a conversational partner and

interacts with the user in the given way by various ways including playing games, enabling the students to practice language skills. Another role is the content provider role and as the name suggests, it is used for curating and creating materials such as stories and vocabulary lists as well as promoting opportunities for cultural understanding. The other role is the teaching assistant role. In this role, the tool functions as an assistant by helping learners in various ways such as checking their grammar and offering vocabulary items or providing background or additional details about given topics. The last role is the evaluator role, which is helpful for not only creating assessment resources but also for providing feedback that can be later edited and adjusted by the teacher.

Three teacher roles are as follows: orchestrating resources with quality pedagogical decisions, making students active investigators, and raising ethical awareness. The first role requires the teacher to have a center role in organizing and shaping the numerous sources generated by the tool based on informed pedagogical decisions to design coherent, engaging and effective lessons. The second role, on the other hand, urges the teacher to motivate the students to become active information seekers and researchers in their interaction with the tool. By this role, the teacher aims to foster critical thinking skills of the learners and promotes an inquiry-based learning environment. The last role asks teachers to inform the student about the ethical guidelines after establishing them and foster responsible use of the tool.

Firstly, the teachers' utilization of ChatGPT patterns, the role of ChatGPT will be discussed. Teachers mostly utilized the tool as teaching assistants and employed it to create sample essays for their students to analyze, to provide grammar feedback, and to create outlines for students to investigate. Following this role, they use it as a content provider and performed some similar tasks such as creating

grammar activities and example texts, yet different ones such as warm-up activities. Two teachers heavily used the tool for idea generation in collaborative environments by fostering group work. Thus, these teachers, Engin and Eylül, also employed the tool as an interlocutor. The teachers who are the most distant and reluctant to use the tool, Aylin and Onur employed the tool as an evaluator to provide feedback and generate questions along with using the tool as a content creator.

Regarding the teacher's role, none of the teachers in the study fully embraced the raising ethical awareness role. There have been hints or suggestions that they do provide information to their students about the ethical perspectives; this was not their main focus and more a subsidiary focus for only a few of them such as for Engin and Buse. On the other hand, seven teachers employed the tool to orchestrate resources with quality pedagogical decisions. This means that they have employed the tool to enhance their instruction and improve student learning. Interestingly, only two teacher who have employed the tool for actively seeking information and fuel their critical thinking skills, Eylül and Engin, could be categorized as making students active investigators.

Overall, teachers display a very skewed portrayal of employment of the tool, and they mostly use it to enhance their lessons from a teacher-centered position. Due to their concerns that have been previously explained, they restrict the use of the tool by the students.

5.2 Discussion of the findings of RQ2: What are the teachers' perceptions of integrating ChatGPT into writing instruction and the changes occurred?

The first theme described for this first research question is time efficiency in teaching L2 writing skills. The teachers in the study stated that they can use the tool to

allocate their time and energy efficiently in tasks such as example generation, material development, and designing specific tasks for the students. Later, they included summarizing the existing material for classroom use and differentiating the existing materials were also proposed as the benefits they could yield from the tool. Similarly in the literature, this feature was perceived and labelled as a benefit by Özdemir-Çağatay, 2023 and Zaiarna et al., 2024. More in this respect, this theme was in alignment with the existing literature. Özdemir-Çağatay (2023) specifically brought up the differentiation aspect, which was also discovered during this study. One part that the current study was able to add to this point was the aspect of the learning as perceived by the teachers. While other studies only focused on the teachers' perceptions about their own actions and benefits, their ideas and beliefs about the impact of the tool in saving time while learning, which is positively reported, were uncovered in this research.

The second theme is the quality of ChatGPT responses. Initially, the teachers had concerns about the responses they got from ChatGPT as they thought that they may not be totally reliable. This was also pointed out by Elsayary (2023) and Özdemir-Çağatay (2023), as some teachers in the study had these concerns about the nature of the tool. However, in this study, this aspect of the concern was not reiterated in the post-integration stage. One of the key reasons is that the information teachers mostly tried to yield from the tool was generic content such as the benefits of veganism, arguments against the use of plastic, and solution ideas for depression. While providing generic information, the tool does not make errors as it has the potential to in other specific areas. Another reason might be due to the fact that while teaching writing skills, the teachers did not focus on the quality of the information presented. Rather, they focused on language use and the organizational aspects.

However, after their experience with the tool, one teacher stated that it can hallucinate and come up with a word that was not present in the input material. This point was not addressed as a concerning part in literature. Overall, by experience, teachers started to accept the generated answers and bits of information more positively as long as they did not interfere with the language use and organization.

Dominating the literature around studies about plagiarism and academically dishonest behavior (Barrot, 2023; Chan and Hu, 2023; Xiao & Zhi, 2023; Yan, 2023; Zhang & Tur, 2023) is the other key aspect discussed among the teachers. As the teachers started using the tool in their teaching practices, their concerns grew more. It was pointed out by some teachers that there is a mismatch between teachers' and students' understanding of what plagiarism is. This finding is in parallel with the findings of Almanea (2024) and Barret and Pack (2023) that suggested a lack of a plagiarism notion among the students. As the students do not know the boundaries around some actions, they tend to cross the ethical line and end up conducting dishonest behaviors. As the results indicate, there is a clear-cut distinction between the students and teachers about the boundaries of academic dishonesty, and this surfaces especially when teachers judge the student behaviors. This gap is not filled by the teachers effectively. Teachers also stated that it was difficult to detect AI-generated content, a similar finding to Özdemir-Çağatay (2023), and complained heavily about the extra workload assessing whether the content is AI generated or not creates for them. However, the suggestion by Yan (2023) as a solution for preventing plagiarism to develop plagiarism detection tools is not welcomed by the teachers as they regard these tools to be unreliable and do not function properly in the class environment. Furthermore, some possible patterns as to why students may conduct these behaviors were also discovered. Interestingly, fear of making mistakes that

could result in losing points in their assignments was seen as a cause by some teachers. This paradoxical idea was not proposed by other researchers, yet it is similar to the findings of Cong-Lem et al. (2024) that the competitive environment can fuel such behaviors. Although the teachers voiced their discomfort and concerns regarding plagiarism, they did not come up with effective measures, such as incorporating personal views and experiences or referencing their sources as suggested by Almanea (2024). Their response to the concern born out of a novel technology was old-school heavy surveillance over student use and performance, as indicated by Akgün and Greenhow (2022). This response also affected the teachers' use patterns and set specific limitations such as not using the tool in front of the students or leveraging the tool to consult for extra ideas in the classroom.

Although previous studies pointed out that use of the tool can facilitate various skills developments such as vocabulary (Marzuki et al., 2023; Özdemir-Çağatay, 2023), pragmatics (Almanea, 2024), clarity and organization (Almanea, 2024; Marzuki et al., 2023), these did not pay attention to which students could make use of these benefits. The perceptions of teachers suggested that the more proficient learners can avail the tool more effectively as they can bypass the language barrier during the prompting stage. Furthermore, similar to the results of Zaiarna et al., (2024), they can experience difficulty in understanding and internalizing the generated answers. The teachers who taught lower levels especially articulated this aspect and indicated the integration could work better in more proficient groups during the term or in the upcoming semesters. Thus, it is proposed that the absence of threshold proficiency hinders the students' ability to interact with the tool effectively and meaningfully. The proficiency level of the students was also proposed as an

element that can have negative impacts on creativity and thinking skills as they may rely severely on the tool to perform the writing tasks.

There were two different types of motivation discovered during the interviews: student motivation and teacher motivation. Teachers mostly argued that employing ChatGPT could increase student motivation, and this finding aligns with the findings of Carrier and Heywood (2024) and Zaiarna et al. (2024). Especially, the novelty effect seems to lead the teachers' ideas about this positive effect. Also, motivation is taught to influence the confidence levels of the learners, as stressed by Carrier and Heywood (2024). As Deep et al. (2025) proposed, it can also enhance student confidence by reducing performance anxiety. However, it is important to note that integration does not embrace any magical powers and is not capable of motivating the students who are already uninterested. As for the teacher motivation, as it has a facilitative role in lesson preparation, it boosts teachers' motivation for the classes they will teach. Moreover, as use of technology seemed important for younger population by some teachers, the motivated students have positively affected their motivation as well, which is in alignment with Koçer's study (2024) suggesting that the digital literacy of students, particularly teenagers, is a factor that motivates teachers to employ AI tools in their practices.

Teachers had diverse opinions about the engagement levels of the students. According to some, their background as digital natives would influence their engagement level as the use of technology is an indispensable part of their lives. Although studies by Almanea (2024) and Özdemir-Çağatay (2023) suggest that engagement is fueled with interactive environments through employing AI tools, no teachers addressed this aspect in the current research. This might be based on the teachers' understanding of what interactive constitutes and the restricted interaction

students have in most classes. A drawback in engagement was declared as excessive use of the tool, which can be caused by increased use and engagement, which is in parallel with Gao et al.'s (2024) arguments. Moreover, the teachers in this study and those in Özdemir-Çağatay's (2023) study in Türkiye context share the same fears.

It has been suggested that with the integration, the students were able to produce longer texts by using enough content in their writings. Marzuki et al. (2023 also indicate that the quality of writing pieces of students increases when they make use of ChatGPT. This study was able to deliver a different perspective to this notion since the teachers who pointed out this aspect taught in lower proficiency groups. Put another way, there is a positive effect of employing ChatGPT in writing instruction at lower levels in terms of developing more content, writing longer, and sustaining cohesion.

Also, the feedback provided by ChatGPT was found useful, as Kurt and Kurt (2024) suggested that access to timely feedback is one of the benefits of embracing AI tools. While this was also supported by other studies (An et al.,2023; Jeon and Lee, 2023; Kohnke et al., 2023; Mahapatra, 2024), Almanea (2024) emphasized that their feedback could be enhanced by this incorporation. This idea was voiced in the study as shortening the time allotted for providing feedback. Another recurring pattern that emerged from the data was the adverse effects of excessive use and deterioration of critical thinking skills. These two aspects bear significance as they were the ones that persisted even stronger after teachers' hands on experience. Teachers indicated that the students' excessive use can impede the development of or deteriorate critical thinking skills and lead them to bypass some fundamental cognitive functions. Similar concerns have been raised in various research contexts, such as for China by Gao et al. (2024), for Vietnam by Cong-Lem et al. (2024), and

for Türkiye by Söğüt (2024) and Özdemir-Çağatay (2023). These findings align with assertions of Gao et al. (2024) that excessive use of AI tools has the potential to disrupt the learning process by reducing learner motivation to study the language, ultimately leading to even more reliance on these tools.

The last theme in this research question is teaching with the tool which encompassed important findings about teachers' authority figure, duties assigned to the teachers. The study revealed that while integration can bring benefits for both the students and teachers, it is not without a cost. Teachers need to face up to new duties such as being a role model for employing the tool resourcefully and ethically. This finding is in parallel with the argument of Woo et al. (2024) that engagement places a burden on teachers by requiring them to offer a sufficient amount of scaffolding, especially in the area of prompt engineering, optimize their instruction about the task, and employ level-appropriate learning materials and being a role model. The importance of being a role model has also been fortified with the results coming from student data. Moreover, it has been seen that this employment positively affected teachers' knowledge and instruction, especially the novice teachers' it by increasing their pedagogical knowledge and providing practical aspects in teaching. The authority of the teacher in the classroom was debated, and the older teachers continue to express their concerns, which closely aligns with Dinçer and Bal (2024),

When approached from the theoretical framework adopted in this study TAM-2, the discussion further develops as follows. Teachers tend to employ this tool as it eases most of their professional practices, such as lesson planning, material adaptation, and creating exemplary texts. In this aspect, it can be argued that the job relevance criterion matches and highly influences their adaptation choice. Furthermore, the image criterion seems to affect their adaptation positively as their

pedagogical knowledge and the array of techniques they can employ increase. Regarding the output quality, their adaptation tendency changed positively as their initial concerns largely vanished with the help of their specific use patterns for and in the classroom. In other words, although there are serious concerns about the data quality, these concerns were not in relation to how they use for their professional use patterns, and did not affect their practices. Because of student proficiency interrupting the students' ability to get benefit from the tool, teachers perceived ease of use was restricted. The meaningful interaction has proved to be highly appreciated in this sense. Lastly, the perceived usefulness of ChatGPT among teachers is reflected positively due to increased motivation to teach, improved feedback efficiency, and lesson preparation quality. Regarding the students, it is perceived to influence their overall writing performance by assisting them with grammar, cohesion, and a list of ideas that can decrease their performance anxiety.

Upon examining the teachers' approach and integration patterns, and beliefs, their acceptance patterns are categorized in the following lines. Teachers' acceptance was highly impacted by the Job Relevance factor as they found ChatGPT to be strongly relevant to their professional responsibilities, particularly praising its ability to reduce time spent on tasks. Its effectiveness in tasks such as lesson preparation, creating differentiated materials, generating examples, and summarizing content directly related to their job responsibilities boosted their acceptance of the tool.

Initially, teachers had concerns regarding the reliability of ChatGPT outputs and responses. As time passed, however, they came to appreciate its ability to generate generic content for instruction, and the improved quality of the output mitigated their concerns about occasional hallucinations. This increase paved the way of acceptance of the tool in alignment with the output quality.

Concerning the perceived ease of use aspect, the teachers displayed a mixed portrayal. While teachers generally found ChatGPT easy to integrate into their classrooms, this degree of ease was dependent on the proficiency level of the students. Teachers reported difficulties, particularly with lower-level students who had challenges formulating meaningful prompts. Therefore, the ease of use depends on the proficiency level of the students.

Another positive contribution is to the image. Teachers, especially the novice ones, believed that ChatGPT helped improve their professional image by not only enhancing their pedagogical expertise but also diversifying their instructional approaches and repertoire of practices. This positive perception greatly influenced their willingness to adopt technology.

However, ethical concerns, specifically related to plagiarism and academic dishonesty, were a notable source of concern for teachers, which resulted in their hesitation to overtly utilize ChatGPT in the classroom. Despite acknowledging the benefits of the tool, fears about academic integrity negatively impacted its acceptance.

Teachers tend to have a greater acceptance of ChatGPT when they feel they can use it as a supplementary tool for planning and lesson preparation. This is because they see it as a personal choice that improves efficiency (job relevance) and expands their pedagogical repertoire (image). Concerns about plagiarism and student reliance may compel teachers to avoid the explicit use of ChatGPT. In other words, subjective norms about academic integrity partially constrain their sense of voluntariness.

Teachers' acceptance of ChatGPT integration into L2 writing instruction is generally optimistic, but complicated. Positive acceptance is primarily driven by

factors such as clear job relevance, improved output quality in specific contexts, improved professional image, and visible, demonstrable results. Despite the generally positive acceptance, ethical concerns about plagiarism and student proficiency limitations act as moderating factors. These issues influence subjective norms and perceived ease of use, thus hampering teachers' overall acceptance of ChatGPT.

5.3 Discussion of the findings of RQ3: What are the students' perceptions of integrating ChatGPT into writing instruction and the changes occurred?

Interviews with the teachers conducted at the beginning and end of the study, together with the reflections written by the teachers about their experience with the tool and integration, as well as the field notes written by the researcher about the class observations, formed the backbone of the findings of this research question. After the interviews were transcribed, the written data was coded by the researcher, and a Thematic analysis was conducted.

As the results indicate, there is a parallelism in the approaches of teachers and students toward the generated responses of the tool. Students manifested a rooted distrust in ChatGPT similar to Slamet's (2024) responses, as they believe not all the information can be accurate or totally reliable. Furthermore, another cause of this mistrust stems from not being able to know the sources the tool fed on, which is in parallel with the effect of the lack of transparency argued by Yetkin and Özer (2024). Contrary to the findings of Wardani et al. (2024), awareness of technology also leads students to suspect more about the information presented, as some of them are aware that AI tools cannot be trusted completely, proving with the error rates. Considering the fact that OpenAI confirmed that ChatGPT can make mistakes while providing

answers (Fitria, 2023), the students' suspicions are not unjustified. The students' stance of agreeing unanimously indicates that it is an important concern for them.

The second theme, time saving, is one of the appreciated aspects offered by the tool. The students preferred fast access to information which is also available independent of teacher. This finding is in alignment with Batra and Verma (2023) suggesting that learners value fast access to information. Contrary to the arguments of Xiao and Zhi (2023) and Kanabar (2023) regarding how quick access can have a positive influence on critical thinking skills, this study suggests that students see that there is a cost for getting fast access to information, which is diminishing critical thinking skills. Consequently, students prefer to choose an approach that is balanced. Instead of relying purely on the benefit of acquiring information fast, they consider the disadvantage it brings.

Another theme is the opportunities for individualized learning, which is highly appreciated by the students. Students indicated that they could leverage the tool to meet their individual needs during learning. This is especially significant in adjusting the level of the texts and addressing different learning styles. Manipulation of the input to address the individual requirements of the students in learning in this aspect is closely aligned with the literature (Alharthi, 2024; Baskara, 2023; Fathi & Rahimi, 2024. The tool also supported students with its interactive nature since the learners have the ability to interact with the answers to clarify problematic parts and gain more control of their learning. The constructive and static attitude displayed by the students resembles the suggestions of Song and Song (2023) in that it assists students in regulating and controlling their own learning meanwhile it assists students through their self-regulated learning activities (Barrot, 2023; Chan & Hu, 2023; Fathi & Rahimi, 2024) as well.

Although the students favored and benefited a lot from ChatGPT, as it can provide individualized learning opportunities, they were skeptical about the impact on their learning in the beginning. To be more precise, they were worried that the fast information and ease of access would prevent them from internalizing any materials and impede their learning, although they could easily carry out the given tasks similar to the concerns presented in Dai and Liu (2024) and Chan and Lee (2023) the negative effect on the quality of learning. However, after experiencing learning with the tool, their views started to change positively.

Another theme is motivation. During the initial interview students articulated that the tool has no effect on their motivation on developing L2 writing skills and showed some reluctance. As Ali et al. (2023) state, the motivational effects of ChatGPT are not static and fluctuate based on the skill and the learners. This is also in parallel with the argument of Fryer et al. (2020) that the motivational effects may not be observed steadily overtime. One important finding is that although students' descriptions showed a positive attitude toward employing the tool and an increase in motivation to write more to develop their skills, they refrained from accepting this positive effect. Only during the second interview did they articulate more. Furthermore, there is a strong preference for teacher feedback over AI feedback discovered and retained throughout the study, a finding that corroborates the weak effectiveness of AI-generated feedback compared to teachers suggested by Cao and Zhong (2023). In this regard, it can be postulated that students do not consider the tool to affect their motivation, although they benefit from it.

The penultimate theme regarding student perception is entitled as employment of the tool, which unearths for what purposes students use the tool, how they engage with it and how they evaluate it. Thus, it encompasses a wide array of

ideas that can be easily compared to those of teachers. However, it is important to note that the students are more resistant to changing their initial views compared to the teachers. Firstly, a commonly referred phenomenon, results about overreliance will be discussed, and it is preceded by use purpose of example and idea generation, and effects of plagiarism in their actual use.

The students with a sense of awareness and responsible use of technology particularly pay attention to excessive use and the possible detrimental effects. They explicitly expressed their fears about the possible side effects of diminishing critical thinking and cognitive skills such as idea generation, critical thinking, and problem-solving skills. While they were vocal about this concern, they always stressed the vitality of trying on their own and making an effort to accomplish something whether it is a simple idea or a making a complex sentence. This worry aligns with many studies (Baskara, 2023; Batra & Verma, 2023; Chan & Hu, 2023; Klimova et al., 2024; Xiao and Zhi, 2023) and shows the importance of adopting a balanced approach in use (Pipia and Gurgenishvili, 2025). Students in this study stressed that the tool should be used with caution and responsibly. The adaptation of the tool in independent practice is especially frowned upon since the tool can only be used as a facilitator during the early stages of learning.

Students also expressed that their interaction with ChatGPT to produce exemplary texts and example sentences is extremely useful. The limited opportunities of exposure to examples in print material and within the classroom during instruction pushed students to exploit the tool to get more access to an unlimited number of examples. Fitria (2023) indicates that the examples produced by the tool are detailed, while Mah et al. (2024) draw attention to the valuable role of the capacity of example generation.

Plagiarism, which is one of the biggest concerns of students, is documented to shape students' use patterns and interactions heavily. Along with their stance on example generation, their stance toward plagiarism stayed stable without any weakening. Although teachers had the impression that most students are not even aware of the concept, the students in the study displayed a great amount of awareness and knowledge about it. It is important to note that the concept of plagiarism has evolved into having unclear borders and limits (Chan & Hu, 2023; Mah et al., 2024). Thus, it is possible to argue that there might be a discrepancy between the notion held by the teachers and the students. The students in the study had at least a minimum level of understanding of the concept, if not as developed as what the teachers think they have. It is suggested that the participants had high awareness and high behavioral reaction toward the concept, as has been documented in other studies (Barrot, 2023; Chan & Hu, 2023; Yan, 2023).

Lastly, students' ideas about the integration of ChatGPT into their classes will be discussed under three main categories: integration itself, the role of the teacher and its impact, and the efficacy of feedback. Firstly, the students started to act in a more conservative manner as they had been experiencing various implementations of the tool in their own classes. The respect for teachers and the availability of the tool outside the traditional learning spaces such as schools and universities, pushed the students away from employing it during their classes. Another vital aspect is that students do not welcome the idea when a teacher uses the tool in front of them or explicitly. Yet, when the teacher acts as a role model for them to guide their own learning by assisting them with how to use the tool, it is highly valued as it has a direct impact on students' digital literacy, of which importance is highlighted (Firat, 2023). Concerning feedback, students exhibited a strong preference for the teacher

feedback when it is available and accessible, which corresponds to the observations and beliefs of teachers in other studies (Batra & Verma, 2023; Mah et al., 2024; Woo et al., 2024; Yan, 2024)

Since the findings were discussed against the literature about the students' ideas and beliefs, their position can be looked at from the TAM-2 framework. It is evident that students prefer the tool due to the themes of timesaving, individualized learning, and example generation. These themes indicate that their perceived usefulness of ChatGPT is high as it allows ease of access to information, examples, and feedback. Moreover, the individualized learning opportunities also increase their perceived usefulness. As the tool is not deemed complicated to employ by none of the participants and the interactive nature it has, in a dialogic form, the tool was regarded as user-friendly. In other words, students favored the simple interaction with the tool and their perceived ease of use, which consequently became a positive indicator for their adaptation. The students exploited the tool to enhance their learning opportunities and the quality while doing that, they used the relevant functions of the tool instead of creating images or using it to code. In other words, the tool, being versatile, served this purpose by providing individualized assistance specific to their needs. This job relevance factor perfectly served their main purpose. However, the students voiced their concerns whenever it was possible about the credibility, reliability and accuracy of the tool. Their skeptical approach did not change and this notion, output quality, became one of the obstacles of their inclination to use the tool. Furthermore, their voluntariness was not strong either as they showed reluctance to accept some of the positive effects, such as motivation. All in all, the students are inclined to use the tool with care and awareness as there are factors that they regard as harmful for the main purpose of their use of the tool.

5.4 Discussion of the findings of RQ4: How does the integration of ChatGPT affect the quality of EFL writing and instruction?

The last research question sought to understand how using ChatGPT could affect instruction. This was approached by employing two different methods: quasi-experimental quantitative data and qualitative data.

According to the quantitative results, a general improvement was documented, yet this improvement could not be solely attributed to the employment of the tool. The regular or traditional instruction may have played a significant role in this improvement. However, the closer examinations provided by the pairwise t-tests enabled a closer look at the improvement in the mid groups. Accordingly, the experimental group displayed a significant improvement compared to the control group. This was not visible in the high groups as clearly and significantly. Overall, the findings suggest that the integration had more positive effects on the lower proficiency group compared to the higher proficiency group.

The qualitative results indicate that the area that the students generally struggle with is coming up with ideas. The improvements in students' written assignments have proven to indicate that they have successfully improved in these areas with the implementation of the tool. On the other hand, teachers' skepticism started to dissolve as they had the chance to experience the capability of the tool. Also, employment of the tool in a balanced approach is emphasized, as suggested by Wardani et al. (2024).

5.5 Limitations

This study has several limitations that can be considered in conducting further investigation in this area. Firstly, the study was conducted during a summer term

after providing two semesters of L2 instruction. This is important in the aspect that some students have already achieved a certain level in their writing skills. However, it is important to note that they were not proficient enough to pass the exit exam due to their limited abilities in English. This means that the students were not completely unaware of the sentence structures and writing mechanics during the course of the study. While some have learned different aspects, the others focused on refining and developing their skills further.

Another important limitation is the duration of the study. The study only lasted for 6 weeks, which did not allow teachers and learners to delve into the incorporation of ChatGPT. This limitation was also brought into some interviews with teachers. Those who showed a positive attitude about the change proposed and showed intent to carry out integrating ChatGPT into their writing classes.

Regarding the quantitative results, the sample size is small compared to the other studies conducted. With a bigger sample size and more organized data collection procedure to eliminate the loss of data due to unsubmitted classwork for the quantitative data, a better result can be yielded. Statistical calculations are hoped to be more reliable and reflective of the real situation.

5.6 Conclusion

This study aimed at discovering the perceptions of both teachers and students in an EFL setting in a university's preparatory school about the integration of ChatGPT into L2 writing instruction, together with the changes observed over time. To meet this aim, research questions to discover the way English language teachers integrate ChatGPT into their teaching (RQ1), the teachers' perceptions of integrating AI into writing instruction and the changes (RQ2), the students' perceptions of integrating

AI into writing instruction and the changes (RQ3), how the integration of ChatGPT impact the quality of EFL writing (RQ4) were postulated.

Generally, it has been documented that teachers initially displayed a more skeptical stance compared to their final position in employing the tool. This is because of experiencing and evaluating the tool not for general purposes but for their field-specific needs and implementations. Thus, their worries about hallucination and misleading data did not persist after their experience.

Another important finding of this research is the discrepancy between the teachers' ideas about students' understanding of plagiarism and dishonest behaviors. The majority of the teachers hold the notion that incorporation can lead to academic dishonesty if strict control over students' performance and engagement is not warranted. Furthermore, they put forward that the students do not fully comprehend the notion. However, the students displayed a high awareness regarding plagiarism, using the sources to copy and paste, and committing academic dishonesty as possible threats to their own learning process.

Interestingly, there is also a discrepancy between the teachers and the students regarding the teachers' positions. Teachers regarded the in-class use and demonstration of the tool as beneficial to the learners and intensified their role as role models. The students, on the other hand, did not approve of seeing their teachers interacting with the tool apart. To be more precise, students believe that when the teacher uses the tool, it diminishes their effectiveness and authority as a teacher apart from being a good role model about the effective use of the tool. This mismatch is not only between the students but also exists among the teachers since the teachers from older generations and with more experience refrain from using the tool in the class due to worries about their stance as the authority.

Teachers mostly agreed that employing AI in the classroom would yield positive motivational impacts on the students. Although this was true for some students, some did not attribute any motivational changes to AI. Furthermore, the qualitative results proposed that the students with lower proficiency levels benefit more from the AI integration while the teachers think having a class with more proficient learners would give better results.

As documented by the changes, this study highlighted the significance of designing training programs for educators to familiarize them with the advancements in AI technologies and encourage them to put such tools into use. Participants clearly stated that they are eager to receive training about the responsible and effective use of ChatGPT and other AI tools.

5.7 Pedagogical implications and suggestions for further research

This study presents some pedagogical implications for the EFL practitioners, teacher trainers, and researchers who are interested in enhancing L2 writing instruction by employing AI tools.

As noted by some participants after the interviews off the record, more comprehensive training programs and opportunities for teachers to integrate such tools into their teaching practices should be provided. Furthermore, similar training should also be provided for the students to raise awareness about the responsible use of AI.

Teachers should create spaces for students to talk freely about AI technology where they can raise awareness. Students and teachers can incorporate various tools to enhance the learning environment by modifying the input and motivating the

learners by employing various activities. Yet, the teachers should be careful about their implementation frequency and manner so as not to discourage students.

The institution administration and teachers should collaboratively come up with ways to integrate AI into their curriculum and assessment policies by embracing the upcoming trends and changes in education. Instead of classical assessment methods such as submission of a draft or essay, assignments that require personal experience or assignment types that document students' understanding and applications step by step should be integrated. Instead of requesting long essays, simple and more real-life tasks such as paraphrasing or commenting on a given idea with word limits may function better to assess the development of writing skills.

Further research could focus on the perceptions of students by implementing scales used for TAM and related frameworks to assess the long-term development of perceptions and writing skills. More quantitative research with a larger sample size can display the effectiveness of integration on a bigger scale.

APPENDIX A

FIRST INTERVIEW QUESTIONS FOR TEACHERS

1. What is your relationship with AI like?
    a. Do you use any AI tools in your daily life? If so, what are they?
    b. How often do you use AI tools?
    c. Have you had enough opportunities to use and experiment with AI tools for your teaching?
2. What criteria do you consider when choosing an AI tool for your teaching?
3. What do you think about integrating ChatGPT into your teaching?
    a. What potential benefits do you see in using ChatGPT for writing instruction?
    b. What challenges do you see in using ChatGPT for writing instruction? Do you have any concerns about it?
    c. How do you think ChatGPT might influence student engagement and motivation in writing activities?
    d. How does using ChatGPT impact creativity in writing?
4. Do you think using AI tools improves writing skills? Why or why not?
5. Do you have any ethical concerns about using AI tools in teaching writing? For example, concerns about plagiarism, overreliance on technology, data privacy, or biases in AI algorithms?
6. Think of a case you integrated ChatGPT into your class before. What was your motivation to integrate it into your teaching? What outcome did you expect? Were your expectations realized? Elaborate on your experience.

APPENDIX B

SECOND INTERVIEW QUESTIONS FOR TEACHERS

1. What was your experience about integrating ChatGPT into your teaching?
2. What benefits have you seen in using ChatGPT for writing instruction?
3. What challenges have you faced while using ChatGPT for writing instruction?
4. In your opinion, how has ChatGPT influenced student engagement and motivation in writing activities?
5. How does using ChatGPT impact creativity in writing?
6. Do you think using AI tools improves writing skills? Why or why not?
7. Think of a case you integrated ChatGPT into your class this term. What was your motivation to integrate it into your teaching? What outcome did you expect and get? Elaborate on your experience.
8. Do you have any ethical concerns about using AI tools in teaching writing? For example, concerns about plagiarism, overreliance on technology, data privacy, or biases in AI algorithms?
9. In what ways your instruction has been affected by employing ChatGPT? Do you want to integrate it more into your classes?

APPENDIX C

FIRST STUDENT FOCUS GROUP QUESTIONS (ENGLISH)

1. Have you used any AI tools to improve your writing so far?
    a. Can you describe your experience with these tools?
2. Do you think using AI tools improves your writing skills? Why or why not?
    a. How do employing AI tools in writing impact engagement with writing tasks?
    b. How does using AI tools impact your creativity in writing?
    c. Do you have any ethical concerns about using AI tools in your writing? For example, concerns about plagiarism, overreliance on technology, data privacy, or biases in AI algorithms?
3. What do your typical writing lessons look like?
4. How have AI tools like chatGPT or Quilbot been used in your classes?
    a. Can you describe a specific time when an AI tool was used by your teacher to help you develop your writing skills?
    b. How effectively do you think your teacher integrates AI tools in your writing classes?
5. Overall, how do you feel about integrating AI tools into your writing classes?
6. Would you like to see more or less use of AI tools in your writing lessons? Why or why not?

FIRST STUDENT FOCUS GROUP QUESTIONS (TURKISH)

1. Yazma becerilerinizi geliştirmek için bugüne kadar herhangi bir yapay zeka aracı kullandınız mı?
    a. Bu araçlarla olan deneyiminizi anlatır mısınız?
2. Yapay zeka araçlarının yazma becerilerinizi geliştirdiğini düşünüyor musunuz? Neden?
    a. Yazma ödevlerinde yapay zeka araçlarını kullanmak, o tür ödevlere olan ilginizi nasıl etkiliyor?
    b. Yapay zeka araçlarını kullanmak yaratıcılığınızı nasıl etkiliyor?
    c. Yapay zeka araçlarını yazma sürecinizde kullanmaya dair etik kaygılarınız var mı? Örneğin, intihal, teknolojiye aşırı bağımlılık, veri gizliliği veya yapay zeka algoritmalarındaki önyargılar gibi?
3. Normal, olağan yazma dersleriniz nasıl geçiyor?
4. ChatGPT veya QuillBot gibi yapay zeka araçları sınıflarınızda kullanıldı mı? Deneyimlerinizi açıklar mısınız?
    a. Öğretmeninizin yazma becerilerinizi geliştirmenize yardımcı olmak için bir yapay zeka aracı kullandığı bir anı anlatır mısınız?
    b. Öğretmeninizin yazma derslerine yapay zeka araçlarını ne kadar etkili bir şekilde entegre ettiğini düşünüyorsunuz?
5. Yazma derslerinize yapay zeka araçlarını entegre etmek ile ilgili genel olarak ne düşünüyorsunuz?
6. Yazma derslerinizde yapay zeka araçlarının daha fazla mı yoksa daha az mı kullanılmasını isterdiniz? Neden?

APPENDIX D

SECOND STUDENT FOCUS GROUP QUESTIONS (ENGLISH)

1. Since the introduction of AI tools in your classes, how has your experience with these tools changed?
    a. How did it influence your brainstorming for generating ideas?
    b. How did it influence your idea organization and outlining?
    c. How did it influence your grammar and vocabulary?
    d. Can you describe any new experiences you've had with AI tools in improving your writing?
2. Do you feel that using AI tools has improved your writing skills since their introduction? Why or why not?
    a. How has the use of AI tools in writing tasks affected your engagement with these tasks compared to before?
    b. In what ways has using AI tools impacted your creativity in writing since their implementation?
    c. Have your ethical concerns about using AI tools in your writing changed since their introduction? For example, concerns about plagiarism, overreliance on technology, data privacy, or biases in AI algorithms?
3. How have your writing lessons changed since the introduction of AI tools?
4. How are AI tools like ChatGPT or QuillBot currently being used in your classes?
    a. Can you describe a specific instance since the implementation when your teacher used an AI tool to help you develop your writing skills?

b. How effectively do you think your teacher integrates AI tools in your writing classes now compared to before?

5. Overall, how do you feel about the use of AI tools in your writing classes?
6. Would you like to see more or less use of AI tools in your writing lessons in the future? Why or why not?

SECOND STUDENT FOCUS GROUP QUESTIONS (TURKISH)

1. Yapay zeka araçlarının sınıflarınızda (daha yaygın) kullanımından sonra, bu araçlarla ilgili deneyiminiz nasıl değişti?
    a. Yazarken fikir üretme konusunda nasıl bir etkisi oldu?
    b. Fikirlerinizi düzenleme ve taslak oluşturma konusunda nasıl bir etkisi oldu?
    c. Dilbilgisi ve kelime bilginiz üzerinde nasıl bir etkisi oldu?
    d. Yazma becerilerinizi geliştirmek için yapay zeka araçlarıyla yaşadığınız yeni deneyimleri anlatır mısınız?
2. Yapay zeka araçlarını derslerinizde (daha yaygın) kullanılmasından bu yana, bu araçların yazma becerilerinizi geliştirdiğini düşünüyor musunuz? Neden?
    a. Yazma ödevlerinde yapay zeka araçlarını kullanmak, o tür ödevlere olan ilginizi eskiye göre nasıl etkiledi?
    b. Yapay zeka araçlarını kullanmak, derslerinizde yaygun biçimde kullanıldığından beri yaratıcılığınızı nasıl etkiledi?
    c. Yapay zeka araçlarını yazma sürecinizde kullanmaya dair etik kaygılarınız değişti mi? Örneğin, intihal, teknolojiye aşırı bağımlılık, veri gizliliği veya yapay zeka algoritmalarındaki önyargılar gibi?
3. Yapay zeka araçlarının derslerinizde daha yaygın kullanılmasından bu yana yazma derslerinizde ne gibi değişiklikler oldu?
4. ChatGPT veya QuillBot gibi yapay zeka araçları şu anda sınıflarınızda nasıl kullanılıyor?
    a. Öğretmeninizin, yapay zeka araçlarını kullanarak yazma becerilerinizi geliştirdiği belirli bir anı anlatır mısınız?

b. Öğretmeninizin yazma derslerinde yapay zeka araçlarını eskisine göre ne kadar etkili bir şekilde kullandığını düşünüyorsunuz?

5. Genel olarak yazma derslerinizde yapay zeka araçlarının kullanımına nasıl bakıyorsunuz?
6. Gelecekteki yazma derslerinizde yapay zeka araçlarının daha fazla mı yoksa daha az mı kullanılmasını istersiniz? Neden?

APPENDIX E

REFLECTION TEMPLATE FOR TEACHERS

Name *Lesson date*

Please reflect on your writing lesson. You may use the questions below to guide your reflection. You can go beyond answering these questions.

- Have you made use of ChatGPT for or during the class?
- If yes, please elaborate on these questions.
    - Why did you use it?
    - Did it serve your purpose?
    - How did you integrate it? What was the activity?
    - Were there any challenges for you? Were there any challenges for the students?
    - Have you witnessed any changes in the student's behaviors?
    - How was your lesson delivery and instruction affected? Positively or negatively.
- If not, please elaborate on the question.
    - Why didn't you use ChatGPT? What deterred you from using ChatGPT?

APPENDIX F

ETHICS COMMITTEE OF BOĞAZİÇİ UNIVERSITY RESEARCH APPROVAL FORM

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (Sbinarek)

Sayı : E-84391427-050.04-188178 10.07.2024
Konu : 2023-29T Kayıt Numaralı Başvurunuz Hakkında

Sayın Prof. Dr. Sumru AKCAN

Tez danışmanlığını yürüttüğünüz öğrenciniz Atilla Onuralp Kocabalcıoğlu'nun "Analyzing the Impact of AI Tools on the EFL Writing Instruction both from the Teachers' ans Students' Perceptions" başlıklı projesi ile Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (SBİNAREK)'e yaptığınız 2023-29T kayıt numaralı başvuru 28.06.2024 tarih ve 2024/05 sayılı kurul toplantısında incelenmiş ve projeye etik onay verilmesi uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya on-line olarak katılımıyla ve oybirliği ile alınmıştır. Onay mektubu tüm üyeler adına Komisyon Başkanı tarafından e-imzalanmıştır. Bilgilerinizi rica ederiz.

Saygılarımızla,

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Kurul Başkanı

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