

**English as a Foreign Language Learners' Experiences of Using ChatGPT in Academic
Writing.**

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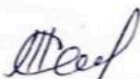
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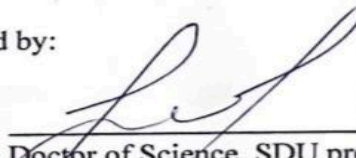
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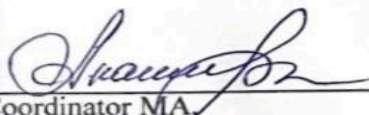
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English as a Foreign Language Learners' Experiences of Using ChatGPT in Academic Writing.

Abstract

Nowadays, the role of AI has increased rapidly in education, especially ChatGPT in higher education. ChatGPT is an AI-powered chatbot that was developed by using the technology which is called Large Language Model (Stevenson, 2024). This study examines the experiences of EFL learners who have used ChatGPT in academic writing using the Technology Acceptance Model as a theoretical framework (Davis, 1989), which explains the acceptance of technology through usefulness and easiness of usage. Qualitative research design was used to gather data from 10 EFL postgraduate MA students. The semi-structured interview was conducted to explore the students' experiences in using ChatGPT in academic writing. The findings in this study have been revealed into four main themes: 1. ChatGPT 3.5 as a supportive tool 2. Confidence and Motivation in academic writing. 3. Challenges and Limitations in using ChatGPT 3.5. 4. Ethical Consideration in using ChatGPT 3.5. Also, the findings demonstrated that the majority of participants found ChatGPT beneficial in brainstorming, correction with grammar and organization. In addition, it was reported that it was easy and simple to use by supporting the main concepts of the TAM. On the other hand, some students were concerned about overdependence, misleading information and reducing critical thinking. This research study contributes crucial information that suggests ChatGPT has the potential to become an effective tool for supporting EFL learners in academic writing, if it is used in an ethical way.

Keywords: *EFL learners, ChatGPT, AI (Artificial Intelligence), academic writing.*

Шет тілі ретіндегі ағылшын тілін үйренушілердің ChatGPT бағдарламасын академиялық жазуда қолдану тәжірибесі.

Аңдатпа

Қазіргі уақытта білім беруде, әсіресе жоғары білім берудегі ChatGPT рөлі тез артты. ChatGPT - бұл үлкен тіл моделі (Стивенсон, 2024) деп аталатын технологияны қолдану арқылы жасалған жасанды интеллектпен жұмыс істейтін чатбот. Бұл зерттеу технологияны қабылдау моделін теориялық негіз ретінде (Дэвис, 1989) қолдана отырып, академиялық жазуда ChatGPT қолданған EFL оқушыларының тәжірибесін зерттейді, бұл технологияның пайдалылығы мен пайдаланудың қарапайымдылығы арқылы қабылдануын түсіндіреді. Сапалы зерттеу дизайны 10 EFL магистратурасының студенттерінен деректер жинау үшін пайдаланылды. Студенттердің ChatGPT-ті академиялық жазуда қолдану тәжірибесін зерттеу үшін жартылай құрылымдалған сұхбат жүргізілді. Бұл зерттеудің нәтижелері төрт негізгі тақырыпқа бөлінді: 1. ChatGPT 3.5 қолдаушы құрал ретінде 2. Академиялық жазудағы сенімділік және мотивация. 3. ChatGPT-ті пайдаланудағы қиындықтар мен шектеулер 3.5. 4. ChatGPT-ті пайдаланудағы этикалық ескеру 3.5. Сонымен қатар, зерттеу нәтижелері қатысушылардың көпшілігі ChatGPT-ті ми шабуылында, грамматиканы түзетуде және ұйымдастыруда пайдалы деп тапқанын көрсетті. Сонымен қатар, TAM негізгі тұжырымдамаларын қолдау арқылы оны пайдалану оңай және қарапайым екені туралы хабарланды. Екінші жағынан, кейбір студенттер шамадан тыс тәуелділіктен, ақпараттың жаңылысуынан және сыни ойлаудың төмендеуінен алаңдады. Бұл зерттеу ChatGPT этикалық тұрғыдан қолданылса, оны академиялық жазуда EFL оқушыларын қолдаудың тиімді құралы бола алатынын көрсететін маңызды ақпарат береді.

Кілт сөздер: *EFL оқушылары, ChatGPT, жасанды интеллект (ЖИ), академиялық жазу.*

Опыт использования ChatGPT при написании академических работ изучающими английский как иностранный.

Аннотация

В настоящее время роль ИИ в образовании стремительно возрастает, особенно в высшем образовании, где используется ChatGPT. ChatGPT — это чат-бот на базе ИИ, разработанный с использованием технологии, называемой «большая языковая модель» (Stevenson, 2024). В данном исследовании рассматривается опыт изучающих английский язык как иностранный, которые использовали ChatGPT в академическом письме, используя в качестве теоретической основы модель принятия технологий (Davis, 1989), которая объясняет принятие технологии через полезность и простоту использования. Для сбора данных использовался качественный исследовательский подход, в котором приняли участие 10 аспирантов магистратуры по английскому языку как иностранному. Было проведено полуструктурированное интервью для изучения опыта студентов в использовании ChatGPT в академическом письме. Результаты исследования выявили четыре основные темы: 1. ChatGPT 3.5 как вспомогательный инструмент; 2. Уверенность и мотивация в академическом письме; 3. Проблемы и ограничения при использовании ChatGPT 3.5. 4. Этические аспекты использования ChatGPT 3.5. Кроме того, результаты показали, что большинство участников сочли ChatGPT полезным для мозгового штурма, исправления грамматических ошибок и организации текста. Также было отмечено, что инструмент прост и удобен в использовании, поддерживая основные концепции модели ТАМ. С другой стороны, некоторые студенты выразили обеспокоенность по поводу чрезмерной зависимости, вводящей в заблуждение информации и снижения критического мышления. Данное исследование предоставляет важную информацию, свидетельствующую о том, что ChatGPT может стать эффективным инструментом для поддержки изучающих английский язык как иностранный в академическом письме, если его использовать этично.

Ключевые слова: *изучающие английский язык как иностранный, ChatGPT, ИИ (искусственный интеллект), академическое письмо.*

Key Terms

EFL - English as a Foreign Language

TFL - Two Foreign Languages

AI (Artificial Intelligence) - the development of computer systems which performs the tasks that require human intelligence and understanding language.

ChatGPT - is an AI tool, which was developed by OpenAI and it was created to generate human-like text based on input it receives.

Technology Acceptance Model (TAM) - is a theoretical framework where the main focus is impacting people's acceptance of technology by considering its usefulness and ease of use.

(Davis, 1989)

Interpretive Approach - a qualitative research approach that focuses on understanding people's experiences through participants perspectives (Elliott et al., 2005).

Large Language Model (LLM) - is a type of artificial intelligence that has the ability to recognize and understand the text and task by using human language.

CHAPTER 1

Introduction

In today's developing world, it is crucial to be aware of the increasing role of AI in educational systems in higher education. Artificial Intelligence (AI) itself refers to a computer system that has the ability to perform certain tasks which require human intelligence including decision making, reasoning, learning, perception and problem solving. AI is a crucial part of computer science that is mainly based on creating methods and machines in order to achieve certain goals. (Russel & Norvig, 2021). The educational system has become a big part of modern technology in recent years. The majority of students use AI tools to get assistance from it in order to complete assignment tasks and receive ideas, also for development for their academic performance. The most well-known application of AI is ChatGPT. ChatGPT is an AI-powered chatbot that was developed by using the technology which is called Large Language Model (LLM) (Stevenson, 2024). It was created to generate human-like text and perform a variety of tasks which includes debugging computer programs (Tung, 2023), writing scripts, essays and providing responses for questions (Heilweil, 2022). Therefore, it can maintain and operate different kinds of tasks such as generating texts, answering questions, explaining complex concepts and providing instant feedback. So, Artificial Intelligence (AI) is being used to communicate with users in an essential way. For this reason, learners from universities have already started implementing it not only for personal usage, but also for academic writing courses and it causes a lot of discussion on how students perceive and experience the usage of ChatGPT for academic purposes. Among university students, academic writing is one of the most crucial courses in education in view of the fact that it assists students to provide ideas in a proper way and reinforces arguments with proof. On the other hand, some of the students find

academic writing courses extremely challenging and demanding. To illustrate, learners sometimes may have problems with using appropriate grammatical tenses, vocabulary or even building sentence structure by themselves. Therefore, this is one of the reasons that most students turn to chatbot or AI tools like a ChatGPT, so that it could ease the writing process such as correcting mistakes by offering other alternatives for improvement and generating plans or aims. Although ChatGPT can be beneficial, it is also crucial to acknowledge students' perception in applying it in academic practices. For some learners it might seem as a great opportunity to enhance their writing skills, but at the same time others are concerned about being too addicted towards using ChatGPT. In addition, there are issues that are rising towards ethical consideration in using ChatGPT: whether it counts as cheating or not. In spite of having mixed points of view, it is essential to investigate what learners think about this AI tool and the ways of using it in academic writing tasks.

Furthermore, digital literacy is starting to be one of the issues that students have to deal with and they have to know how to use it in an effective way. Therefore, it includes interpreting the data with AI responses, checking the accuracy of information which was provided and compiling well-written prompts. Moreover, ChatGPT does not always provide accurate information or reliable citations. In some cases, it can broaden the information and some errors could be made. For that reason, implementing data without checking properly may have some negative consequences. Instead of accepting data at a face value, students must brainstorm and analyze information deeply in order to avoid unnecessary issues. Even though ChatGPT is known as a successful tool, it is still required to be scanned by humans.

1.1 Statement of the Problem

Since the rapid expansion of ChatGPT in education, the majority of students have started implementing ChatGPT into the academic writing process (Ali, 2023; Balci, 2024). However, due to its beneficial suggestions for providing ideas, organizing structures, generating the text according to the given prompts, the questions about the importance of academic integrity and originality have been raised. These issues became more common, especially for instructors where they face plagiarism and academic dishonesty, especially from English Language Learners who are using ChatGPT in academic writing (Janković & Kulić, 2025). Therefore, more research should be done to explore the experiences of EFL learners in ethical use of AI tools as ChatGPT, to gain insights from their challenges and strategies in using this tool.

1.2 Research aim

The main aim of this study is to understand how students apply ChatGPT 3.5 in their writing processes, what are the benefits, the challenges they face during the process and experiences in using ChatGPT 3.5 in an ethical way with responsibility in academic writing.

1.3 Research Questions

1. How do the EFL learners perceive benefits of ChatGPT 3.5 in academic writing?
2. What challenges do the EFL learners face during the usage of ChatGPT 3.5 in academic writing?
3. What are the EFL learners' experiences of ethical use of ChatGPT 3.5 in academic writing?

1.4 Significance of the Study

This study is vital because of investigating modern technology, which is called ChatGPT 3.5, in educational settings. The findings from this study has the potential to assist EFL learners to understand how to use it properly in order to enhance their writing skills in academic writing.

It helps them to avoid plagiarism by following academic integrity. Moreover, the outcomes might also help in creating clear rules about using ChatGPT 3.5 in an ethical way in higher education. Finally, this study supports a better understanding of using ChatGPT 3.5 throughout the experiences of EFL learners in academic writing.

CHAPTER 2

Literature Review

While Artificial Intelligence is becoming more and more popular in educational settings, the majority of students are starting to use tools such as ChatGPT so that it could assist them in Academic Writing. As it has been mentioned that this chatbox is a great tool for providing instant feedback, organizing ideas in a proper way, and fixing grammatical errors. It is one of the important AI tools that was made to support students' academic performance, especially for English non-speaking learners. In addition, it is beneficial for the way it assists students to face challenges and obstacles during writing processes. This literature review has explored previous research studies towards the usage of ChatGPT 3.5 among the students including enhancement of writing skills, increasing motivation, engagement et.c. Therefore, studies demonstrate mainly the experiences of students in challenging practices and perceptions towards effectiveness of ChatGPT 3.5 in academic writing among the students.

2.1 Support and Development in Writing.

In most cases, the essential part of most studies have shown that ChatGPT helps learners to develop their writing skills. Since it has the ability to fix grammatical errors, it offers suitable vocabulary and provides feedback on writing. To illustrate, Teng (2024) discovered that students' writing ability in Macau, who have experienced ChatGPT for enhancing writing skills, gradually increased their level and improved the flow of their writings. Additionally, students were happy to be able to recognize their errors and learn how to improve them by receiving additional useful feedback from AI that helped them to be more conscious about their writing. Correspondingly, Xiao and Zhi (2023) have described using ChatGPT as a “peer instructor” which is able to reinforce learners during the writing practices. As a result, it can be assumed that

students are slowly becoming more aware of its features such as creating outlines and providing new ideas. Moreover, Bibi and Atta (2024) also discovered that learners admitted this AI tool made the writing process much easier and helped them to complete assignments in a short period of time with superior structure, and also with fewer mistakes. According to study on Vietnamese EFL learners from Nguyen et. al (2024), the study explored how it enhanced learners' writing tasks by assisting them in grammatical tenses, vocabulary and arranging arguments in a logical way. These studies are great examples of substantial improvement from ChatGPT by suggesting clear and instant feedback for learners.

2.2 Learning experience, Engagement and Motivation.

Another crucial aspect is that ChatGPT raises students' motivation and engagement in writing, especially when students get instant feedback. They become more confident and probably they are more likely to continue the writing process by working harder. Also, Teng (2024) observed that students found it motivating to be aware of their own mistakes at that exact time and improve at their own pace without waiting for instructors' feedback. Sometimes, learners become hesitant about asking questions to instructors, so for this reason students prefer to seek help from ChatGPT instead.

Furthermore, Xiao and Zhi (2023) determined that in some ways students became more active and engaged in writing practices using ChatGPT. For instance, students enjoyed the process of developing their writing skill by using samples and editing features from ChatGPT. In addition, in Bibi and Atta's (2024) study, students were advised to learn how to plan work duties in a better way and arrange time management skills with support from ChatGPT. Based on these outcomes, it offers beneficial ways for improvement, making the writing process less stressful and less demanding.

There is another crucial study by Werdiningsih et al. (2024) that was mainly focused on EFL students' experiences of implementing ChatGPT in academic writing. The researchers have discovered that students considered ChatGPT as a beneficial writing tool which has the ability to assist them in writing processes. To illustrate, it helped students with grammar correction, to generate texts, give them ideas and to organize paragraph structures. Its ability of giving immediate feedback has provided students with a lot of opportunities to express themselves in a variety of ways and boosted the quality of writing to a new level. Also, students have mentioned that it assisted them to overcome the fear of uncertainty. So, every time they ran out of ideas, they used ChatGPT to receive new suggestions on what to write next. For this reason, students started to feel less anxious and less frustrated in the working process. Plus, it engaged students to be able to think outside the box and start focusing on content instead of target language. Otherwise, this study has also discussed potential challenges that students might face during the process of using ChatGPT. Some students have stated that many suggestions from ChatGPT were too complex and in high level of formality for their intended readers. Additionally, sometimes students have noticed that ChatGPT failed to be able to understand or differentiate some contextual differences by suggesting examples based on common stereotypes. And also some information was too generalized. To illustrate, when one student asked about a certain group of people, who share the same ethnicity, ChatGPT's responses were not relevant and it did not match with real information that exists in a particular tradition or custom. After that, it made some of the students rethink about implementing ChatGPT in education and it was questioned about how reliable it can be in the future. And, one more problem mentioned by one student in that study was that the more it was used, the more dependent you became. From this issue, many students worried about using it in an excessive way, which might lead to reducing

independence and critical thinking. In order to avoid this problem, it was advised for students to combine both ChatGPT's feedback and instructors feedback. This method can help students to maintain originality in their writing processes. According to the conclusion of this study, as ChatGPT is a great writing tool for writing guidance and support, students were still required to use their own thinking ability to confirm that their work is original and accurate.

In addition, Meniado et al. (2024) have examined EFL learners from Vietnam and Thailand countries. Researchers have discovered that it was very challenging and demanding for them to learn how to write in the English language because of the correct usage of grammar, limitation of vocabulary and lack of courage. Therefore, these learners used ChatGPT to enhance their writing ability. As a result, students realized that it has the great potential and beneficial for grammar correction, proofreading and producing new ideas. Also, this AI tool gave assistance in organizing their paragraphs in a clear and structured way. For this reason, the majority of students really enjoyed experiencing ChatGPT. After that, students started to explore more topics and also it helped them for better understanding of a particular content or subject. To illustrate, every time when learners were required to write an argumentative essay, they were able to ask ChatGPT for some ideas for an argumentative essay in order to build a well balanced essay without any hesitation. From these points of view, it can be concluded that ChatGPT made a learning experience more engaging and less stressful.

However, some learners have revealed their concerns towards ChatGPT due to its ability to replace incorrect sentences to a corrected version without any explanation. Students were needed not only to get the correct answers or explanations, but also to see their own mistakes. It simply demonstrated that as ChatGPT assisted in boosting students' accuracy, it usually lacked support in learning in depth. Moreover, the acceptance of using ChatGPT in the classroom

among the students was mainly dependent on the support from instructors. Whenever it was encouraged by the instructors in a reasonable way, learners tended to consider it as a supporting AI tool in the classroom. So, these findings suggest a successful integration of a ChatGPT into the classroom that is dependent not only for this AI tool but also for instructor's guidance.

Another study of Yulistyawan et al. (2025) has the connection with previous studies of examining EFL learners' experiences in using ChatGPT. Researchers have confirmed that learners mainly had difficulties in grammar, vocabulary and in having motivation. So, ChatGPT was created as an innovative tool that has the ability to solve these issues and assist in further development for students' academic performance. It lent a helping hand to students by providing property feedback immediately, giving clear ideas and fixing their time management to use it in an effective way. For example, students were able to use it for brainstorming or receive simple explanations from complex concepts. Many researchers have reported about ChatGPT being able to make a writing process interesting and enjoyable for learners. On the other hand, due to having a lot of advantages, the researchers also have discussed its challenges and difficulties that students might face during the process. First of all, it might lead students to overdependence which prevents them from improving critical thinking skills. Secondly, it mentioned the issues of ChatGPT that provided students with misleading information. After all these issues, it was highly recommended to use ChatGPT carefully and accurately. Plus, not to rely too much on it.

To sum up this study, it should be used as a tool that supports and guides students during their learning process rather than applying it as a replacement for a real human's critical thinking ability.

In addition, the findings from Salwa and Tyas (2024) also supported these previous studies. It was revealed that some of the students, who have experienced ChatGPT in the writing

process, noticed that ChatGPT can be used with ease and it motivated students in the writing process. Due to its ability to provide instant feedback with a clear explanation of complex concepts, it has greatly impacted the expansion of interest among the students in higher education. For instance, students were able to paraphrase the sentence, make outlines and receive feedback and responses with a clear explanation. The accessibility of ChatGPT made a huge influence on the students' perspectives towards writing tasks by decreasing the level of anxiety. Also, inspiring students to work harder and practice more. Furthermore, students were also provided with assistance from ChatGPT to be able to organize their own ideas smoothly and in a logical way. Plus, it enhanced the paraphrasing and analyzing skill in a research. On the other hand, Salwa and Tyas (2024) have reported that many of those students seemed too dependent on ChatGPT for completing writing assignments. In order to avoid this issue, the researchers advised that learners should apply ChatGPT simultaneously with instructor feedback and assistance. This approach equivalently provides better learning experience to boost students' critical thinking ability and digital skill in using ChatGPT.

Lastly, the study from Mahfouz and AbdelMohsen (2025) examined learners' perspectives of using ChatGPT in Egypt. It has focused into three main themes: its simplicity of use, received benefits and ethical considerations. According to the study, ChatGPT was mainly used by students for grammar correction, receiving feedback on writing and generating paragraphs. As a result, the majority of them found ChatGPT useful for enhancing the quality and fluency of writing paragraphs. Nevertheless, the researchers have also mentioned that there are potential risks, because many instructors were concerned that due to the consistent usage of ChatGPT, this issue might negatively affect students' thinking ability. There are big chances that learners might stop thinking independently and analyzing ideas by themselves if they lean to

ChatGPT too much for its responses that were generated by AI. Additionally, copyright issues and plagiarism were the one of the reasons that raised concerns among the instructors as well. In the research, it was emphasized that reasonably using AI in educational settings is mandatory and needs to be taught in training sections or courses about academic policies and ethical consideration. Thus, learners have the potential to take the maximum amount of advantage of ChatGPT support by managing ethical considerations and academic integrity in a proper way.

On top of that, Diasti (2024) investigated that ChatGPT decreases the level of anxiety and makes a cozy environment for learning processes: easy access towards AI and individualized feedback that helps students to find support and gain more confidence.

In addition, Song et. al (2023) took notice of students' who felt motivated and desired to find motivation for writing, so the reason was that learners received the assistance from ChatGPT quickly.

2.3 Independent Learning and Over-Reliance.

Since ChatGPT suggests a number of advantages, many studies are concerned about the risk of danger that can be caused including over dependency towards AI. If a learner starts consuming this tool constantly, it may lead to the loss of critical thinking skills or working independently.

Teng (2024) stated that many students felt themselves as being lazy due to AI tools by guiding towards over-reliance instead of completing writing assignments on their own. According to Xiao and Zhi (2023), it was found that students' learning processes, who simply copied all the responses from AI without making any adjustments, were prevented from development. Nguyen et. al (2024) also stated that the more frequently learners depended on AI, the less they were involved with their own learning process. Corresponding to this statement, Diasti (2024) reported

that regular usage of ChatGPT may influence critical thinking negatively and reduce the quality of the learning process. So, these studies highlighted the necessity of using ChatGpt conscientiously, without replacing one's own ability of thinking.

2.4 Ethical Consideration in using ChatGPT

Recent concerns about plagiarism and dishonesty have been discussed in a significant way. Due to lack of clarity among the students in using ChatGPT, they become insecure whether it is permitted or not to use at educational institutions. Teng (2024) observed that in some cases students felt hesitant about using ChatGPT in spite of using it only for support and guidance. Also, Bibi and Atta (2024) reported that some students were worried about the originality of texts generated by AI. To illustrate, paragraphs and texts which were received during the writing process for academic writing were too advanced or complex for students. The main issue of academic dishonesty was also raised in the study of Kohnke et. al (2023). Therefore, that study has stated that every student has to be aware of using ChatGPT accordingly and be conscious of the difference between cheating and support. The importance of teaching learners on usage of AI properly and managing clear rules in educational settings were emphasized.

2.5 Individualized Support and Confidence

One of the advantages of ChatGPT is that it is able to provide individualized learning approaches for every student. Based on study from Diasti, it was observed that ChatGPT quickly adapts by suggesting instant feedback based on tasks or needs. This way of learning gives students assistance in the writing process, so that they can gain confidence and manage the working process properly. Song et al. (2023) also found that individualized feedback enhanced learners' engagement and raised motivation for improvement. Moreover, learners became more

encouraged in usage of AI because of getting recommendation and advice , which complemented their needs and matched with their academic writing purposes.

Additionally, Ngyuen demonstrated that learners used ChatGPT to make their arguments stronger and organize writing tasks in a cohesive way. Furthermore, Artiana and Fakhurrriana (2024) stated that the level of anxiety of learners were reduced and they were more concentrated in the process of writing. Also, it was highlighted that ChatGPT is able to make a learning environment that leads to increasing motivation for students by making them fully engaged and giving assistance in enhancing writing skill.

2.6 Efficiency and Speed of Academic Writing.

A number of studies demonstrated that ChatGPT gave aid to students, so that they could save some time and increase the level of efficiency at work. In accordance with study of Artiana and Fakhurrriana (2024), it was stated that most of the time learners have enjoyed experiencing ChatGPT because it provided assistance by making the writing process faster. And it generates ideas fast and gives beneficial suggestions, which helps students to enhance draft versions of paperworks. Furthermore, Bibi and Atta (2024) also reported that it decreased learners' obstacles and helped to plan their writings in a proper way.

What is more, Xiao and Zhi (2023) noted that ChatGPT is able to make complex content easier to comprehend, which economizes the time and adds simplicity in confusing and complex topics. Diasti (2024) also agreed that it simplifies the difficult data and provides guidance towards writing practices. Therefore, these articles are a great example of improving writing skills by managing time efficiently using ChatGPT in the writing process.

2.7 The Role of Instructors in Supporting AI Use.

Since ChatGPT is able to support students' learning processes in academic writing, most researchers disagree about replacing AI with teachers, because instructors have a huge part in the educational environment and instructors are good at guiding learners in using AI correctly and adequately. In addition, it was mentioned about the importance of special training courses in order to teach learners on how to use AI tools in an effective way.

Likewise, Ali (2023) has stated that instructors have to give assistance for students to make them more independent and take responsibility in using ChatGPT in the classroom. If students lacked guidance from instructors, there was a bigger chance of students copying already generated paragraphs or texts from ChatGPT without following academic integrity. So, it has the potential to lead the learning process to negative consequences such as cheating and plagiarism. To avoid these issues, teachers should provide illustrations on how to use it appropriately in the writing process by giving clear instructions. For example, applying ChatGPT only for getting support in writing practices, for checking grammatical structures and vocabulary instead of copying and pasting the whole generated answers from it.

In addition, Har (2023) investigated that instructors were worried about usage of ChatGPT in the classroom, because they did not have enough practices and lacked self-confidence for controlling AI in order to be suitable for university or school policies. This issue may lead to disappointment from involving AI tools into the classroom. To solve this issue, Har suggested educational institutions provide special training and workshops for instructors to make clear policies on using ChatGPT in an ethical and proper way.

2.8 Awareness and Students' Digital Responsibility

Another crucial discussion raised in recent years was that every student had to acquire a knowledge of ChatGPT adequately. Many studies presented the high risk of academic dishonesty

and plagiarism. To illustrate, Balci (2024) gave an explanation of the reasons why students use this AI tool in such cases that commits a breach of academic integrity rules. Therefore, students simply copied everything from ChatGPT and pasted it without scanning properly. As a result, it led to negative consequences such as going against the rules of academic integrity and preventing students from self-writing skill. To overcome these problems, learners had to enhance digital literacy skill in order to use this tool with responsibility and ethical consideration. Xiao and Zhi (2023) stated that many students' results were increasing in a positive way from using ChatGPT for the reason that they had a knowledge to ask appropriate questions and comprehend concepts easily. On the other hand, students, who do not know how to use it, might disregard this AI tool. Consequently, instructors should give not only the guidance towards using it, but also teach them in what cases to use it and why. In addition, Nguyen et. al (2024) highlighted that learners' motivation and learning process reduced at that time when they became overly dependent on AI tools. Because of this, students might put an end to using their own ideas and critical thinking skills that makes writing works less authentic and less creative. As ChatGPT gives full guidance in the early stages of writing processes by generating new ideas or proofreading, the final decision must be carefully considered from the student's voice and comprehension.

2.9 Academic Writing in EFL and The Future of ChatGPT.

By observing the future, the majority of scholars agree that ChatGPT provides a significant opportunity to support EFL students and it has a great potential not only in academic writing but for whole education itself. AI tools such as ChatGPT still continue to develop and it becomes more precise and easier to grasp the complex contexts in some writing tasks. To illustrate, Boudouaia et. al. (2024) discovered that ChatGPT has the ability to suggest the

improved version of any work with right grammatical patterns. Also it can enhance any work at the academic level using academic vocabulary. After this, it clearly shows that AI writing chatbots are constantly developing and it may even provide more assistance in the upcoming years. Nevertheless, the study has mentioned that sometimes even the ideal technology has its own drawbacks and limitations. In most cases students agreed that AI tools were not able to comprehend meaning of concepts in depth in the same way as humans do and this issue was considered as one of the weakest parts of AI tools. According to Teng (2024), it was noted that sometimes students realized how ChatGPT can be formal and did not suit with appropriate criteria in academic writing. In addition, it was not able to provide instant feedback in writing practices and strength of arguments in a detailed way. Therefore, it still required clear judgement from human perspectives.

Due to the limitations, many scholars strongly recommend keeping the balance in using ChatGPT, which means that it is mostly a tool for receiving ideas or feedback rather than a replacement for the human brain. Song et. al (2023) also gave advice that it was necessary to combine AI tools with both peer review and feedback from instructors. Moreover, it gave assistance for students, so they could build a clear idea of academic writing and improve writing skills step by step while getting assistance at any time. Also, instructors have the opportunity to use it in order to get some support. For example, instructors may ask for some ideas for lesson planning and even how to give feedback for each student in an effective way.

To sum up, recommendations for future investigations is to search for more data about experiences of learners about ChatGPT in academic writing. To illustrate, Diasti (2024) advised for studying the way how ChatGPT influences creativity and writing assignments. It is also crucial to investigate how different kinds of students from beginner to advanced level use it and

what type of special training or courses helps them most of the time. These suggestions for future research might probably help to get a whole idea from teachers and researchers perspectives to acknowledge the ways of making AI tools such as ChatGPT efficiently and cautious for academic writing by keeping academic integrity.

2.9.1 Theoretical Framework: The Technology Acceptance Model

This research study is guided by the following theoretical framework, which is called Technology Acceptance Model (TAM) that defines how people come to receive or use new technology. This theory was developed by Fred Davis in 1989 and it has been used commonly, especially in educational studies related to technology. So, the main focus of this theory is the idea of impacting people's acceptance of technology by dividing it into its usefulness and easiness.

The usefulness in this study is referring to how much EFL learners consider that it will enhance their writing skills in academic writing. As for ease of use, it implies how using ChatGPT in academic writing is user-friendly and convenient in order to achieve the maximum benefits from it. Altogether, these two constructs affect the users' attitude, satisfaction and intention to use it in future. Therefore, these views from EFL learners will decide whether they implement it further in academic writing or not in accordance with their experiences.

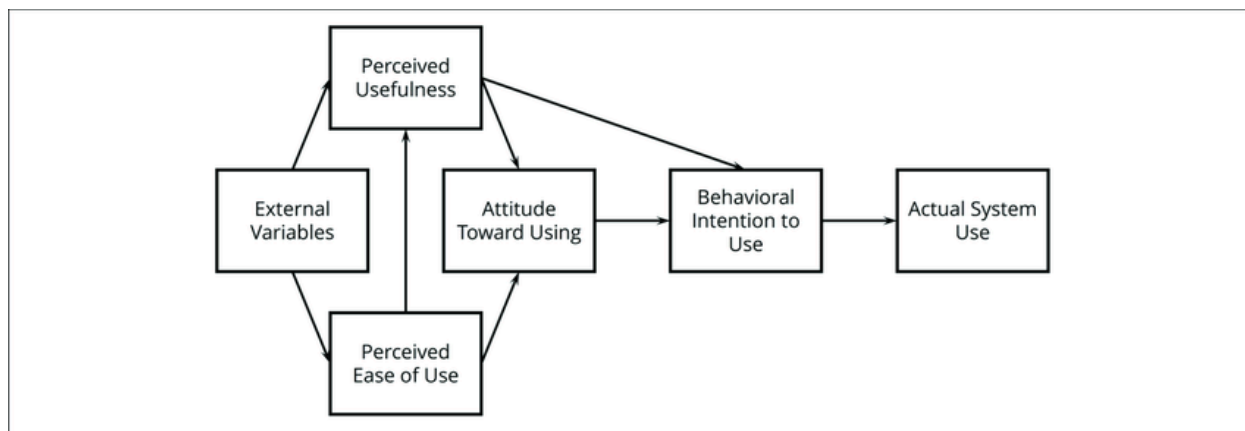


Figure 1 *Theoretical Framework: The Technology Acceptance Model (Davis, 1989).*

CHAPTER 3

Methodology

3.1 Research Design:

This study is qualitative research in order to investigate EFL learners' experiences in usage of ChatGPT 3.5 in academic writing. The main reason for choosing qualitative design is that it can help in deeper understanding of the ways the participants perceive some issues and in highlighting students' experiences of using ChatGPT 3.5 in academic writing in depth. It is dissimilar to quantitative research, which mainly focuses on measurements, statistics and numbers while qualitative research is more focused on meaning and experiences of a certain study itself. So, it grants the researcher to delve deeper into people's individual experiences and communication. Also, it allows the researcher to analyze their perspectives, feelings and attitudes towards applying ChatGPT 3.5 as a supportive AI tool in academic writing course for learning. In this study, interpretivist approach was constructed on the main idea for creating through peoples' individualized perspectives and experience (Elliott et al., 2005). It shows that each student or participant has the ability to have a variety of perspectives or comprehension towards using ChatGPT 3.5 in their daily educational practices, especially in academic writing. One of the aims is not only for a researcher to discover one correct response but also to interpret the various aspects of significance, which is attached to students' personal experiences. This approach, which is called interpretivist approach, fits perfectly with the idea of this study. For this reason, it focuses mainly on experiences of EFL learners and how they apply ChatGPT 3.5 in academic writing courses. Furthermore, qualitative research provides researchers with

opportunities to analyze more outcomes and takeaways from students in detail, so it perfectly suits for conducting research. In addition, with the assistance of qualitative research, the study aims are able to reveal the importance by providing detailed comprehension of how to use ChatGPT effectively and the way how it affects academic writing processes.

In accordance with Cresswell (2017), qualitative research fits in a better way where the purpose of the study is to investigate challenging or complex aspects in its particular settings and also to analyze participants' points of views in detail. Consequently, this design of method was appropriate for exploring the way learners that apply ChatGPT 3.5 in academic writing enhance their writing skill in an academic way, what kind of difficulties they might face and how learners recognize its impact on their educational performance.

3.2 Research Tool:

Semi-structured interview is chosen for this research, because it has the ability to elicit data that helps researchers to explore topics in depth, at the same time providing the freedom of speech for students to let them express themselves in an open and authentic way. It is known that semi-structured interviews bring the flexibility that helps to act in accordance with interesting responses and probe themes, which appear in the interviews, while attaching to a crucial set of questions to verify the consistency throughout the whole process of interviews (Kallio et al., 2016). To explore perceptions and experiences of using ChatGPT 3.5 in academic writing among students, this method is ideal for conducting study due to the reason of combining both questions and sharing experience.

The main tool for data collection is a semi-structured interview. The semi-structured interview consisted of 10 open-ended questions that were aimed for investigating different kinds

of aspects of learners' experiences with ChatGPT 3.5 by also including the theoretical framework Technology Acceptance Model (Davis,1989) as a theoretical guide.

In addition, the interview questions guided them and let researcher inquire the participants' perceptions, experiences and difficulties in an organized way by ensuring that important questions were addressed. It also provided students with space for expressing their opinions freely.

3.3 Participants:

This study involved 10 university MA postgraduate students, who have taken academic writing course and experienced using ChatGPT 3.5 for academic writing assignments. All the participants had already experienced ChatGPT 3.5 in academic writing for completing assignments such as essays, composing research papers, etc. Participants for this study were selected based on their experience in using ChatGPT 3.5 for writing practices in academic writing courses to guarantee the relevance of responses and insights from participants by following the method of purposive sampling. The participants in this study were represented among MA postgraduate students from one certain specialty which is called TFL (Two Foreign Languages). The age of participants goes from 21 to 25 years old and participants had been applying ChatGPT 3.5 for writing tasks for about one or two years in academic courses. So, the purposive sampling method has influenced in a good way in order to gather different kinds of experiences from participants towards in what ways ChatGPT 3.5 supports and guides postgraduate students in academic writing courses.

Prior to collecting data, the researcher has introduced participants with clear explanations about the study itself and provided them with informed consent letters. The data and responses that have been collected were kept confidential and the participation for this study was voluntary

as well. Nevertheless, for better confidentiality, pseudonyms such as starting from P1 to P10 (from Participant 1 to Participant 10) were used rather than real participants' names or nicknames.

In order to illustrate the characteristics of participants, The Table 1 shows the main aspects of participants including their age, level of education, field of education, gender and experiences of using ChatGPT in academic writing. The aim of this Table 1 is to let people get the whole picture about participants and understand the background of each participant in the study with ease.

Table 1. *Demographic data of Participants*

Participant	Gender	Age	The level of study	The field of study	Experience in using ChatGPT in Academic Writing
P1	Female	22	Postgraduate MA	Two Foreign Languages	1 year and 6 months
P2	Female	21	Postgraduate MA	Two Foreign Languages	1 year and 8 months
P3	Female	24	Postgraduate MA	Two Foreign Languages	1 year and 5 months
P4	Male	22	Postgraduate MA	Two Foreign Languages	1 year
P5	Female	23	Postgraduate MA	Two Foreign Languages	1 year and 7 months
P6	Male	22	Postgraduate MA	Two Foreign Languages	1 year
P7	Female	23	Postgraduate MA	Two Foreign Languages	1 year and 4 months
P8	Male	22	Postgraduate MA	Two Foreign Languages	1 year and 9 months
P9	Female	25	Postgraduate MA	Two Foreign Languages	1 year and 10 months
P10	Female	22	Postgraduate MA	Two Foreign Languages	1 year and 6 months

3.4 Sampling Method:

In order to ensure that sample is relevant and appropriate for focus of this study, purposive sampling was conducted (Naderifar et al., 2017). This study did not choose participants randomly, it selected participants based on particular criteria that suit research study objectives instead. Therefore, participants were chosen based on the following criteria:

1. Students from higher education, who have covered courses of academic writing and experienced tasks including summarizing paragraphs, essays, research articles or other writing assignments.
2. Students who have experience in using an AI tool, which is called ChatGPT 3.5, in a different kind of contexts such as brainstorming, proofreading, etc. in academic writing.

This sampling has ensured that all the participants had the exact experience with ChatGPT 3.5 in order to provide meaningful insights into the development of academic writing.

3.5 Procedures of Data Collection

Before conducting the interview, participants have received a consent letter presenting the aim of the research, the process of interview itself and also that participating was voluntary. It has been informed that participants will have freedom to freely stop the research process and withdraw at any time without any consequences, if it was necessary. So, an informed consent letter has been sent for each participant individually, so that they were aware about research study prior to the interview process. Interviews were conducted with each participant individually and it has occurred in quiet classrooms face-to-face and through video meetings using platforms such as Zoom and Webex. It depended on the availability of participants whether they wanted to take part face-to-face or online. Each interview lasted from 30 minutes to 35

minutes in order to get the whole explanations of the topics in detail from participants and the interviews were recorded in audio with permission of participants themselves.

3.6 Data Analysis:

Thematic analysis method was used to collect the qualitative data from all participants by following the framework that has been proposed by Braun and Clarke (2006). This method is known as one of the most flexible and commonly used in qualitative research that allows researchers to analyze, classify and explain the patterns of results within qualitative information. All the data that was collected from the interviews and it was analyzed through thematic analysis, because this method is widely used for analyzing information that involves recognition analysis of data and reports the main patterns and themes. This method's process has occurred step by step:

- 1. Adjustment with the information:** The researcher started transcribing all the recordings from interviews and became familiar with data properly by reading through responses several times.
- 2. Coding the information:** Code was applied in order to focus on specific details of the research questions and it captured all the core information and ideas that were mentioned during the interview.
- 3. Identification themes:** Similar groups have been placed together to demonstrate common experiences and patterns in using ChatGPT 3.5 within the information.
- 4. Review of the data:** Themes that are defined were reviewed closely to ensure how accurate the data that has been expressed and also to provide a proper comprehension of the significance of the theme. So, each of the themes were analyzed in detail.

5. Report of the findings: The conclusion of thematic analysis included by presenting the findings in an organized way which is supported by direct speech from participants in order to highlight each theme.

This procedure allowed for a detailed analysis and comprehension of how students use ChatGPT 3.5 in academic writing courses and illustrated useful takeaways, experiences, challenges, potential issues and perceptions towards this AI tool.

CHAPTER 4

FINDINGS

This section represents the main parts of this study which analyzed EFL learners' experiences in applying ChatGPT 3.5 in academic writing courses in higher education. Information was gathered via semi-structured interviews among ten undergraduate students (From Participant 1 - to Participant 10) with the same academic level and with the same fields of study. All the participants had enough experience in using ChatGPT 3.5 for different kinds of academic aims including paraphrasing paragraphs, organizing structure, receiving ideas and enhancing grammar. The information was investigated using thematic analysis by following the Braun and Clarke's (2006) approach. So, this procedure assisted to determine the important key aspects of themes and patterns from the interview responses. Here are the main themes:

1. ChatGPT 3.5 as a supportive writing tool.
2. Confidence and Motivation in academic writing.
3. Challenges and Limitations in using ChatGPT 3.5
4. Ethical Considerations in using ChatGPT 3.5

The themes in this section are shown with the direct citations and comments from all the participants from P1 to P10. After that, the results from that section were supported with previous research studies that have been discussed in the literature review by highlighting the extension of studies that exist about AI in writing.

Table 2 *Thematic analysis of interview*

Themes	Organizing Themes	Codes	Example quotes
ChatGPT 3.5 as a supportive tool	Receiving guidance and support	Guidance and support,	“I don't know, but every time I start writing my research papers or essays I feel lost like I have no idea from where I should begin. So, I use ChatGPT for the guidance and support in order to get a proper structure that fits my writing purposes. ” - Participant 1
	Grammar correction	Grammatical mistakes	“ Hmm.... about ChatGPT ?..... uhhh ... well.... the best part of it is that it helps me to identify my grammatical mistakes, it also provides some suggestions for improvement, which I find very beneficial. ” - Participant 7
Confidence and Motivation in academic writing.	Raising confidence	Became confident	“If I am being honest... before using ChatGPT, I used to feel a little bit anxious about my writing because of my English level. Then, I started to use ChatGPT and became more confident, especially in the academic writing course I did my best. ” - Participant 6
	Boosting motivation	Feel motivated	“To be honest... writing was always my weakest part of my English. It's kinda hard to explain... but every time I had a writing task I felt stressed. However, ChatGPT helped me ... and it's still helping me by the way .. to overcome that stress . With its feedbacks i somehow could improve my writing and it made me feel proud and motivated to write more” - Participant 9
Challenges and Limitations in using ChatGPT 3.5	Overdependence	Addicted to ChatGPT	“Okay... let me think.. I think my biggest problem is being too addicted to ChatGPT. Well, you know, rather than writing or finding the arguments for my paper by myself , I just simply use ChatGPT to generate ideas. Yeah I agree it's easy and quick, but I have some concerns that my

			critical thinking ability getting worse” - Participant 6
	Misleading information	inaccuracy	“From now on I tend to check all my information which I received from ChatGPT. Because if I don't check , it may give me misleading information. So, I have to always double check to save myself from the troubles.” - Participant 5
Ethical Considerations in using ChatGPT 3.5	Being aware about AI ethics	Know how to use it	“ We have discussed using ChatGPT ethically with the guidance of our teacher in an academic writing course . Since that time, I am aware of everything and know how to use it. The best way is to use it as a helper. ” - Participant 6
	Failure	Failed my writing task	“According to my experience, I have failed my writing task by using only ChatGPT. Soon it was detected by AI. After that, I started to use it only for guidance by writing independently. It was a great lesson for me” - Participant 4

4.1 ChatGPT 3.5 as a supportive writing tool.

The majority of participants acknowledge that ChatGPT 3.5 is a writing AI tool, which is beneficial, that guides and supports many aspects of the writing process. So, participants reported that they mainly applied ChatGPT 3.5 for grammar correction, organizing structures, choosing vocabulary, support and guidance.

“I don't know, but every time I start writing my research papers or essays I feel lost like I have no idea from where I should begin. So, I use ChatGPT for the guidance and support in order to get a proper structure that fits my writing purposes. ” - **Participant 1**

“ Hmm.... about ChatGPT ?..... uhhh ... well.... the best part of it is that it helps me to identify my grammatical mistakes, it also provides some suggestions for improvement, which I find very beneficial. ” - **Participant 7**

“I really enjoy using ChatGPT , especially in writing academic essays. It helps me with choosing the appropriate academic vocabulary and ... you know it also helps me to understand how to write in an organized way , so I could make a good alignment between the sentences.” -

Participant 3

“ I’m not gonna lie but there were times where I got stuck and .. was confused and didn't know what to write next. Therefore, I used ChatGPT to give me an appropriate structure with the key bullet points to have a clear vision.” - **Participant 4**

One more thing is that participant 10 mentioned ChatGPT 3.5 during the interview for its ability to provide immediate response in a short period of time.

“ It’s true that I used to look for all the information from Google and sometimes I couldn't even find the information I needed. But nowadays I can just get the immediate response from ChatGPT in like 2-3 minutes. It’s cool, right? “ - **Participant 10**

In general, it was viewed from students' perspectives that ChatGPT 3.5 has the potential to become an effective writing AI tool that supports students by guiding them in the writing process by enhancing the quality of writing.

4.2 Confidence and Motivation in academic writing.

This theme is very crucial in increasing students' motivation and confidence while they are using ChatGPT 3.5 in academic writing processes. Also, some of those participants admitted that they used to feel more anxiety and lack of motivation in writing. They found the writing process challenging and demanding. Luckily, ChatGPT had a great impact on the educational process and it made the learning process more enjoyable and less stressful.

“Before the ChatGPT era, for me the writing process was very difficult... hmm.. for example I was worrying so much about making mistakes in front of my peers and it would be really

embarrassing. Since then, I started to appreciate this AI tool and it helped me to gain my confidence in the academic writing course. ” - **Participant 2**

“If I am being honest... before using ChatGPT, I used to feel a little bit anxious about my writing because of my English level. Then, I started to use ChatGPT and became more confident, especially in the academic writing course I did my best. ” - **Participant 6**

“ This AI tool is very useful for me. It helps me to be more focused and confident on my writing assignments. In addition, it makes the writing process easier and more engaging. Also, I can try to write with different styles of writing including persuasive, narrative, etc. with a motivation for improving my writing ability” - **Participant 3**

“To be honest... writing was always my weakest part of my English. It’s kinda hard to explain... but every time I had a writing task I felt stressed. However, ChatGPT helped me ... and it’s still helping me by the way .. to overcome that stress . With its feedbacks I somehow could improve my writing and it made me feel proud and motivated to write more” - **Participant 9**

According to all the responses and comments, participants admitted that ChatGPT not only enhanced their writing ability but also made them feel more motivated and assisted them in gaining confidence.

4.3 Challenges and Limitations in using ChatGPT 3.5

Most of the participants viewed ChatGPT as a beneficial tool and mostly in a positive way. However, there were several challenges that have been mentioned during the interview. Overdependence on ChatGPT 3.5 was one of the main challenges that has been discussed among the participants.

“Okay... let me think.. I think my biggest problem is being too addicted to ChatGPT. Well, you know, rather than writing or finding the arguments for my paper by myself , I just simply use

ChatGPT to generate ideas. Yeah I agree it's easy and quick, but I have some concerns that my critical thinking ability getting worse" - **Participant 6**

"Lately, I have noticed I have become more dependent on ChatGPT compared with last semester. I used to apply it mainly for academic purposes in the writing but now I can't imagine myself doing my academic writing or research study without the help of ChatGPT " - **Participant 2**

The other issue was the inaccuracy of ChatGPT 3.5 in providing information. Some of the participants have stated that there is a necessity in checking the whole information that was produced by ChatGPT 3.5 because of providing inaccurate information at some times.

"From now on I tend to check all my information which I received from ChatGPT. Because if I don't check , it may give me misleading information. So, I have to always double check to save myself from the troubles." - **Participant 5**

Moreover, there are other issues in using ChatGPT 3.5 among the participants such as its limitations such as data having limited access to academic sources and producing wrong citations.

" The one limitation I have faced while using ChatGPT in the academic writing course is that it does not have full access to certain academic journals or databases." - **Participant 8**

" I'm not sure when it exactly happened.. but I remember when in class we were practicing literature review in academic writing. I chose my topic with ChatGPT and also decided to write my literature review with it. After that, I regretted instantly.... all the citations which were provided by ChatGPT weren't real It was fake " - **Participant 10**

Furthermore, some participants also mentioned that depending on ChatGPT overly itself has the potential of reducing the thinking ability.

“Sometimes I feel like I am not analyzing or thinking critically anymore and I am concerned about my thinking ability.” - **Participant 1**

“Ugh.. I can admit that ... ChatGPT is slowly affecting my thinking ability negatively ... because now it's very hard for me to analyze or do some research independently” - **Participant 4**

Several participants also noted that ChatGPT 3.5 provided the content which was too simplified and generalized by requiring more time to match it with academic standards.

“ChatGPT usually produces simplified or generalized information. Therefore, I have to do extra research more deeply in order to meet with criteria and get the good grade” - **Participant 7**

Additionally, there is another key challenge that was reported from participants. It was misleading data that is generated by ChatGPT 3.5. As a result, participants felt the necessity of being careful and checking all the information before submitting the work in academic writing.

“I decided to include one article from ChatGPT to support my literature review. Later, I realized this information was made up and I was glad that I found out about it before submitting my paper. After that, I started to pay more attention.” - **Participant 5**

4.4 Ethical Considerations in using ChatGPT 3.5.

Some of the participants pointed to the importance of ethical consideration in using ChatGPT. It can be assumed that participants had an understanding that it should not change humans' thinking ability but it has to be used as an assistant tool.

“It’s good for using it in paraphrasing or finding new information. But I always make sure that the final touches of my work are done by me, not ChatGPT.” - **Participant 5**

“ Personally, I do my best to use it in an ethical way. How to say..... For example, I try to use it only to check my sentence structure and also for brainstorming, but I don't rely on it. Writing independently helps me to overcome AI detection or plagiarism” - **Participant 1**

“ We have discussed using ChatGPT ethically with the guidance of our teacher in an academic writing course . Since that time, I am aware of everything and know how to use it. The best way is to use it as a helper. ” - **Participant 6**

“According to my experience, I have failed my writing task by using only ChatGPT. Soon it was detected by AI. After that, I started to use it only for guidance by writing independently. It was a great lesson for me” - **Participant 4**

4.5 Conclusion of Findings

Overall, these findings revealed that ChatGPT had mainly positive influence on the development of EFL students' writing ability in academic writing. Furthermore, it gave support with grammar, vocabulary, brainstorming and organization with structures by raising the level of confidence and motivation. On the other hand, major issues such as misleading information and overdependence among the participants still exist. In addition , participants mentioned plagiarism, limitations, ethical considerations in using ChatGPT 3.5 and also using it with responsibility. Moreover, the findings supported the main ideas of the theoretical framework, which is the Technology Acceptance Model (TAM) . Most of the participants reported that ChatGPT was beneficial for enhancing the quality of writing and boosting confidence and motivation in the writing process, which is related to the concept of usefulness. Also, participants mentioned the simplicity of applying ChatGPT in academic writing and demonstrated a positive attitude towards the concept of easiness.

To sum up, ChatGPT has been considered as one of the most important and beneficial AI tools, if used carefully by following ethical considerations.

CHAPTER 5

Discussion

In this stage, the findings from the last stage have been analyzed in terms of existing literature of data collection on the usage of an AI tool, which is called ChatGPT 3.5, in academic writing. The discussion's main goal is to explain the key points in the conditions of certain theories by considering if the perceptions and experiences of students are similar with or denying the earlier studies and by following these findings with conclusion within daily academic writing practices. In addition, the theme of ethical consideration have been raised as well among the participants during the interview to have a balance between autonomous learning and AI learning.

5.1 Analysis of Findings

The outcomes of this particular study has brought beneficial comprehension into students' usage of ChatGPT 3.5 at university level for academic writing purposes by acknowledging the having literature and theoretical practices that have been existing for many years in several fields. Mainly the findings are aligned with the latest research studies on ChatGPT 3.5 in educational settings. However, innovative aspects of this AI tool are granted that have the possibility to lead these aspects towards academic practices for future.

The discussion part of this study explains why the previous research studies matters and the meaning as well. The main aim of this study is to describe the outcomes, demonstrate the support and difference from previous studies by highlighting the importance of ChatGPT 3.5 in academic writing among the EFL students.

It is focused on the main four topics that appeared from the gathered data:

1. ChatGPT 3.5 as a supportive writing tool.
2. Confidence and Motivation in academic writing.
3. Challenges and Limitations in using ChatGPT 3.5.
4. Ethical considerations in using ChatGPT 3.5.

These findings suggested that ChatGPT 3.5 had a vital role in supporting EFL students' development in the writing process. On the other hand, it required usage of ChatGPT 3.5 with responsibility and in a proper way.

5.2 Alignment with Previous Studies.

5.2.1 ChatGPT 3.5 as a supportive writing tool.

The outcomes clearly highlighted that EFL learners mainly used ChatGPT 3.5 as a tool which helps in developing their grammar, vocabulary and organization of sentence structure in academic writing. It was said by learners that it assisted expressing ideas in a clear way, checking the errors and planning texts and paragraphs. Therefore, it confirms the usefulness of ChatGPT 3.5 as an assistant for learning instead of replacing peoples effort.

These outcomes support studies of Teng (2024) and Werdiningsih et al. (2024) that stated that ChatGPT assisted in organizing sentence structures and generating ideas for the EFL students who have used ChatGPT in the writing process. Furthermore, the studies of Nguyen et al. (2024) and Boudouaia et al. (2024) mentioned that AI tools including ChatGPT are able to enhance the quality of writing by giving immediate feedback. Also, it was mentioned about learners admiring not only for its accuracy but also to help learners to stay focused during the writing process.

On the other hand, it revealed the limitations of writing with complex vocabulary and sounding as a robotic style. This is related to the study of Ali (2023) and Bacli (2024) discovered that at some times texts generated by ChatGPT are not always accurate and it doesn't match the human style of writing. It was suggested that ChatGPT should be implemented as a complementary tool that has the ability to guide learners in writing processes.

In short, as long as ChatGPT is used properly with responsibility, it has the great potential to benefit each learner in academic writing.

5.2. 2 Confidence and Motivation in academic writing.

There are other findings where students feel more confident and full of desire during the process of writing while applying ChatGPT. Some of those participants reported that they used to feel worried and there was a lack of desire in writing. However, ChatGPT had greatly impacted in a positive way, also it made the writing process more enjoyable and less stressful. For this reason, this outcome supports the studies of Salwa and Tyas (2024) and Bibi and Atta (2024) where it has been discussed that the feedback from ChatGPT significantly caused students to enhance their confidence in writing and satisfaction towards AI.

Additionally, it was emphasized from participants that immediate feedback assisted them in finding mistakes immediately by decreasing the level of anxiety. Therefore, the statement from study of Artiana and Fakhurriana (2024) was aligned with praising the ChatGPT by the students due to its availability all the time and without judging anything. Correspondingly, Diasti (2024) also mentioned that autonomy learning was supported by ChatGPT during the writing practice among the students without putting the pressure on students.

What is more, the participants mentioned about the engagement that they received from ChatGPT during the writing process. So, this finding supports the study of Meniado et al. (2024)

who identified that ChatGPT was used by students as a tool that motivated them by making the whole process easy and engaging.

On the other hand, as the motivation increases, it is vital to ensure that all the students do not depend on ChatGPT too much and enhance their own critical thinking ability. But with the guidance from instructors, there is a great chance of succeeding. Briefly, it can be concluded that ChatGPT is able to raise the motivation and confidence in students successfully with the guidance from instructors.

5.2.3 Challenges and Limitations in using ChatGPT 3.5.

Even though learners have acknowledged the benefits of ChatGPT, they have also experienced some difficulties during the process. One of the frequent issues was overdependence - learners concerned about using ChatGPT too much and it could influence negatively by increasing creativity. Also, it was supported by studies of Mahfouz and AbdelMohsen (2025) and Werdiningsih et al (2024) due to its findings about learners losing their own originality while using ChatGPT for writing purposes.

Participants also mentioned ChatGPT providing misleading information and data which was irrelevant. To illustrate, it produced illustrations from other countries that were fictional and irrelevant in local contexts. Furthermore, these findings support the studies of Har (2023) and Meniado et al. (2024) where they have determined that ChatGPT's intelligence might be limited or even too broad, particularly in non-Western surroundings. This issue is able to lead to inaccuracies in data by making confusion among the learners. In order to avoid it, learners must check the data beforehand and make changes accordingly to the correctness of the content itself. Additionally, there is another limitation which was identified during this study. It was due to the lack of deep explanations and ChatGPT's suggestions for corrections were too simple.

Therefore, this statement aligns with the study of Yulistyawan et al. (2025). It has been found that learners needed a bit more explanation in detail in grammar corrections instead of just receiving corrected responses.

Additionally, it was reported by participants that the language style of ChatGPT was robotic and too formal, which impacted on their writings' way of sounding by making it less humanized. So, this issue was mentioned by Ali (2023) and Balci (2024). In studies, it was demonstrated the necessity for learners of using their own thinking ability and creativity while using AI tools such as ChatGPT.

To sum up, as ChatGPT gives assistance in correcting accuracy, there are high risks that it may not support deep learning. And instructors should engage learners actively using ChatGPT not only for receiving responses, but also for analyzing or comparing the suggestions in order to enhance linguistic and critical thinking skills.

In the study of Boudouaia et al. (2024), it was found that ChatGPT has the ability not only to suggest improved versions of any work, but also to improve any work at academic level. However, it contradicts with findings in this study. The participants mentioned about the responses from ChatGPT 3.5 were too simplified and generalized, so it failed to match with academic standards. Furthermore, participants had to do more extra research.

5.2.4 Ethical Considerations in using ChatGPT 3.5.

In this study, ethical consideration has been discussed among the students regarding academic honesty and plagiarism. Most of the participants confirmed the potential mistreatment of ChatGPT, particularly in cases where copying and pasting certain data that was generated from ChatGPT in educational settings, especially in the academic sphere. On the other hand, participants have demonstrated a clear comprehension of the essential part of applying ChatGPT

in academic writings at the high responsibility level. Moreover, the students from this study were mainly acknowledged with the necessity of sending research papers or writing works by themselves regardless of using ChatGPT as a complement in the writing process.

The last theme highlighted that participants were aware of the importance of ethical consideration in using ChatGPT in academic writing. For instance, it was understandable among the participants that copying and pasting texts that were generated by ChatGPT without editing is considered an academic dishonesty. Rather than this, participants preferred applying ChatGPT mainly for generating ideas or proofreading with grammar correction. This perception of participants was reflected by the study of Mahfouz and AbdelMohsen (2025) because of findings that addressed how crucial is the assistance of instructors for learners to improve practices of AI with responsibility in the writing process.

In addition, participants mentioned using ChatGPT in academic writing carefully by paraphrasing the generated texts or paragraphs with their own words. For this reason, Teng's (2024) study was supported by this finding. In the study, the importance of guidance from instructors in applying ChatGPT with ethical consideration was emphasized.

Furthermore, the majority of participants during the study have said that instructors had already explained about AI ethics in the classroom. Accordingly, this finding complements with the study of Werdiningsih et al. (2024) by combining the usage of ChatGPT under the human guidance that ensures balance in the learning process. As results show that EFL students are in progress of developing digital responsibility. ChatGPT is seen as a supportive tool rather than a replacement of human effort. On the other hand, clear guidelines should be provided in order to control academic integrity with the acceptance of using AI in higher education.

5.3 Limitations of the Study

This research had some limitations in this methodology part that should be addressed. First of all, the number of students for this study was 10, so it means that it was not able to show all the experiences of students who used ChatGPT 3.5 in academic writing. One of the main aims was to understand and see each learners' experience in detail rather than over generalizing the outcomes. In the future studies, there are a lot of potentials and opportunities to provide with more insights and observations. Secondly, all the information was gathered via semi-structured interviews that meant it was based on what participants were ready to share which led to the limited responses. Finally, the researcher was also an EFL student and it was very crucial to keep everything neutral and also the researcher tried to avoid the personal impact on data collection and data analysis. Regardless of all these limitations, this study provided a worthwhile understanding of EFL learners' experiences in using ChatGPT 3.5 in academic writing by suggesting a good foundation for future research.

CHAPTER 6

Conclusion

This study examined the experiences of EFL students from higher education who were using ChatGPT for academic writing. One of the main aims was to understand how EFL learners apply this ChatGPT 3.5 in their writing process. Also the benefits of it and what kind of challenges they faced during the process of writing. This study also explored the perception of students towards ethical consideration and originality. The qualitative approach was intended to be used in this study and all the data were collected via semi-structured interviews among the 10 EFL learners. Learners' responses were deeply analyzed with thematic analysis in order to find the patterns and ideas that relate to their experiences in using ChatGPT 3.5 in academic writing. The outcomes highlighted that ChatGPT 3.5 is commonly considered as a supportive tool in educational settings. To illustrate, participants applied it for grammar correction, boosting vocabulary, organizing the ideas or even for brainstorming. According to participants' responses, it was mentioned that it made the writing process for them more enjoyable and less stressful by saving more time. In addition, participants described ChatGPT as an online assistant that is able to provide suggestions and immediate responses for a short period of time. So, the participants used it for editing and proofreading instead of receiving just generated AI texts. This clearly demonstrated that ChatGPT 3.5 was used by some of the participants mainly for support rather than replacement of the human mind in academic writing.

However, this study identified several challenges and limitations. Half of those participants were concerned about overdependence on ChatGPT 3.5 by admitting that it might influence them negatively. For example, to make them less creative and independent. Also, other participants mentioned that at some point ChatGPT gave them misleading information and

irrelevant data that did not match their writing purposes. Furthermore, a few participants noted the limitations of ChatGPT 3.5 such as providing wrong citations and the access to the specific scientific journals. Therefore, these limitations come to the realization that all the students have to apply ChatGPT carefully and check the data by themselves in order to avoid unnecessary issues. Moreover, It is believed that it has the potential to enhance the quality of EFL learners' writing ability, but it will fail to replace human thinking ability.

Another crucial finding was learners' awareness about ethical consideration and responsibility towards academic integrity. The majority of participants understood the right way of using. It was to use ChatGPT 3.5 as a supportive AI tool instead of replacement. Due to the awareness of plagiarism, participants used ChatGPT mainly for correction and receiving ideas. But at last, participants paraphrased and composed everything by themselves. So, this awareness highlights that participants are taking responsibility by following academic integrity in using modern technologies in their education.

During the study, it was found that ChatGPT had impacted positively on participants' desire and confidence in academic writing. For instance, it reduced the fear of making mistakes and it helped in gaining confidence in order to express their ideas in writing. It was acknowledged for its quick feedback and making the writing process engaging. On the other hand, some participants reported becoming too dependent on ChatGPT 3.5. For the effectiveness of ChatGPT 3.5 in academic writing, it is vital to keep the balance between independence and confidence. In addition, outcomes of this study supported the Technology Acceptance Model (TAM) by highlighting that the participants were likely to use ChatGPT due to its usefulness and easiness of usage in academic writing

To sum up, this study demonstrated that ChatGPT has the ability to support learners in enhancing their confidence and writing skill itself. ChatGPT 3.5 is a powerful AI tool, which is able to support and ease the writing process by boosting the quality of writing, motivation and confidence . Simultaneously, learners have to remember that this AI tool lacks capability in replacing human effort and creativity. Therefore, the best way is to use ChatGPT as an assistant. Therefore, when it is used properly with ethical considerations, it is able to impact EFL learners' academic performances in a positive way. This study represented the crucial step to mixing education with AI technology, where both human and AI work alongside each other for better learning results.

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Appendix A.

Consent form



SDU University Research Ethics Committee

Informed Consent Letter

You are invited to participate in a research study entitled **English as a Foreign Language Learners' Experiences of Using ChatGPT in Academic Writing**

Research Purpose and Procedures.

This interview should take approximately 30 or 35 minutes to complete.

Possible risks and discomfort related to participation in this research

There is no possible risk in this research study.

Possible advantages of participation

It will help instructors and scientists to comprehend how AI tools such as ChatGPT may assist EFL learners in developing their writing skills in academic writing. In addition, your answers may help to overcome the plagiarism problem for learners in the future.

Confidentiality & Privacy. Within reason, any personal information obtained as a result of participation will be kept confidential to the greatest extent possible. However, total confidentiality cannot be assured.

Contacts for additional information medimanovd@gmail.com

Voluntary Nature of the Study. It is strictly voluntary as to whether to participate in this study or not. You have a right to withdraw your agreement to participate at any time.

Estimated duration of the research 2 month

Statement of Consent.

I, _____, agree to participate in this study voluntarily. I have been made aware of the research purpose and objectives and clearly understand what is expected from me.

I know that it is voluntary to participate in this study and I have complete freedom to withdraw my consent at any time without providing any reasons and in this case there will be no negative consequences to me.

I understand that any personal information obtained in this study will be kept confidential.

Signature: _____ Date: _____

Researcher: Daryn Medimanov

Signature: _____ Date: _____

Appendix B

Interview questions

Experience

1. When did you start using ChatGPT 3.5 in academic writing?
2. For what purposes did you use ChatGPT during your academic writing?
3. How did ChatGPT 3.5 influence your writing skills in academic writing?

Benefits and challenges.

4. What are the advantages and disadvantages of using ChatGPT 3.5 in academic writing?
5. Does ChatGPT 3.5 motivate you in writing?
6. Is it difficult or easy for you to work with ChatGPT 3.5 simultaneously in academic writing? Why?
7. Have you ever noticed any challenges or issues with ChatGPT? If yes, give an example.

Ethical considerations in using ChatGPT

8. Are there any ethical concerns in using ChatGPT 3.5 in educational settings?
9. What do you think about ethical considerations in using ChatGPT 3.5 in academic writing?

Future usage.

10. Are you planning to use ChatGPT 3.5 further in your academic career? And why?