

Use of Chat-GPT in the Postgraduate English Language Teaching Program: Student and Teacher Voices

Dilay Belgin Göçođlu

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
January 2025
Gazimađusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

Asst. Prof. Dr. Fatoş Erozan
Chair, Department of Foreign Language
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

Asst. Prof. Dr. Elmaziye Özgür Küfi
Supervisor

Examining Committee

1. Prof. Dr. Gülşen Musayeva Vefalı

2. Asst. Prof. Dr. Fatoş Erozan

3. Asst. Prof. Dr. Elmaziye Özgür Küfi

ABSTRACT

The aim of this study was to explore the views of both the postgraduate students and the instructors on the potential benefits and pitfalls of ChatGPT in the Postgraduate English Language Teaching (ELT) Program of the Faculty of Education at the Eastern Mediterranean University. Considering the increasing use of ChatGPT as a versatile tool for enhancing language training and learning in recent years and the scarcity of research on its use in postgraduate ELT programs, the present study intended to examine advantages, challenges, or any reservations related to its use from the perspectives of the MA ELT students and their instructors. To this end, the MA students' and the instructors' experiences and perceptions of ChatGPT use were explored by employing qualitative data collection and analysis procedures.

The study findings revealed that ChatGPT provided a number of advantages for the MA ELT students in their academic studies, offering scaffolding in summarizing academic materials, organizing thesis frameworks, developing study programs, and improving their academic English competence through writing upgrades and grammatical checks. The results also showed that by offering tailored and flexible learning experiences, ChatGPT encouraged the MA students to participate in independent study and self-directed learning, promoted a deeper comprehension of challenging academic materials and concepts, as well as their time-management skills.

The findings of the present study also revealed that the instructors considered ChatGPT as a helpful resource for raising students' level of engagement, helping them with assignments and presentations, and boosting their organization and research abilities.

However, they drew attention to a number of issues, such as excessive dependence on its use negatively affecting student creativity and critical thinking skills. The postgraduate instructors also voiced their reservations related to ethical issues, including academic dishonesty and data privacy, and the possibility of students growing overly dependent on artificial intelligence and under-developing their cognitive skills. Despite these challenges, the instructors acknowledged that ChatGPT had gained popularity in higher education contexts as most of the MA students used it for knowledge construction, thesis writing, and literature reviews.

Based on its findings, the present study highlights the significance of considering academic efficiency and integrity while integrating innovations like ChatGPT into postgraduate education programs. To conclude, while contributing to the still limited but growing body of knowledge on the use of ChatGPT in higher education, this study calls for further research to provide new pedagogical implications for an effective integration of ChatGPT to postgraduate instruction as well as recommendations for its ethical use by all stakeholders and support its seamless integration into postgraduate ELT programs.

Keywords: ChatGPT, Artificial Intelligence (AI), Postgraduate Education, English Language Teaching (ELT), Academic Studies, Postgraduate Students and Instructors.

ÖZ

Bu çalışmanın amacı, Eğitim Fakültesi Lisansüstü İngilizce Dil Öğretimi (ELT) Programında ChatGPT'nin potansiyel faydaları ve tuzakları konusunda hem lisansüstü öğrencilerinin hem de öğretmenlerin görüşlerini araştırmaktır. Son yıllarda dil eğitimi ve öğrenimini geliştirmek için çok yönlü bir araç olarak ChatGPT'nin artan kullanımı ve lisansüstü ELT programlarında kullanımıyla ilgili araştırmaların azlığı göz önüne alındığında, bu çalışma, ELT yüksek lisans öğrencileri ve öğretmenlerinin bakış açılarından kullanımına ilişkin avantajları, zorlukları veya çekinceleri incelemeyi amaçlamaktadır. Bu amaçla, öğrencilerin ve öğretmenlerin ChatGPT kullanımına ilişkin deneyimleri ve algıları nitel veri toplama ve analiz prosedürleri kullanılarak araştırılmıştır.

Çalışma bulguları, ChatGPT'nin lisansüstü ELT öğrencilerine akademik çalışmalarında bir dizi avantaj sağladığını, akademik materyalleri özetleme, tez çerçevelerini düzenleme, çalışma programları geliştirme ve yazma yükseltmeleri ve dilbilgisi kontrolleri yoluyla akademik İngilizce yeterliliklerini geliştirme konusunda iskele sağladığını ortaya koymaktadır. Sonuçlar ayrıca, ChatGPT'nin kişiye özel ve esnek öğrenme deneyimleri sunarak lisansüstü öğrencileri bağımsız çalışmaya ve kendi kendine yönlendirilmiş öğrenmeye katılmaya teşvik ettiğini, zorlu akademik materyaller ve kavramların daha derin bir şekilde anlaşılmasını ve zaman yönetimi becerilerini geliştirdiğini göstermiştir.

Mevcut çalışmanın bulguları ayrıca öğretmenlerin ChatGPT'yi öğrencilerin katılım seviyelerini yükseltmek, ödev ve sunumlarında onlara yardımcı olmak ve

organizasyon ve araştırma yeteneklerini artırmak için yararlı bir kaynak olarak gördüklerini ortaya koymuştur. Ancak, kullanımına aşırı bağımlılığın öğrenci yaratıcılığını ve eleştirel düşünme becerilerini olumsuz etkilemesi gibi bir dizi konuya dikkat çekmişlerdir. Lisansüstü eğitmenler ayrıca akademik sahtekârlık ve veri gizliliği gibi etik konularla ilgili çekincelerini dile getirdiler ve öğrencilerin yapay zekaya aşırı bağımlı hale gelme ve bilişsel becerilerini yeterince geliştirmeme olasılığına değindiler. Bu zorluklara rağmen, lisansüstü eğitmenler ChatGPT'nin birçok öğrencinin bilgi oluşturma, tez yazma ve literatür incelemeleri için kullandığı için yüksek öğrenim bağlamlarında popülerlik kazandığını kabul ettiler.

Bulgularına dayanarak, çalışma ChatGPT gibi yenilikleri lisansüstü eğitim programlarına entegre ederken akademik verimlilik ve dürüstlüğün dikkate alınmasının önemini vurgulamaktadır. Sonuç olarak, yükseköğretimde ChatGPT kullanımına ilişkin hala sınırlı ancak büyüyen bilgi birikimine katkıda bulunmanın yanı sıra, bu çalışma, ChatGPT'nin lisansüstü eğitime etkili bir şekilde entegre edilmesi için yeni pedagojik çıkarımlar sağlamak ve tüm paydaşlar tarafından etik kullanımına yönelik önerilerde bulunmak ve lisansüstü ELT programlarına sorunsuz entegrasyonunu desteklemek için daha fazla araştırma yapılmasını talep etmektedir.

Anahtar Kelimeler: ChatGPT, Yapay Zeka (YZ), Lisansüstü Eğitim, İngilizce Dil Öğretimi (İDÖ), Akademik Çalışmalar, Lisansüstü Öğrenciler ve Eğitmenler.

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to my supervisor Asst. Prof. Dr. Elmaziye Özgür Küfi for always guiding and supporting me during this difficult process. I could not have completed this arduous period if she had not taken care of me whenever I needed her, no matter how busy she was, throughout the research. There were times when I couldn't find a way out and I lost faith in myself. Thank you for being my light in those times and getting me back on my feet.

I am also very thankful for jury members who participated my defence. Particularly I would like to thank department head, Asst. Prof. Dr. Fatoş Erozan. Throughout my EMU journey she helped and guided me whenever I needed. Also, I would like to thank Prof. Dr. Gülşen Musayeva Vefalı for her contrition to this study.

Finally, I would like to express the biggest gratitude to my family, who never doubted me for a second throughout my life and supported me under all circumstances. My mother, Belgin Göçoğlu, has always encouraged me and made me believe that I can achieve anything I want. My father, Sefer Göçoğlu, was always there for me and helped me calm down by making me feel safe during intense times when I felt like I was failing. Last but not least, I would like to thank my dear brother, Ahmet Emin Göçoğlu, for always cheering me up and supporting me during difficult times. Thank you so much, my dear family, for helping me become the person I am today.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENT	vii
LIST OF TABLES.....	xii
LIST OF FIGURES	xiv
1 INTRODUCTION	1
1.1 Presentation	1
1.2 Background to the Study	1
1.3 Statement of the Problem	3
1.4 Purpose of the Study.....	4
1.5 Significance of the Study	5
1.6 Definition of Terms	6
2 LITERATURE REVIEW.....	8
2.1 Presentation	8
2.2 English Language Teaching	8
2.2.1 Bachelor of Arts (BA) Level.....	9
2.2.2 Master of Arts Level	11
2.3 Technology-Integrated English Language Education.....	13
2.3.1 Constructivist Approaches	16
2.3.2 Socio-Constructivist Approaches.....	18
2.4 Use of AI-Powered Learning Tools in Postgraduate English Language Education	20
2.4.1 Studies on the Advantages of Chat-GPT Use in ELT	21

2.4.2 Studies on the Drawbacks of Chat-GPT Use in ELT.....	27
2.5 Summary	30
3 METHODOLOGY	31
3.1 Presentation	31
3.2 Overall Research Design	31
3.3 Research Questions	33
3.4 Context	34
3.5 Participants	35
3.5.1 Profiles of Postgraduate Students	35
3.5.2 Profiles of Postgraduate Instructors	37
3.6 Procedures	37
3.7 Data Collection.....	39
3.8 Data Analysis.....	41
3.9 Summary	42
4 RESULTS AND DISCUSSION.....	43
4.1 Presentation	43
4.2 Results on Research Question 1: How do MA ELT Students Employ ChatGPT in Their Academic Studies?.....	43
4.2.1 Frequency of ChatGPT Use.....	44
4.2.2 Purpose of ChatGPT Use.....	46
4.2.3 Use of ChatGPT for Thesis Research	50
4.2.4 Use of ChatGPT for Knowledge Construction	52
4.2.5 Use of ChatGPT for Personalized Learning	56
4.2.6 Use of ChatGPT for Academic English.....	59
4.2.7 Achievement of Learning Outcomes	61

4.2.8 Overview of Postgraduate Students' Perceptions	64
4.3 Results on Research Question 2: How Do Postgraduate Instructors Perceive the Use of ChatGPT by Their Students?	66
4.3.1 Frequency of ChatGPT Use	67
4.3.2 Purpose of ChatGPT Use	68
4.3.3 Use of ChatGPT for Thesis Research	72
4.3.4 Use of ChatGPT for Knowledge Construction	73
4.3.5 Use of ChatGPT for Personalized Learning	77
4.3.6 Use of ChatGPT for Academic English	79
4.3.7 Achievement of Learning Outcomes	80
4.3.8 Overview of Postgraduate Instructors' Perceptions	83
4.4 Results on Research Question 3: How do Postgraduate Students' and Instructors' Views on ChatGPT Use Compare?	84
4.5 Researcher Diary	98
4.6 Summary	100
5 CONCLUSION	101
5.1 Presentation	101
5.2 Discussion of Major Findings	101
5.2.1 Employment of Chat GPT by MA ELT Students	102
5.2.2 Postgraduate Instructors' Perceptions Related to the Use of Chat-GPT by Their Students in the MA ELT Program	107
5.2.3 Comparison of Postgraduate Students' and Instructors' Views on Chat-GPT Use in Academic Studies	111
5.3 Conclusion	115
5.4 Implications	118

5.5 Limitations of the Study	119
5.6 Recommendation for Future Research	119
REFERENCES	121
APPENDICES	135
Appendix 1: Consent Form for Postgraduate Students	136
Appendix 2: Consent Form for Postgraduate Instructors	137
Appendix 3: Interview Guide for Postgraduate Students	138
Appendix 4: Interview Guide for Postgraduate Instructors.....	141
Appendix 5: Ethics Committee Approval Letter	145

LIST OF TABLES

Table 1: Frequency of ChatGPT Use	45
Table 2: Purpose of ChatGPT Use	48
Table 3: Use of ChatGPT for Thesis Research.....	51
Table 4: Use of ChatGPT for Knowledge Construction	54
Table 5: Use of ChatGPT for Personalized Learning.....	57
Table 6: Use of ChatGPT for Academic English Improvement.....	61
Table 7: ChatGPT Use and Achievement of Learning Outcomes.....	63
Table 8: Instructors' Views on Frequency of ChatGPT Use by Their Students.....	68
Table 9: Instructors' Views on the Purpose of ChatGPT Use by Their Students.....	71
Table 10: Instructors' Perceptions of Their Students' ChatGPT Use for Thesis Research	73
Table 11: Instructors' Perceptions of Their Students' ChatGPT Use for Knowledge Construction	74
Table 12: Instructors' Perceptions of Their Students' ChatGPT Use for Personalized Learning	78
Table 13: Instructors' Perceptions of Their Students' ChatGPT Use for Academic English Improvement.....	80
Table 14: Instructors' Perceptions on Major Effects of ChatGPT Use in MA ELT Program.....	81
Table 15: Instructors' Perceptions on ChatGPT Use and the Achievement of Learning	83
Table 16: Student and Instructor Perceptions on the Frequency of ChatGPT Use	88
Table 17: Student and Instructor Perceptions on the Purpose of ChatGPT Use	88

Table 18: Postgraduate Students’ and Instructors’ Perceptions Regarding ChatGPT Use for Thesis Research.....	90
Table 19: Postgraduate Students’ and Instructors’ Perceptions regarding ChatGPT Use for Knowledge Construction.....	91
Table 20: Comparison of ChatGPT Use for Personalized Learning.....	93
Table 21: Comparison of ChatGPT Use for Academic English Improvement.....	95
Table 22: ChatGPT Use in Achievement of Learning Outcomes.....	96

LIST OF FIGURES

Figure 1: Age Distribution of MA ELT Program Students	36
Figure 2: Undergraduate Universities of MA ELT Program Students	37
Figure 3: Frequency of Use.....	45
Figure 4: Purpose of Use.....	47
Figure 5: Use of ChatGPT for Thesis Research.....	50
Figure 6: Knowledge Building: Use of Chat-GPT.....	52
Figure 7: Personalized Learning: Use of Chat-GPT	56
Figure 8: Use of Chat-GPT for Academic English Improvement.....	60
Figure 9: Chat-GPT and Achieving Learning Outcomes.....	62
Figure 10: Tasks Identified by Participants.....	69

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter presents the background of the study, the problem statement, the purpose of the study, the significance of the study and the definitions of the operational terms used throughout the present study respectively.

1.2 Background to the Study

Artificial intelligence (AI) has emerged as a key ally in the quickly changing field of educational technology, and chatbots are showing to be useful resources for enhancing learning activities. ChatGPT is a noteworthy addition to this technology wave as a versatile discussion chatbot. ChatGPT is an extremely useful tool which anyone can use to quickly receive answers to a variety of questions, request translations into other languages, get the necessary information, and even build or debug computer code by using this contemporary AI tool (Stephanecko & Kozub, 2023). As an electronic dialogue partner, it can create human-like text based on a specific request or dialogue that enables natural, open-ended conversations (Ngo, 2023).

Clearly, the manner that education is provided and received has changed as a result of the rapid integration of artificial intelligence (AI) across several platforms in educational technology (Bozic & Poola, 2023). As one of the biggest developments in this area, ChatGPT has the potential to significantly improve learning experiences. According to the statistics, it reached one million users in just five days after it was

launched for public use in November 2022 and gained 57 million active users in its first month (Stephanecko & Kozub, 2023). This technological innovation has changed the educational landscape for both ESL/EFL teachers and tertiary-level students in English language programs, having a significant impact on English language teaching (ELT).

A prominent approach in ELT, the Communicative Language Teaching method highlights the importance of meaningful and authentic communication for language acquisition (Hatmanto & Sari, 2023). As in the use of Chat GPT students need to interact in English, its use can be beneficial for the improvement of their communicative competence and fluency. The potential of ChatGPT goes beyond simple communication; it offers chances to transform language training by changing conventional teaching strategies, tactics, and practices. Students can develop their learning skills in a supportive and responsive setting, take part in insightful conversations, and receive real-time feedback on their abilities including their English language competence thanks to its interactive features. Likewise, using ChatGPT, instructors can create opportunities for students to have individualised learning experiences and provide, more effective language lessons, tailored to each student's needs. Clearly by giving students individualised learning experiences, enhancing their language and writing abilities, and saving teachers time on repetitive responsibilities, ChatGPT has the potential to completely transform the educational processes across different fields (Bozic & Poola, 2023).

With AI being progressively implemented in educational technology, ChatGPT stands out in language education due to its strong and adaptable features. ChatGPT can be a great resource for improving language learning activities since it enables users to

quickly access information, analyse sophisticated texts, get summaries or translations in addition to promoting language learners' communicative competence and fluency through meaningful and real-life like interactions that are enabled in its use. Despite these advantages, to the best knowledge of the researcher there is not enough information in the literature about ChatGPT's compatibility with the most recent theoretical frameworks and procedures recommended for English language education programs offered at different levels.

1.3 Statement of the Problem

The impact of ChatGPT use on society has come up for discussion, especially in the area of education. Despite its growing popularity in the field of education and its potential advantages for teaching-learning processes, some scholars draw attention to a number of obstacles that need to be considered in the use of ChatGPT in higher education. First of all, due to students' easy access to advanced learning tools like ChatGPT, academic integrity can be called into question when students tend to rely more on AI-generated information rather than using their own skills. Secondly, as data privacy is a crucial concern, teachers and institutions need to make sure that student data is secure and handled appropriately. ChatGPT's inability to replace the human component of language learning, which cultivates empathy, cultural sensitivity, and nuanced communication, is another drawback. These qualities are all critical to human instruction. Therefore, it is of great importance to examine the positive or negative effects of Chat GPT on teaching-learning processes and to use it as a tool to support learning, not as a replacement for human teachers (Bozic & Poola, 2023).

Obviously, ChatGPT's revolutionary features may have the potential to influence the academic experiences of tertiary-level students pursuing postgraduate studies in

English language teaching by transforming their learning styles, strategies, and processes. However, since Chat-GPT is a relatively new technological tool, there is not sufficient evidence about its impact on postgraduate students' educational endeavours. A significant obstacle to our full grasp of ChatGPT's benefits, uses, and possible downsides is the absence of evidence-base regarding its incorporation into postgraduate level ELT programs. Although the integration of AI-powered learning tools, such as ChatGPT, into tertiary-level education is increasingly being investigated by researchers, at present academics, administrators, policymakers or practitioners in many higher education institutions lack the necessary knowledge for addressing concerns and questions related to the implementation of Chat-GPT in academic studies. Likewise, there is a serious need for research studies which will yield evidence-based information on the complex dynamics of ChatGPT use and how it can be employed to promote better-informed and empirically based teaching-learning processes within the tertiary level education systems, particularly postgraduate English language teaching programs.

1.4 Purpose of the Study

Considering the growing number of interactive and personalized learning experiences enabled by ChatGPT and the scarcity of information regarding its effect on students' academic studies, the present study intended to undertake an in-depth analysis on its perceived impact on the MA students' academic endeavours. To this end, it aimed to explore the views of both the postgraduate students and the instructors on the potential benefits and pitfalls of ChatGPT use in the MA ELT program offered by the Foreign Languages Education Department of the Faculty of Education at Eastern Mediterranean University. To investigate the benefits, challenges, and perceived

effects of ChatGPT use on the MA students' academic learning processes, the current study addressed the following research questions:

1. How do MA ELT students employ Chat-GPT in their academic studies?
2. How do postgraduate instructors perceive the use of Chat-GPT by their students in the postgraduate ELT program?
3. How do postgraduate students' and instructors' views on Chat-GPT use in academic studies compare?

1.5 Significance of the Study

This research study can be considered significant for several reasons. Primarily, by investigating both the MA students' and the instructors' perceptions, it may provide important insights into the efficacy of ChatGPT as a learning tool in higher education institutions from multiple perspectives. Secondly, by investigating the influence of ChatGPT use on the MA students' engagement and achievement in academic studies through the voices of both the postgraduate students and instructors, the present study may have the potential to fill an important research gap in the literature. Significantly, providing empirical data on the perceived impact of ChatGPT use on the MA students' academic learning, it may contribute to the current discussions on the implementation of cutting-edge approaches in postgraduate students' learning processes.

Furthermore, by offering novel perceptions and experiences regarding the use of Chat-GPT for academic purposes, it can yield empirical evidence for the improvement of pedagogical implementations and regulations not only in the MA in ELT program where the present research is conducted but also in other postgraduate programs. Most significantly, shedding light onto day-to-day experiences of the MA students with Chat-GPT within a real-life setting, this study has attempted to provide important

insights into how ChatGPT can be effectively and reliably used in academic contexts in line with socio-constructivist learning principles.

1.6 Definition of Terms

This section provides the definitions of operational terms used throughout the study.

Academic Study: refers to a disciplined and systematic approach to gaining knowledge, guided by the norms and standards of a specific academic discipline within a formal educational framework. As Hyland (2009) and Duff (2010) explicate, it encompasses the specialized ways of thinking, using language, and interactions that are developed, standardized, and evaluated in academic contexts. While Hyland (2009) highlights that it involves thinking patterns and linguistic practices unique to a field, Duff (2010) expands this definition by emphasizing the various forms of communication such as genres, registers, and linguistic structures that are developed, prioritized and standardized in academic settings.

ELT: is the abbreviation for English Language Teaching. It refers to the practice and industry of teaching English to learners whose first language is not English. It encompasses a wide range of activities, including curriculum development, instructional methodologies, teacher training, and the production of educational materials tailored for learners (British Council, n.d)

Postgraduate Study: refers to academic programs pursued after the completion of an undergraduate degree, aiming to provide advanced knowledge and specialized skills in a specific field. These programs encompass various qualifications, including master's degrees, postgraduate diplomas, and doctoral degrees (Cisco, 2019).

Artificial Intelligence (AI): the simulation of human intelligence by machines, particularly computer systems designed to perform specific tasks that typically require human intelligence (Long & Magerko, 2020).

AI powered learning tools: educational tools that use AI technology, like machine learning and natural language processing, for improving student learning (Harry & Sayudin, 2023). Tools such as Google Translate, ChatGPT, and Duolingo provide personalized learning experiences, making it easier for learners to acquire English language skills at their own pace (Bano, 2024).

Chatbot(s): an intelligent agent, which interacts with users by responding to their questions & requests for enhancing learning activities (Bozic & Poola, 2023).

ChatGPT: the newest development in AI-powered communication, a noteworthy addition to the technology wave as a versatile discussion chatbot. ChatGPT is a chatbot tool, a robot, a large language model trained on the enormous amount of information from the Internet. It is a conversational AI chatbot designed to answer questions, provide information, solve a range of problems, and communicate the response back to the user in a human-like manner (Stephanecko & Kozub, 2023).

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter provides general information about English Language Teaching education by examining it at two levels, namely undergraduate and post-graduate education. In addition, it provides an overview of developments with regard to the integration of technology into English language teaching. Finally, the chapter overviews developments and discussions in the literature related to the employment of technology at postgraduate level English Language Teaching education with a specific focus on Chat-GPT use.

2.2 English Language Teaching

In our globalised world speaking and comprehending several languages is crucial for cross-cultural cooperation and understanding as well as for career development and personal growth. Today, in different parts of the world, many people use English to communicate with other speakers whose native language is different from theirs. In this sense, English has become a lingua franca (Harmer, 2003). Hence, facilitating the interaction in multilingual contexts where no single language is universally understood by all participants, English is not only used as a means for fostering personal and professional development, but also for purposes such as cultural exchange, international diplomacy, business or trade, all of which place ELT at the heart of many educational programs in many parts of the world.

Widespread use of English in the whole world has obviously influenced ELT practices and highlighted the need for developing pedagogical programs for teaching it effectively to learners in different countries considering their sociolinguistic realities and diverse needs (Rose et al., 2021) As a result, many educational institutions worldwide integrated English language courses into their programs and good English proficiency became a requirement for students who wanted to study at prestigious universities in their own country or abroad.

The global prominence of the English language has also influenced English language teaching practices, leading to the widespread integration of English language lessons into the curricula across various educational levels (Bigelow, 2010). This integration has necessitated the development of comprehensive teacher education programs to equip English language teachers with the requisite skills and knowledge. To this end, teacher education programs were initiated at universities initially at the undergraduate level. However, as higher-level English knowledge and skills were required in certain pedagogical practices and educational paradigms, postgraduate level English Language Teaching programs were gradually established in higher-education contexts to address advanced educational needs and enhance English teaching practices in general (Zhang, 2021). Akbari and Dadvand (2011) contend that requirements for the undergraduate and postgraduate level English teaching programs differ in terms learning experiences and language proficiency level expected from the students.

2.2.1 Bachelor of Arts (BA) Level

As defined by the European Qualifications Framework of the European Union, BA students studying in ELT programs need to exhibit advanced knowledge and a critical comprehension of pertinent theories and ideas in their subject areas. Within their

specialised field of study, they are expected to have talent, expertise, creativity and critical thinking skills to be able to overcome complicated and unanticipated situations. Furthermore, they should possess the ability to oversee intricate technical or professional tasks and initiatives, to take charge of their own learning and to make decisions in ever-changing and vague circumstances. In addition, they should be able to take accountability for leading and overseeing the professional growth of not only themselves but also their peers by working cooperatively in teams (Kalajahi et al., 2012).

At the BA level, students are mainly introduced to the basic concepts, theories, and practices of ELT. As undergraduate students are at the initial stage of their professional and academic development, they are expected to develop a solid understanding of major ELT theories and practices. Thus, this level of academic program uses relatively simple language to make sure that students understand the fundamentals without going into great detail or complex analysis (Yang et al., 2013).

Academic research is not generally a major aspect of English language education at the BA level as only small-scale research and basic literature evaluations are typically expected research endeavours from BA students (Huddleston et al., 2019). The purpose of these assignments is to teach students how to conduct research, assess sources, as well as organise and clearly communicate their findings.

Additionally, BA students in English language teaching programs are expected to have a broad range of area-related jargon to be able to comprehend academic reading texts in their undergraduate studies (Harji et al., 2015; Zorba, 2019). To this end, they are exposed to academic and essential ELT vocabulary during their four-year education.

Also, to facilitate their comprehension of the subject matter related to ELT, undergraduate language education programs focus on familiarizing students with the essential language required to discuss and analyse ELT concepts at an academic level. In this regard, results of a research study conducted at Eastern Mediterranean University has revealed that the ELT undergraduate students have a somewhat average vocabulary size which enables them to cope with advanced studies at the university level (Kalajahi et al., 2012). Likewise, the process of building critical thinking abilities is underway for BA students. Rather than providing novel insights, their assessments are typically more descriptive, emphasising the explanation and summarisation of already-known information. Additionally, in undergraduate level English teaching programs, learners are exposed to a variety of cultures and ways of thinking (Yang et al., 2013).

2.2.2 Master of Arts Level

According to the European Qualifications Framework of the European Union published by Ministry of Science, Technology and Innovation (2005), MA students in English language teaching are required to have highly specialised knowledge, including cutting-edge competence in their field, which forms the basis for innovative ideas and unique research. They should exhibit a critical understanding of important knowledge in their field as well as related to the interdisciplinary issues influencing their field. They are also expected to possess advanced problem-solving capabilities to be able to conduct innovative projects and research or to come up with original ideas, novel information or techniques while fusing insights from other domains. Additionally, MA ELT students should be prepared to employ new strategies to manage and adapt to unpredictable and difficult work or study circumstances. They should also assume accountability for analysing and improving teams' strategic

performance to make contributions to professional knowledge and practices in their own field. Hence, solid research skills, deeper analytical ability, and skilful academic language use define this advanced level of study (Cisco, 2019). In this regard, MA ELT students are expected to have higher levels of academic English proficiency compared to undergraduate students.

Clearly, the students pursuing an MA study in ELT should be able to do critical and advanced analysis, investigate theories in greater detail, carry out independent study, and take part in more complex synthesis and evaluation. Writing theses and research papers, as well as taking part in challenging intellectual discussions, help the MA students to refine their academic English, analyse and critically assess materials and add to the wealth of knowledge in the field of ELT. Furthermore, the MA ELT students are required to carry out distinctive research, which frequently entails advanced methodology and thorough literature analysis. They must also exhibit a high degree of academic integrity, critical thinking, and originality in their demanding research projects (Shaukat et al., 2014). To this end, they are expected to choose research topics considering existing research gaps in English language education, well-plan their research projects, gather and evaluate data on their research topic using appropriate research methods, and consequently present their findings in academic settings in an effective way.

Students pursuing an MA in the field of ELT need to utilise advanced vocabulary and specialised terminology related to their topic of study. They should be able to concisely and effectively communicate difficult concepts and arguments. They are also expected to critically engage with scholarly material and reflect their deeper comprehension of

ELT topics in their academic work using sophisticated academic language (Sukyong, 2023).

As reported in the literature, due to their extensive exposure to a greater number of readings in the MA program, the MA students should be more aware of the significance of critical thinking in academic work when compared to undergraduate students (Yousefi & Mohammadi, 2016) and their work should exhibit a deeper comprehension of the subject matter under focus. In this regard, postgraduate English language teaching programs attach importance to students' ability to formulate persuasive arguments, interact critically with the existing body of literature and provide new ideas to the ELT field.

It should be noted that whether it is the undergraduate or the postgraduate level, ELT is a dynamic field continually evolving, as evidenced by the increasing number of individuals learning it as well as the institutions and organizations dedicated to its promotion (Bigelow, 2010). Thus, characterized by strong dynamism, ELT is far from being static as it constantly develops in line with all the advancements on a wider scale, specifically technological developments.

2.3 Technology-Integrated English Language Education

Technology has changed various aspects of everyday life, especially language learning. Over the past few decades, the advances of technology in language education have transformed the approaches to language teaching and learning. Al-Kadi (2018) explains technology integration as the deliberate use of any form of contemporary technology in language instruction. Through digital tools and resources, traditional language learning methods can be turned into dynamic and interactive

educational experiences. Additionally, the incorporation of technology in language teaching can enhance learner autonomy and involvement and enable easier access to authentic language materials.

It is acknowledged that integrating technology into English teaching and learning processes is crucial for the development of fundamental language abilities including speaking, reading, writing, and listening (Dina & Ciornei, 2013). It is also noted that teachers and students can benefit greatly from the hardware and software technology resources utilised in English language teaching and learning as technology use enhances availability and access to cost-effective language materials (Al-Kadi, 2018). Recent research has demonstrated that technological applications have a positive impact on language acquisition, instructional approaches, and curricula. According to researchers, when implemented well, technological integration offers users of digital tools numerous advantages, including various possibilities for both formal and informal language acquisition, scaffolding, gamification, and more (Syathroh et al., 2021).

In the last decades, the practice of integrating technology has been explored under numerous headings. In the final quarter of the 20th century, Chapelle (2003), coined the phrase computer-assisted language learning (CALL) referring to 'any process in which a student uses a computer and, as a result, develops his or her language skills' (Deutschmann & Vu, 2015). In the literature, three different phases of computer-assisted language learning are reported: behaviouristic, communicative, and integrative. Repetitive drills were the main focus of behaviouristic CALL, which had the advantages of self-paced learning and regular access to materials. Thus, it can be stated that technology-integrated teaching practices were inadequate at this stage.

However, in the second phase, that is the Communicative CALL stage, exercises that focused on communication, improving writing and critical thinking were integrated into English Language Teaching and consequently in the third phase, Integrative CALL has encouraged student autonomy by utilising the internet and multimedia to offer a wealth of resources to learners (Dudeney & Hockly, 2012). Obviously, to follow technological developments in education and to be able to integrate their use into their teaching practices, teachers must be well-trained, and institutions must be well-prepared. They should also be well-resourced to be able to deal with challenges including high costs and technical restrictions in technology-integrated teaching in day-to-day practices (Dina & Ciornei, 2013).

There are multiple advantages of integrating CALL into education process. When used appropriately, network-based technology allows students to actively produce and explore knowledge, which also improves experiential learning (Lee, 2000). Through engaging exercises and language skill development, technology integration into language education can boost student motivation, encourage self-assurance and promote autonomous learning (Harry & Sayudin, 2023). Technology makes real materials accessible and fosters more local and international connection. Two decades ago, Lee (2000) reported that technology use can facilitate individualised learning, enabling students—both cautious and accomplished—to realise their full potential. In a similar vein, Dina and Ciornei (2013) noted that technology provides access to a variety of information sources and promotes global understanding in an environment of cultural diversity. However, they also caution educators about possible obstacles related to the implementation of technological tools in education. One possible disadvantage of technology integration can be teachers' having less responsibility,

which could in turn impede students' ambition and creativity. Also, students who are analytically orientated may benefit from breaking up of the teaching content into clear, well-defined chunks via AI-powered learning tools; however, researchers also caution that overly personalised instruction through the use of technology might reduce teacher-student communication and isolate the learning process from its crucial psycho-social environment (Dina & Ciornei, 2013), which are reported to be fundamental aspects of learning processes based on the constructivist theory.

2.3.1 Constructivist Approaches

As constructivism has a long history, there is an extensive amount of literature on the constructivist approach. Founders of constructivist theory, Jean Piaget, Lev Vygotsky, Jerome Bruner, and John Dewey (Tarnopolsky, 2012), advocate that students' prior knowledge need to be activated through the analytical structure of experiences and learning processes in English language classes (Ghosh & Rahman, 2023). This implies that students learn through critical thinking, creativity, problem-solving, and inquisitive learning in a world that is dynamic and constantly changing due to relativism and subjectivism. Through peer interaction and the application of past experiences, students can enhance their language proficiency using constructivism as a teaching strategy. According to Sandholtz et al. (1997), constructivist teaching methods that prioritise problem solving, concept creation, and critical thinking over the recollection of knowledge are the most effective and efficient ways to employ technology. They are student-centered teaching methods with the teacher acting as a facilitator. Constructivism maintained that a teacher at the front of the room cannot impart information to the students who have a passive role in the learning process as knowledge construction is an active process and learners are the creators and builders of meaning and knowledge (Venkadeswaran & Ramanathan, 2019).

The way we teach and learn today appears to be changing as a result of educational technology, particularly computer and Internet technologies, which have emerged as powerful teaching tools in the classroom. Because of this, pedagogies for school reforms are more heavily impacted by and based on the "constructivist" theories of learning, which entail technological applications in education for meaningful and active knowledge construction (Ayas, 2006).

According to Arpentieva et al. (2021), a thorough methodological, theoretical, empirical, and practical investigation of the constructivist educational model is necessary, as the application of constructivism to educational ideologies and technologies enforces a re-evaluation of the traditional educational paradigms. When integrated well, technology provides resources that support experimentation, ingenuity, and teamwork, all of which improve constructivist language instruction (Ghosh & Rahman, 2023). Technology that facilitates peer collaboration through platforms like virtual classrooms, social media groups, and collaborative writing tools is a benefit to constructivism, which emphasises the social aspect of learning (Jia et al., 2020). For instance, students collaborating in digital group projects can improve their language abilities, create meaning together, and provide feedback to each other. Furthermore, technology enables constructivist-aligned, personalised, and adaptive learning experiences (Arpentieva et al., 2021) and thus, the content of online courses and language learning apps can be tailored to the needs, background knowledge, and pace of individual students.

Although there are many advantages of integrating constructivist approaches and modern technology into ELT, there are challenges as well. To successfully integrate technology within a constructivist framework, teachers must possess the requisite

pedagogical understanding and digital literacy skills (Venkadeswaran & Ramanathan, 2019). Furthermore, in many educational environments, having access to technology and internet connectivity may be a challenge. In order to ensure that digital tools enhance rather than dominate the learning process, it is crucial to consider a balanced use of technology while aiming to address pedagogical objectives (Ayas, 2006). Constructivism is expanded upon by social constructivism, which takes into account the significance of cultural phenomena and the social context in the process of knowledge acquisition (Jie et al., 2020).

2.3.2 Socio-Constructivist Approaches

Social constructivism is a paradigm that works effectively for including interactions and collaboration in educational activities because it views learning as a dynamic process and relationship between cultures. According to Vygotsky, the founder of social constructivism (1978), knowledge is shared, built, and reconstructed by learners as a result of interactions within a social context rather than being purely internal to the individual (Ayas, 2006). In other words, socio-constructivist theory holds that knowledge is created through social interaction and is a shared experience rather than an individual one. Socio-constructivists also advocate that knowledge acquisition is an adaptive function intended to structure experiences, and it is the outcome of an individual's active mental processing in a social setting (Ansyari, 2012). In order to benefit from learning using social constructivism, students must be well prepared prior to attending the class. This will ensure their comprehension of teaching materials as well as their active engagement and full participation in the learning processes, which may include both in-person and online activities (Ghosh & Rahman, 2023).

As social interactions provide people the linguistic abilities and awareness of cultural norms, learners need to use the resources at their disposal in the process of learning. In this regard, socio-constructivist theory plays a significant role in teacher education programs and it is reported to be the driving force behind effective TPACK (Technological Pedagogical Content Knowledge) professional development plans for in-service educators in the literature (Novita & Purvati, 2022).

Although incorporating technology and socio-constructivist methods into ELT has numerous benefits, there are some significant factors which should be considered prior to their integration. Primarily, English language teachers should possess strong digital literacy abilities and a thorough understanding of pedagogical and technological developments in order to effectively integrate emerging technological tools into their teaching (Jia et al., 2020). In some education environments, uneven access to digital materials and internet connectivity can present obstacles to learning. A further concern is relying too much on technology at the expense of educational objectives. Therefore, it is important that language teachers maintain a balance between utilising digital resources and preserving the human component of teaching and learning processes in their everyday practices (Singh, 2019).

Since teaching of the English language cannot be done in a vacuum, it is important that ELT practices are founded on socio-constructivist principles. Related to this, Brown (2024) argues that ELT involves engaging with broader social, cultural, economic, and political complexities. Similarly, it is suggested that English is intertwined with diverse contexts, which makes it essential for ELT to incorporate discussions that develop not only learners' understanding of their roles as society members (Pennycook, 2017) but also their skills to effectively evaluate the impact of

emerging technological developments like AI on their own learning as well as the society at large.

2.4 Use of AI-Powered Learning Tools in Postgraduate English Language Education

Perhaps the most striking technology of the 21st century is artificial intelligence (AI), which has already begun to modify the structure of many sectors, including education. Simply put, AI is the simulation of human intelligence by machines, particularly computer systems designed to perform specific tasks that typically require human intelligence (Long & Magerko, 2020). AI chatbots can serve as intelligent instructors in the educational context, educating students by executing lesson plans, stimulating dialogue, and providing student feedback (Mageira et al., 2022). In some scenarios, AI chatbots can even assist human teachers by answering questions immediately whenever they pose them and providing recommendations to students, which is something that cannot be accomplished or is not profitable through the endeavours of human tutors.

Nowadays, the potential of AI technologies is widely being realized especially in the field of ELT. AI-powered learning tools are particularly used to improve pedagogic and learning processes in English language instruction. AI-powered learning tools are educational systems based on AI technologies, including machine learning and natural language processing, which assist in enhancing students' learning experiences (Harry & Sayudin, 2023). In the recent years, AI-enhanced tools are being used more frequently by postgraduate students in foreign language teaching programs, reshaping language learning and teaching approaches. Before the arrival of large language models (LLMs) like Chat Generative Pre-Trained Transformer (ChatGPT), Llama 3,

and Gemini (Pang et al., 2024), technological developments in areas such as intelligent tutoring systems (ITS), computer-assisted language learning (CALL), mobile-assisted language learning, multimedia language learning, e-learning, and technology-enhanced language learning (TELL) were already yielding advancements in the field of language education.

In recent years, artificial intelligence (AI) has transformed the approach to the way in which languages are taught and learned. This is particularly relevant for postgraduate students, who need more advanced and customised language assistance (Bearman et al., 2023). AI-powered resources, such as ChatGPT, have become essential for offering teachers and students cutting-edge methods of teaching languages because they facilitate automated writing evaluation by providing immediate feedback on coherence, style, and grammar, all of which are critical for language learners looking to advance their writing abilities (Ghafar et al., 2023). Likewise, conversational AI, like ChatGPT, simulates human-like English conversations, which is a major contribution to language practice. According to researchers, chatbots are beneficial for both students and teachers because they create interactive settings for language learning by involving students in conversations, role-plays, and dialogues. In addition, speech recognition technology offers learners immediate pronunciation feedback, which helps them improve the quality of their spoken English (Ghafar et al., 2023). Teachers can also benefit from ChatGPT while producing lesson plans and exams as well as streamlining the teaching processes.

2.4.1 Studies on the advantages of Chat-GPT Use in ELT

The newest development in AI-powered communication is ChatGPT. The emergence of ChatGPT, a general-purpose conversation chatbot, on November 30, 2022, is noted

to significantly impact various societal aspects (Ali et al., 2023). The term "generative pretrained transformer," or GPT, refers to an AI system that can comprehend human input and generate response texts that are remarkably close to human language, making it difficult to tell the difference between text produced by human beings and AI (Rasul et al., 2023), which is a reason why ChatGPT elicited positive and negative feedback within the field of education.

ChatGPT has several benefits for language learning. Primarily, it is reported that the use of ChatGPT in learning holds promising potential for improving productivity and efficiency in the educational process (Firaina & Sulisworo, 2023). For example, it offers a responsive and interactive conversational platform that lets students practise and improve their English anytime, anywhere. However, it is important to consider and verify the information provided by ChatGPT with more reliable and accurate sources. Secondly, not only is ChatGPT capable of correcting sentence structure and grammar, but it can also help with writing and editing. This makes ChatGPT a valuable tool for learning outside of the classroom in language education (Ali et al., 2023). In addition to answering questions, ChatGPT can lead real English conversations, which greatly enhances language learners' competency by involving them in meaningful discourse that helps them practise fluency, increase their vocabulary, and improve their grammatical competence (Pang et al., 2024). In this way, the utilization of ChatGPT helps to elevate the efficiency of students' academic writing as discussed in the literature (Dergaa et al., 2023). This kind of active user participation can also encourage critical thinking and prompt replies, both of which are necessary for efficient language learning.

The incorporation of Chat GPT aligns with current theoretical frameworks and effective approaches in the instruction and acquisition of English language. By promoting the principles of constructivist learning theory, communicative language teaching, task-based learning, personalisation and differentiation, and technology-enhanced learning, GPT chat can scaffold active, communicative, and task-based learning processes (Hatmanto & Sari, 2023).

The use of ChatGPT and related AI tools can influence students' learning styles in a number of ways. The term "learning styles" describes the different methods that students choose to learn, including kinaesthetic, visual, auditory, and reading/writing styles (Çakmak İşıtmez et al., 2023). Up-to-date research confirms that ChatGPT holds potential to impact students' preferred methods of information absorption, processing, and retention by offering personalised, interactive, and adaptable learning experiences (Khan et al., 2024). One of the main advantages of EAI (Educational Artificial Intelligence) is reported to be its adaptability, which provides the opportunity for personalised learning based on the needs and speed of each individual student, which makes it perfect for distance learning in non-face-to-face situations (García-Martínez et al., 2023). Personalised feedback can be further supported by technology, such as video lessons, which also enables students to go over the material more than once to ensure they fully understand the learning content.

As discussed in the literature, ChatGPT can be useful for facilitating and optimising students' diverse learning styles as it has the ability to boost personalized learning experiences by providing adaptive and adjustable learning experiences to students. Because of its natural language processing skills, it can provide interactions, recommendations, and feedback that are specifically catered to each student's needs

and learning styles (Abas et al., 2023). For instance, ChatGPT can support both visual learners by generating visual summaries, graphic organizers, and multimedia content recommendations to aid comprehension, and auditory learners by simulating conversations or language practice sessions to enhance speaking and listening skills in a safe and controlled environment (Mema et al., 2023). In this sense, ChatGPT is more than simply a tool for postgraduate students in the English Language Teaching program; it's a transformative agent that's changing the way they learn, interact, and progress in their studies (Monika & Suganthan, 2024).

Another important area for the postgraduate ELT students is learning strategies. Students employ learning strategies as tools to help them absorb in, process, and retain knowledge. By offering new tools and approaches for achieving academic achievement, ChatGPT has the potential to profoundly impact and transform the learning strategies of postgraduate ELT students (Boudouaia et al., 2024). In addition to helping students think and organise their ideas more effectively, it can also enhance their academic language abilities by providing immediate feedback on writing, vocabulary growth, and grammar (Xiao & Zhi, 2023). Also, ChatGPT can facilitate research and writing by producing outlines, summarising articles, and offering inspiration—all of which lead to a more efficient and targeted research process. Likewise, researchers can use ChatGPT to identify relevant results from the literature and summarise lengthy texts, as suggested by Rahman et al. (2023). Accordingly, while researchers can benefit from increased consistency, improved flexibility, increased speed, and reinforced objectivity when using AI-powered learning tools like ChatGPT, with its thorough examination and helpful criticism, GPT can also greatly help postgraduate students to improve their writing abilities (Bozic & Poola, 2023).

Significantly, ChatGPT is useful for boosting the effectiveness and efficiency of research writing, which is perhaps one of the most challenging domains for university lecturers and students, particularly non-native English speakers (Sok & Heng, 2024). Through an analysis of a student's writing style, GPT can pinpoint areas in need of development and offer customised recommendations to enhance postgraduate student work. This may provide scaffolding for postgraduate students in producing writing that is more precise and polished, by correcting their grammatical mistakes such as punctuation, spelling or other grammatical inconsistencies by providing guidance on how to correct them. By acting as a translation tool, it can also facilitate postgraduate students' understanding of complex materials, promote inclusivity, and encourage critical thinking by prompting postgraduate students to assess and carefully consider AI-generated recommendations (Mohammed et al., 2023).

The application of Chat GPT to personalised learning in higher education has been the focus of several empirical studies. For instance, results of a recent study indicate that ChatGPT can increase the efficacy of personalised learning by giving students real-time feedback (Abas et al., 2023). Along the same lines, Wang et al. (2021) demonstrated in another study that Chat GPT may be used to adapt learning materials to each student's unique learning preferences and style. When applied for creating personalised learning experiences based on the particular requirements and interests of each student, GPT can also be a very effective tool in postgraduate education since through an analysis of each student's unique learning style and preferences, it offers personalised resource recommendations for postgraduate students. This may entail recommending particular movies, books, and articles that fit the student's interests and learning style. For example, GPT can suggest movies or interactive materials that

address a particular student's needs when he or she is struggling with a particular topic or it may indicate a predilection for visual information.

By offering materials that align with the student's learning style with a personalised approach, ChatGPT does not only help to meet postgraduate students' unique educational needs but can also increase their motivation and engagement levels in the learning process. In general terms, ChatGPT offers customised, technologically advanced language learning experiences that promote learner engagement, language use in real-world situations, and communicative proficiency for language learners. In this sense, students express contentment with the assistance it offers, noting its capacity to provide personalized guidance, answer questions, and offer explanations, thereby enhancing their understanding and overall learning experience (Hsin, 2024). Blended learning techniques that incorporate Chat GPT discussion utilise technology to enhance language learning experiences by supporting in-person instruction and encouraging learner autonomy and motivation (Hatmanto & Sari, 2023).

Research results also reveal that the frequency of ChatGPT usage and academic achievement are significantly positively correlated. In this regard, researchers report that academic performance is generally stronger for students who employ ChatGPT for tasks including creating text, seeking assistance, and analysing course-related material (Khan et al., 2024). Thus, it can be assumed that ChatGPT can help postgraduate ELT students build their knowledge by producing academic material, clarifying difficult ideas, and offering modified advice. By recommending different approaches, summarising texts, and providing comments, it can also support research and critical thinking enabling postgraduate students to have a deeper apprehension of ELT concepts and procedures (Khan et al., 2024).

Regarding thesis research, there are several ways that postgraduate students can benefit from ChatGPT. Findings of the research conducted by Rahman et al. (2023) indicate that ChatGPT is a useful tool for brainstorming, generating ideas, and identifying topics for research. However, in this study while reporting that ChatGPT can help with the formulation of hypotheses, the identification of new research directions, and the detection of potential research questions, researchers strongly advise that academics to rely on ChatGPT only to a certain extent because it is not able to generate research questions, problem statements, research gaps, and hypotheses with accuracy for sophisticated research studies (Rahman et al., 2023). For example, instead of using ChatGPT to write the literature review section, the researchers suggest using it to summarise extensive literature. Lastly, it is stated that ChatGPT is not reliable when analysing quantitative data; however, it can assist researchers in comprehending the fundamental theoretical concepts required for their analytical instruments and methods (Rahman et al., 2023).

All things considered, ChatGPT presents great opportunities for postgraduate students studying in the MA ELT program. However, it is crucial that they utilise it sensibly using their analysis, synthesis and critical thinking skills as there are some drawbacks of its integration into teaching-learning processes at the postgraduate level.

2.4.2 Studies on the drawbacks of Chat-GPT Use in ELT

Despite its advantages like improving learning experiences and offering personalised education, there are a few issues that must be resolved to guarantee that ChatGPT is used in educational settings in an effective and responsible way. Some concerns related to ChatGPT use can be listed as over-reliance on technology, a lack of social connection, problems with biases and accuracy, the possibility of plagiarism, breach

of privacy, and ethical issues (Tayşı et al., 2025). The tendency of students' being overly dependent on technology is another concern regarding ChatGPT use in academic contexts in this age. Realizing the advantages of its use, students in current higher education systems seem to rely more and more on ChatGPT and related AI-powered learning tools as they can seamlessly integrate it into their studies to solve problems and find answers (Bozic & Poola, 2023).

It is also reported that overreliance on ChatGPT may be a hindrance for autonomous learning and this dependence may impede the development of students' critical thinking abilities. Students may also be tempted to take advantage of AI-generated materials as a shortcut rather than fully engaging with the topic, which can impair not only their critical thinking skills but also their abilities of conducting effective analysis (Ridzuan et al., 2024). This dependence may eventually weaken their ability to solve problems, making them less capable of managing difficult or unclear tasks that call for autonomous judgement and thought. Another important concern related to the overuse of ChatGPT is lack of social interaction (Du & Alm, 2024). Although ChatGPT can mimic human-like speech, social and emotional connections that take place in real-world situations cannot be replaced through its use. Related to this, Ngo (2023) caution that imbalanced application of AI-powered learning tools in educational practices is likely to have a negative impact on students' social skills and empathy as it will reduce their real-life face-to-face interactions in higher education contexts (Ngo, 2023).

Since the accuracy of ChatGPT's replies is dependent on the data used for its training, another challenge in its use is related to the production of accurate and unbiased information. To caution educators in this regard, researchers underline that the AI model may reinforce biases or mistakes in the training data in the material it generates

(Romero-Rodríguez et al., 2023). This can be troublesome in educational settings in which students accept material produced by AI without evaluating its accuracy. Information that is biased or inaccurate may also mislead students by offering false information or reinforcing stereotypes. This problem can get more complex in the absence of contextual knowledge, as ChatGPT, while technically valid in and of itself, may provide deceptive or improper responses as it considers an issue from a general perspective due to its inability of taking context specific-realities into account (Bekou et al., 2024).

Plagiarism is another concern related to the incorporation of ChatGPT in academic contexts since students may engage in academic dishonesty by producing written work without giving due credit to the original writers of the related sources while using it. As it is quite simple for postgraduate students to access AI-generated content, academic integrity is being highly questioned in academic environments these days. In the absence of appropriate supervision and guidance, postgraduate students may abuse technology by submitting assignments that do not represent their own learning or comprehension, undermining educational processes as well as the essence of education (Kostka & Toncelli, 2023).

There are also serious privacy and security issues related to ChatGPT use in educational contexts (Huallpa, 2023). As AI models such as ChatGPT need huge datasets that may contain private student and teacher data, its employment may involve the risks of improper handling, disclosure, or exploitation of personal information resulting in privacy violations. Hence, to preserve students' privacy rights and the public's confidence in the educational system, it is critical to make sure that data provided for training and utilising AI tools are handled ethically and securely. As there

are also important ethical considerations concerning ChatGPT use in higher education (Bozic & Poola, 2023), it is important to be cautious about matters like data privacy, security, and possible abuse or misuse of technology in education. Furthermore, not all schools or students may have access to the significant technological infrastructure needed for ChatGPT deployment such as high-speed internet, computing resources, and specialised software (Huallpa, 2023). It should therefore be considered that students in these institutions may be disadvantaged compared to students in high-tech educational environments as this digital divide can worsen already-existing educational disparities for different student groups.

2.5 Summary

In this chapter, significant research findings on how foreign language instruction is changing in the digital age via AI-powered learning tools were reported. It was also discussed that never-before-seen prospects are likely to influence English language instruction at the undergraduate and postgraduate levels due to ongoing advancements in digital technology. Recent research findings shared in this chapter also revealed that through the integration of cutting-edge digital tools into conventional pedagogical practices more effective, engaging, and enriched learning opportunities can be provided for language learners. In this sense, it was discussed that tertiary-level educational programs can benefit from the incorporation of ChatGPT, as long as all the stakeholders are conscious of the advantages and disadvantages of its use and a deliberate and balanced approach is adopted in its employment.

Chapter 3

METHODOLOGY

3.1 Presentation

The first section of this chapter describes the overall research design of the study. The second and third sections provide information on the research questions and the research context. In the following sections research procedures, including information about data collection and analysis processes are described in detail and information is given about the research participants.

3.2 Overall Research Design

This study aimed to explore the views of both the postgraduate students and the instructors on the potential benefits and pitfalls of ChatGPT use in the MA ELT program offered by the Foreign Languages Education Department of the Faculty of Education at Eastern Mediterranean University. According to Vygotsky's conceptualisation of constructivist learning theory, students actively participate in creating knowledge through engaging, interactive experiences (DeVries, 2000). This theoretical paradigm highlights that learners actively construct information through interaction with their surroundings and with others, rather than passively absorbing it. Interactive language learning resources like chat-based discussions give students the chance to actively participate in language creation, practise problem-solving techniques, and hone their communication abilities, all of which promote language development (Hatmanto & Sari, 2023). Similarly, based on the principles of constructivist learning theory, this study intended to explore if and to what extent

ChatGPT use influences postgraduate students' academic studies in terms of MA in ELT program requirements.

The study used a phenomenological research approach. The origin of phenomenological research which dates back to the early 20th century is a popular and frequently used approach in qualitative inquiry today. Building on the foundational work of Husserl and Heidegger, regarded as pioneers of phenomenological research, this approach allows researchers to deeply explore and understand individuals' experiences, capturing details intricate details which other research methods may overlook (Cohen et. al., 2000). In this sense, it was ideal for studying lived experiences of the MA students and the instructors in this study. Providing information on postgraduate students' experiences while using ChatGPT, this approach enabled to discover the meaning the students attached to ChatGPT use in their academic studies and how these encounters influenced their academic growth as perceived and voiced by the students themselves (Moustakas, 1994; Van Manen, 1990).

In addition to uncovering the meaning of ChatGPT use for the MA students, this approach facilitated exploration of the instructors' perceptions regarding the use of ChatGPT by their students and its impact on their academic performance from their perspectives. In this regard, employment of phenomenological inquiry enabled consideration of different perspectives on the use of ChatGPT, a phenomenon that is not sufficiently explored due to its being very recent. Consequently, by investigating both the MA students' and the instructors' subjective experiences as lived by themselves through the use of phenomenological approach, this study was able to provide novel insights into the essence of ChatGPT use in a real educational setting where both ChatGPT-student and student-teacher interactions are believed to play a

significant role in postgraduate students' academic success (Smith et al., 2009; Van Manen, 1990).

Research that investigates and offers more profound understandings of real-world issues is known as qualitative research. As opposed to quantitative research, which collects numerical data and intervenes or introduces treatments, qualitative research collects in-depth information experiences, opinions, and actions of individuals and rather than addressing how many or how much, it addresses the hows and whys (Creswell & Creswell, 2018). Fundamentally, qualitative research poses open-ended enquiries like "how" and "why", responses to which are difficult to quantify. In this respect, qualitative research design is frequently not linear like quantitative design because of the open-ended nature of the research questions (Tenny et al., 2017). The study is a case study because the researcher focused on a specific context, which is the MA ELT program offered by the Foreign Languages education department at EMU. In a similar vein, in this study the following open-ended research questions were posed to explore how the MA students perceive the use of ChatGPT and how the instructors perceive its use by their students in the MA ELT program.

3.3 Research Questions

Accordingly, the study addressed the following research questions:

1. How do MA ELT students employ Chat-GPT in their academic studies?
2. How do the postgraduate instructors perceive the use of Chat-GPT by their students in the MA ELT program?
3. How do the MA students' and the instructors' views on Chat-GPT use in academic studies compare?

3.4 Context

The present study was conducted at The Eastern Mediterranean University (EMU), an internationally recognized institution, in the Turkish Republic of Northern Cyprus (TRNC). The English Language Teaching Master's Program at Eastern Mediterranean University comprises a total of 17 courses, including four required courses and thirteen elective or regular courses (El-Bodon, 2019). The four required courses are 'Approaches, Methods and Techniques in ELT', 'Second Language Acquisition', 'Research Methods in ELT', and 'General Linguistics'. Requiring high-level English proficiency level from postgraduate students, MA in ELT program provides a comprehensive curriculum integrating theoretical, practical as well as research-oriented aspects of applied linguistics.

To ensure the MA ELT students' success as both practitioners and researchers, the program requires achieving the following learning outcomes:

- Enhancing effective communication skills for academic purposes,
- Developing advanced knowledge of the ELT scholarship,
- Acquiring advanced knowledge of the most recent academic/professional trends and innovations,
- Enhancing critical thinking skills and conceptual competence,
- Developing the ability of integrating knowledge and skills across the fields concerned with ELT,
- Improving students' critical awareness of various ELT-related problems and their ability to generate creative solutions,
- Developing specialized research skills to conduct and report research,

- Acquiring the knowledge of ethics in their research and professional endeavours,
- Becoming well-equipped in their teaching careers and/or PhD studies,
- Acquiring the philosophy of lifelong learning as well as continuous professional development,
- Raising students' awareness as regards the impact of ELT in today's globalized world.

3.5 Participants

The present study involved a total of 15 postgraduate students and 5 postgraduate instructors. As the study aimed to capture a diverse range of experiences and opinions regarding the employment of ChatGPT for academic purposes, participants of the study comprised MA students who studied in the Postgraduate English Language Teaching Program of the Eastern Mediterranean University as well as their instructors. Prior to the study, every participant gave consent to engage in this study in line with the requirements of the EMU research ethics board (see APPENDIX I-A & APPENDIX I-B).

3.5.1 Profiles of the MA Students

All the students who participated in the current research have either studied or currently studying at in the MA ELT program at Eastern Mediterranean University. A total of 15 MA students participated in the current study. Nine of these students were female and 6 were male. Most of the participating students were in their mid-20s. Four of the student participants were 26 years old. Three of the participants were 25 years old and another three were 24 years old and three others were 23 years old. One of the remaining two students was 22 years old and the other one was 34 years old. Thus, with the exception of one elder participant the majority of the participating MA

students were in their early to mid-twenties. The age distribution of the students can be seen in the bar chart provided in Figure 1 below.

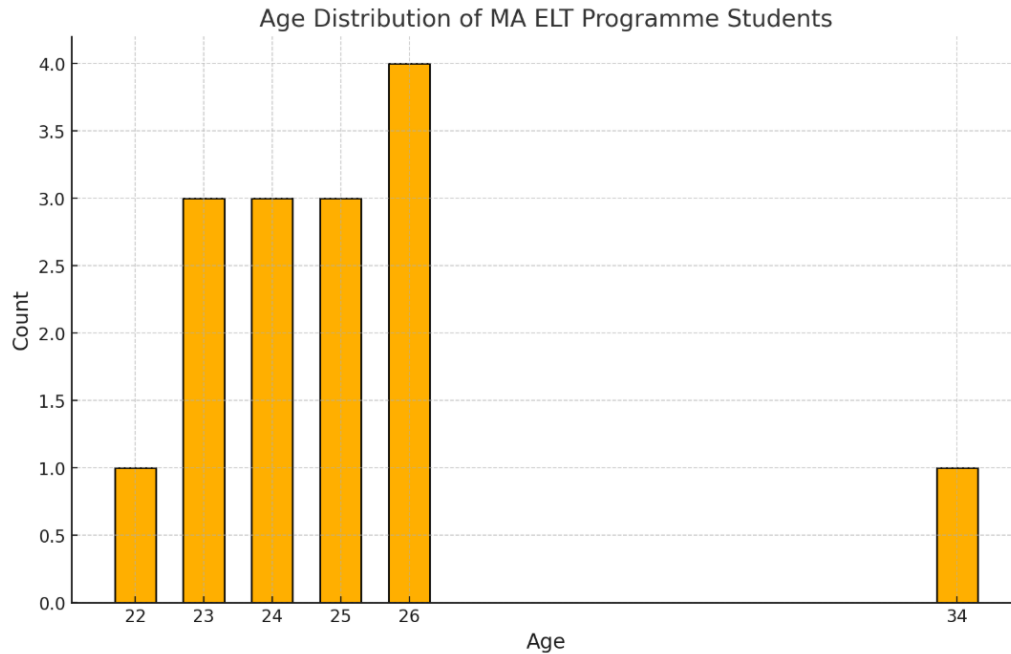


Figure 1: Age Distribution of MA ELT Program Students

As the data in Figure 2 displays out of 15 participants, 11 participants were Eastern Mediterranean University graduates who received their undergraduate degree from the same institution where the present research study has been conducted. Remaining four participants graduated from other universities. One of the participants was a graduate of Suleyman Demirel University in Kazakhstan and another one from Bilkent University in Turkey. The remaining two students graduated from UH Tabriz University in Tabriz, and Middle East Technical University in TRNC respectively. Hence, along with a modest but varied representation of universities in other countries like Turkey, Iran, and Kazakhstan, there was a notable representation of graduates from the host university of the present research. Detailed presentation of the students' universities at the undergraduate level is provided below.

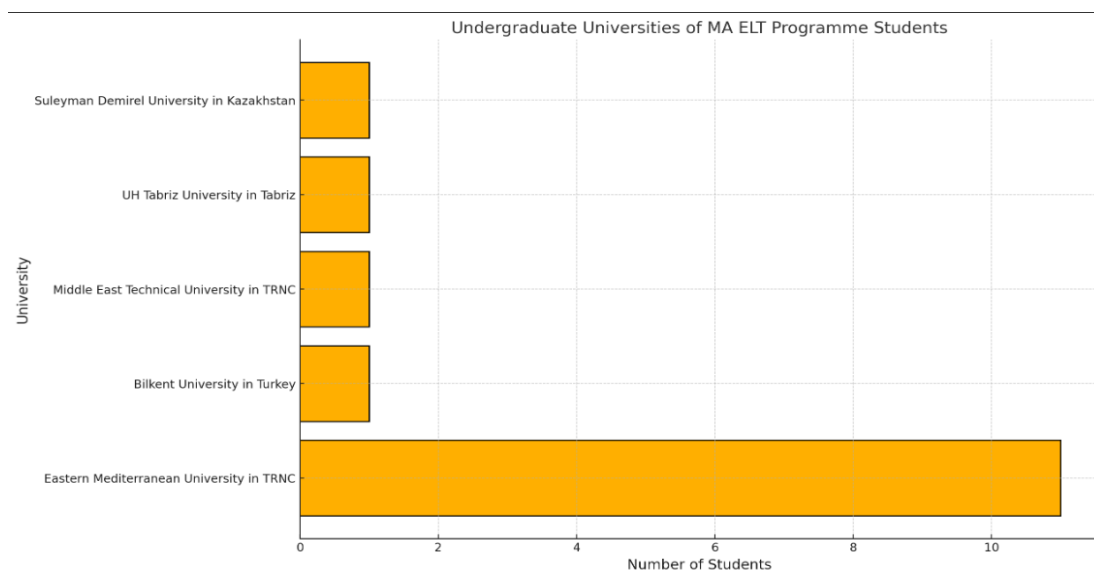


Figure 2: Undergraduate Universities of MA ELT Program Students

3.5.2 Profiles of Postgraduate Instructors

Five postgraduate instructors who teach in Eastern Mediterranean University's MA ELT program participated in the study. When the profiles of the instructors who participated in the study are analysed, it can be seen that three of the participating instructors were female and two of them were male. The participating instructors had a remarkable amount of professional expertise with a range of 14–36-year teaching in the MA in ELT program. The participants collectively comprised a varied and experienced group that provided multiple perspectives about the MA ELT program. Their combined expertise, developed over many years of professional action, offered a solid basis for analysing the topics included in this study.

3.6 Procedures

A set of procedures were followed in carrying out the present study. Initially, all the required forms were filled in with research details to get the approval of EMU ethics committee for conducting this study. After receiving the permission, the study was initiated in the research context (Please see EMU ethics committee decision in

Appendix III). To ensure appropriate selection of participants based on the goals of the study, initially purposeful sampling method was employed in this study. The rationale behind the use of purposeful sampling method in this study was to gather rich and detailed information on the topic under focus by selecting students and instructors who have first-hand specific knowledge and experiences pertinent to the study (Patton, 2015). However, as the researcher was able to secure the consent of all the research participants in the research context, in addition purposeful sampling she applied the method of convenience sampling in the present study. Convenience sampling defines a process of data collection from population that is close at hand and easily accessible to the researcher (Rahi, 2017). Convenience sampling allows researcher to complete interviews or get responses in a cost-effective way, however it is sometimes criticized in the literature because of the possibility of selection bias due to focus on a specific target population. Since convenience sampling basically means that the researchers used a sample which is readily available and they have access to, it can be applicable to almost any research (Golzar et al., 2022). Since this sampling method makes it convenient for researchers to observe behaviours, and elicit beliefs, and opinions of the research participants, it was the preferred sampling method in this study. Through the use of this method, the researcher, also a postgraduate student in the MA ELT program, could easily approach the research participants.

In order to obtain a thorough understanding of how Chat-GPT is used in postgraduate studies, all the MA students who studied in the EMU's Postgraduate English Language Teaching Program between 2022-2024 were approached and asked if they would be willing to participate in the present study. Likewise, all the instructors who have been teaching in this program for years, were requested to participate in this study to get

their feelings and perceptions. Selecting participants in this way enabled elicitation of a broad range of perceptions, feelings and experiences related to the use of ChatGPT by the MA students in the MA ELT program not only from the students who studied in this program but also the faculty.

Employing a thorough and transparent informed consent procedure, the study gave priority to voluntary participation in accordance with ethical research norms. This made sure that participants were willing to participate in the study without feeling pressurized. Consequently, the participants who were positive about participating in the study received comprehensive information about the aim, scope and procedures of the study.

3.7 Data Collection

In accordance with the requirements of the EMU research ethics board, every participant gave consent to engage in this research prior to the initiation of this study (see APPENDIX I-A & APPENDIX I-B). To explore the perceptions and experiences of the MA students and their instructors regarding the use of Chat-GPT, a semi-structured interview guide was used (see Appendix II-A and Appendix II-B). The semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions (Ayres, 2008). It is a way of interacting with the people in a familiar way, and it is reported to be one of the best ways to get as close as possible to the intended community (Petrescu et al., 2017). Semi-structured interviews were chosen by the researcher of this study due to its adaptability and capacity in maintaining a balance between openness and structure. With the help of pre-planned questions, the researcher managed to guide the conversation while letting participants share more details about their experiences and

offer perspectives that would not have surfaced in a more rigidly regulated setting. Owing to their flexibility of question-modification in response to participants' answers, semi-structured interviews are especially useful for examining complicated subjects and they foster a more organic and in-depth conversation. Thus, the use of this method was considered to be appropriate for gathering detailed, complex data in this research, in line with the study objectives.

To enable participants to feel comfortable during the interview process, to freely express their opinions and feelings or ask any questions or make comments, a semi-formal interview style was adopted during the interviews. To collect in-depth data from the study participants, 22 open-ended questions were asked to the students. Likewise, 22 open-ended questions were asked to their instructors. Parallel questions were asked to the MA students and the instructors to enable comparison of the collected data on significant themes related to the use of ChatGPT in the MA program, such as the frequency and purpose of use, personalised learning, academic English proficiency, and learning outcomes. To check the validity of interview questions, expert opinion was sought. Additionally, to ensure clarity of the questions, piloting was done with a postgraduate student and an instructor before conducting the interviews.

Interviews with the MA students were held in October 2024. Interviews with the instructors were conducted in November, 2024. Voice recorders were used during the interviews to ensure accurate transcription of participants' reports in the following stages of the study. As prolonged engagement is a significant factor for ensuring the trustworthiness of qualitative research studies, as an MA student in the research setting, the researcher was involved in the study from the beginning until the end. Also, to maintain continuous data collection from multiple sources over a long period of time,

the researcher recorded her own experiences regarding the use of ChatGPT in a diary. In the research Triangulation Method was used. Triangulation in research is the use of more than one approach to researching a question (Heale & Forbes, 2013). For triangulation purposes, data elicited from the MA students and the instructors through the interviews were cross referenced the data collected in the researcher diary and the learning outcomes of the MA program of the Foreign Language Education department.

3.8 Data Analysis

During the data analysis stage, in order to ensure confidentiality, the participants were assigned codes. By implementing these ethical measures, which are vital to the integrity, effectiveness of the research process, the study aimed to maintain and revise follow up portion are high quality research processes, for the sake of modesty. Primarily, the recorded interviews were transcribed. Then, the transcribed qualitative data were analysed using the method of 'content analysis'. Content Analysis is described as the scientific study of the content of information collected from research participants. In other words, it is the study of the content with reference to the meanings, contexts and intentions contained in the messages of the participants (Prasad, 2008).

To conduct content analysis, initially major themes were determined by reading the data several times to get a feel of recurring themes. After underlining the recurring themes and relevant expressions in the data, most representative data sets were categorized in tables considering the focused issue related to ChatGPT use (i.e frequency of use, purpose of use, thesis research, knowledge building, personalized learning, academic English proficiency, and learning outcomes). After carefully reading the data collected in the tables, significant themes were identified and

categorized. Comparisons were made between the two group's views based on the significant themes obtained. After outlining key findings in tables, the results were cross-checked and validated using ChatGPT Plus, a sophisticated analytical tool driven by AI. The researcher used a methodical approach to cross-check the research findings obtained from prior analysis by employing ChatGPT. The purpose of doing this was to evaluate the accuracy and dependability of ChatGPT Plus's analysis of through data, specifically the identification of frequent themes expressed by the research participants in the semi-structured interviews. By doing so, researcher was able to compare her findings with the analysis produced by ChatGPT Plus, which acted as a secondary layer of validation. Following this, bar charts were created to displayed analyzed quantitative data on the students' ChatGPT employment and significant qualitative findings were displayed in tables. By combining AI-driven analysis with traditional methods in this way, the study sought to improve the accuracy as well as the validity of the findings.

3.9 Summary

This chapter provided detailed information on the research methodology employed in this study. It also presented the current study's research questions together with the overall research design. In addition, the research, context, participants, as well as data collection and analysis procedures were thoroughly described in this chapter.

Chapter 4

RESULTS AND DISCUSSION

4.1 Presentation

In this chapter, research results are presented based on the three research questions asked at the beginning of the study. In the first section, data pertaining to how the MA ELT students incorporated Chat-GPT into their academic studies are reported. In the second section, analysis of the instructors' experiences and perceptions regarding ChatGPT use is provided. In the third section, perspectives of the MA students and the instructors are compared to identify points of agreement and disagreement regarding the use of ChatGPT in the MA ELT program. In the following section, the researcher's own perceptions and feelings are reported to provide direct information on first-hand experience regarding ChatGPT use in the MA ELT program and to triangulate the collected qualitative data. In the final section, the study findings are summarized for enabling an overall understanding related to the use of Chat-GPT in the MA ELT program.

4.2 Results on Research Question 1: How did the MA ELT Students Employ ChatGPT in Their Academic Studies?

The interviews conducted with the MA ELT students demonstrated a diverse range of applications of Chat-GPT, exposing both its possible advantages and difficulties in a number of academic contexts. The experiences of the students can be categorised according to a number of important key themes such as the frequency of use, the purposes for which they use Chat-GPT, its impact on thesis research, knowledge

building, personalized learning, academic English proficiency, and the achievement of MA ELT program learning outcomes.

Chat-GPT was largely seen by the students as a useful and facilitating resource for their academic work. The majority of the MA students reported that ChatGPT is an effective and time-saving tool for organising tasks, coming up with ideas, and summarising articles. Some students stated that they were first hesitant to use it because of ethical issues; however, they subsequently realised how useful it is when used appropriately. Most of the participating students acknowledged utilising Chat-GPT in their master's courses and they stated that they mainly used it for planning the structure of their assignments and for summarising assigned readings particularly in courses such as Linguistics or Research Methods, where the workload included a lot of reading and complex tasks.

4.2.1 The Frequency of ChatGPT Use

Data analysis revealed variations in ChatGPT's frequency of use by the MA ELT students. The bar chart provided in Figure 3 provides specific information about the frequency of ChatGPT use by the participating students in this study.

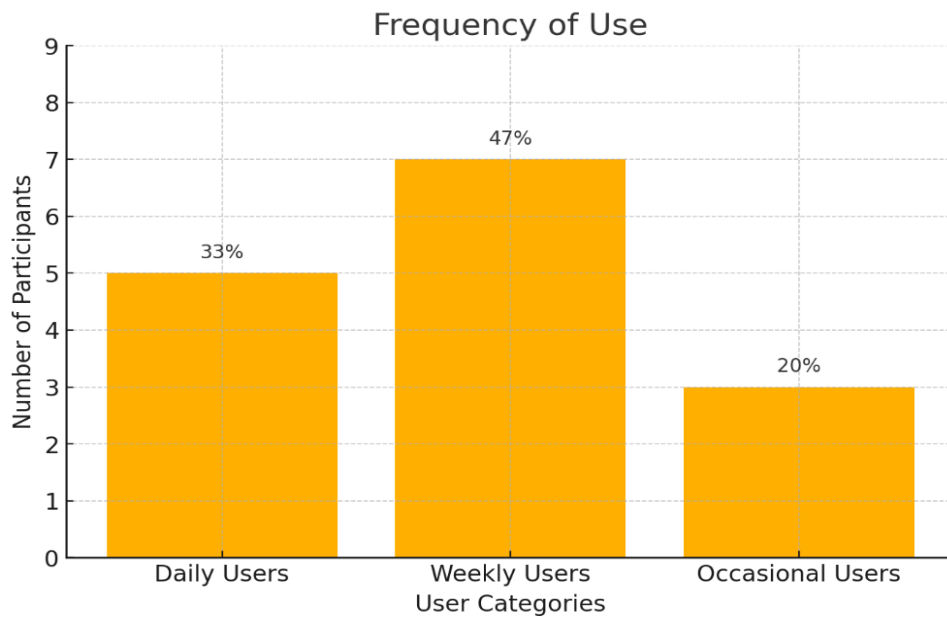


Figure 3: Frequency of Use

The data analysis displayed in the chart above shows that one third of the students used ChatGPT almost every day while half of the participating students used it once a week and the remaining one fifth of the students used it occasionally during moments of high academic demand. Analysis of the qualitative data collected from the students revealed high usage of ChatGPT by the participating students.

Table 1: Frequency of ChatGPT Use

Category	Description	Participants
Frequent Usage	"I use it a lot", "I use it often", "I used it frequently",	1, 4, 11, 13, 15, 3,
	"I used it very often", "I used it mostly..."	5, 6, 14, 7
Occasional Usage	"Once or twice a week", "Around two days a week"	2, 8, 10, 9
Lack of Usage	"I have never dealt with the GPT before"	12

As can be seen from Table 1, with the exception of one postgraduate student, all the participating students noted that they used ChatGPT in their master's studies. To specify, two students exhibiting "general enthusiasm or reliance" (P3, 5) reported using

it extensively, often expressing phrases like "I use it all the time." Likewise, five participants (P1, 4, 11, 13, 15) indicated consistent use of ChatGPT with statements such as "I use it a lot" or "I used it frequently." and three of them (P5, 6, 14), reported that they used it "every day" or "almost every week." As displayed in table 1 only two students (P8, 10) noted occasional usage of ChatGPT during "specific periods", when there was a peak workload like major assignments or thesis writing. The data displayed in Table 1 shows that only one student (P12) expressed lack of usage. This participant stated that she did not use it because the undergraduate education system in her home country did not include its use.

Hence, the overall analysis of data on the frequency of ChatGPT use highlights high reliance levels on ChatGPT with slight variations depending on individual student's needs and contexts. These results show that even students who exhibited moderate usage of ChatGPT in specific periods of time noted that they used ChatGPT frequently when working on sophisticated assignments or writing their thesis due to time constraints and task complexity.

4.2.2 Purpose of ChatGPT Use

It can be seen from Figure 4 below that the participants' main reasons for implementing Chat-GPT differed. For instance, thirteen participants (~87%) noted that they mainly used ChatGPT for summarising materials, and nine participants (almost 60%) stated that they used it for proofreading and grammar correction. Five participants (~33%), on the other hand, reported that they made use of Chat-GPT for writing citations and references according to the APA style, while eight participants (~53%) expressed utilising it to generate ideas or outlines. Additionally, four MA students (~27%), a

smaller group of participants, noted that they utilised ChatGPT to organise their study schedules.

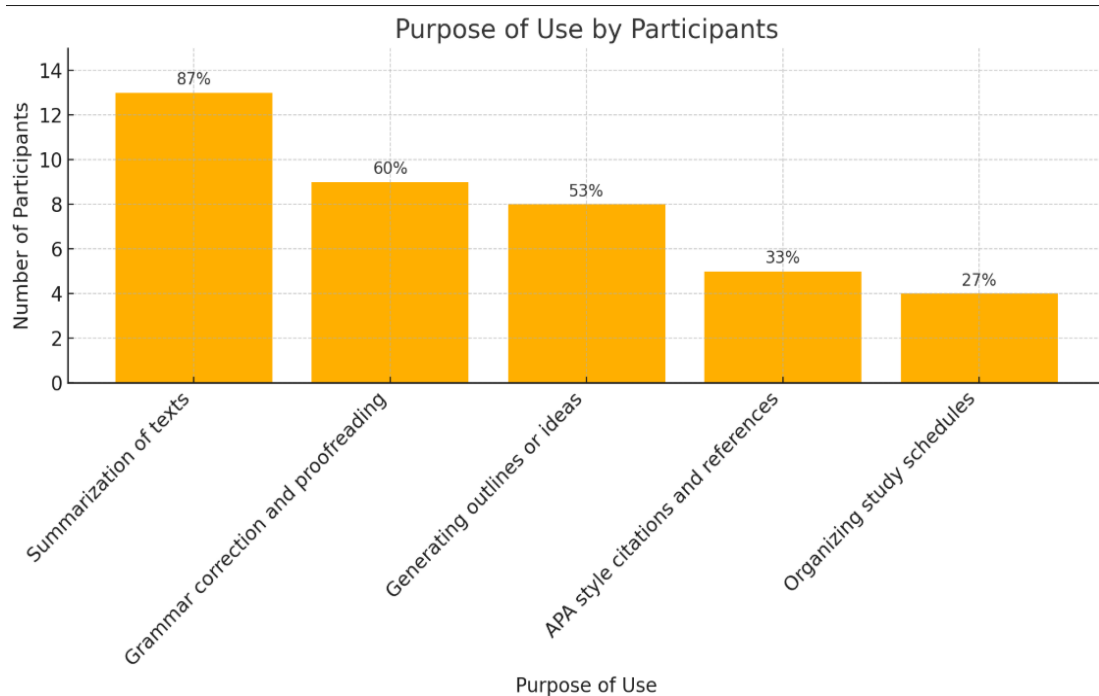


Figure 4: Purpose of Use

As can be seen from the data provided in Table 2, the majority of the MA students (P1, 2, 3, 4, 8, 9, 10, 14, 15) explained that they used ChatGPT to summarize texts including readings, articles, and academic texts. Generating outlines and plans (P1, 6, 10, 13) and research and bibliography tasks like finding sources, preparing bibliographies, and literature reviews (P3, 7, 8, 9) were also among the main reasons for the frequent use of ChatGPT. Some of the students (P8, 10), also noted that they used ChatGPT for clarifying theories and frameworks (P4, 6, 8, 11), editing and writing support such as grammar checks and improving texts while writing their thesis and projects. Additionally, some students (P6, 14, 15) stated that they used it as a facilitative tool to get support while writing reference lists and organizing their ideas in their writing.

One of the MA students(P6) expressed his/her thoughts on the purposes of using ChatGPT as follows:

"I used Chat-GPT for academic purposes like organising my reference list, checking grammar and punctuation, and for example before starting to study for a class. I will tell it the topics and ask it to prepare a weekly plan. Or, you know, create study notes for me."

This response is particularly noteworthy because it reflects a broad, yet purposeful application of ChatGPT and emphasizes its practicality in enhancing the efficiency of postgraduate students' academic endeavours. While Figure 4 highlights diverse applications of ChatGPT for academic purposes in the MA in ELT program, Table 2 below provides specific information about the purpose of ChatGPT use by the MA students in this study.

Table 2: Purpose of ChatGPT Use

Category	Purpose/Activity	Participants
Summarization	Summarizing readings, articles, long books	1, 2, 3, 4, 8, 9, 10, 14, 15
	Summarizing academic writings, texts	2, 13, 15
Generating Outlines/Plans	Generating outlines	1, 10
	Preparing a weekly study plan	6
Research and Bibliography	Finding sources	3, 7, 9
	Preparing bibliographies	7, 8
	Top sources for literature reviews	7
Clarifying and Frameworks	Clarifying theories and frameworks	8, 10
Editing and Writing Support	Editing and improving writing	8
	Checking grammar and punctuation	6
Thesis and Project Assistance	Supporting thesis writing and gaining insights	4, 11
	Helping with presentations and projects	4
Organization and Structuring	Organizing reference lists	6
	Organizing thoughts	14
	Organizing text	15
No Usage	No use of ChatGPT in academic courses	12

When asked to elaborate on how Chat-GPT aided them in understanding or summarising the readings required in the master's courses, the findings showed that one of the MA students (P8) gave the following response: *"I used Chat-GPT to summarize readings and articles, clarify theories and frameworks, edit my writing, prepare the bibliography, and citing."*

Similarly, other students stated that ChatGPT clarified complicated theories for them by using easier terms, condensing long paragraphs by focusing only on major ideas, and simplifying complicated academic content. In this regard, one of the students (P1) highlighted that Chat-GPT's ability to summarize articles was helpful for generating thought-provoking questions for class discussions. Most of the MA students stated that they used ChatGPT mainly in 'Research Methods', 'Linguistics', and 'Seminar in ELT' courses because Chat-GPT's explanation and summarisation capabilities facilitated intensive reading tasks and helped them to understand comprehensive literature in these courses.

A lot of students also reported that they utilised Chat-GPT for grammar correction, paraphrasing, and polishing their writings or reports. In addition, analysis of postgraduate ELT students' responses revealed that Chat-GPT was frequently used for graduate project work particularly for arranging concepts, drafting project outlines, and compiling readings that were pertinent to the project topic. While some of the participants were happy to use ChatGPT in project work because it offered frameworks or procedures for projects with a research focus, some students were cautious about its use for complex research assignments.

4.2.3 Use of ChatGPT for thesis research

Data analysis results demonstrated in Figure 5 disclose that the MA students used Chat-GPT for thesis research in a variety of ways. To specify, nine students (~60%) stated that they used it to do literature review on their thesis topic, while five participants (~33%) noted that they utilised it to get help in identifying their thesis topic. Furthermore, six participants (~40%) said that Chat-GPT helped them organise and outline their theses. Despite its extensive use by most of the postgraduate students, a small percentage (~13%), only two MA students stated that they didn't use Chat-GPT at all for their thesis study.

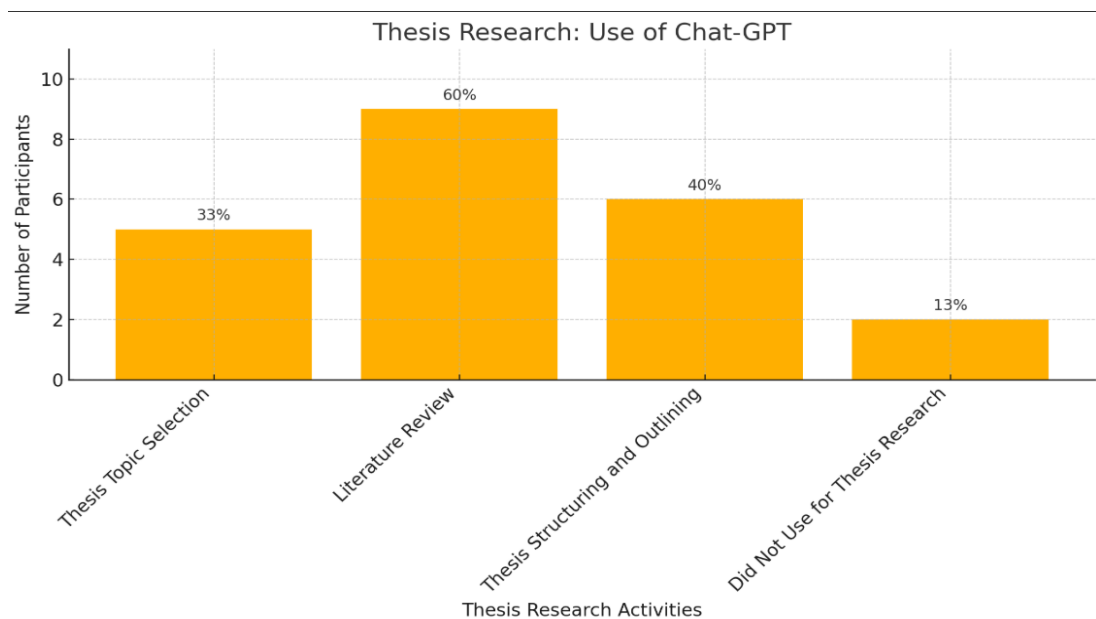


Figure 5: Use of ChatGPT for Thesis Research

Analysis of the qualitative data displayed in Table 3 shows that some of the MA students (P4, 5, 8, 14) frequently utilised ChatGPT to refine their ideas related to their thesis topic and to do literature review as it helped them (P3, 6, 7, 10, 11) to design the framework for their research, discover sources, and summarise articles.

Table 3: Use of ChatGPT for Thesis Research

Themes	Key Points	Participants
Topic Selection and Refinement	Helped decide, refine, or narrow down thesis topics; Suggested angles for investigation; Organized thesis sections for better focus	4, 5, 8, 14
Literature Review Assistance	Found additional sources and organized frameworks; Summarized key points of articles; Identified studies relevant to specific topics	3, 6, 7, 10, 11
Organizational Help	Created weekly plans for thesis writing; Helped organize research structure and workflow.	6, 15
Understanding Research Concepts	Explained academic concepts and methods (e.g., ANOVA); Guided on thesis structure (e.g., introduction, literature review).	9, 15
Supplementing References and Sources	Verified references using URLs; Located and suggested related sources for literature reviews.	5, 11
Initial Guidance for Thesis Writing	Provided guidance on starting the thesis and structuring content.	9, 6
Challenges/Limitations	Required human expertise for nuanced tasks (e.g., data analysis); Not ideal for direct academic research or deep analysis.	9, 15
Not Using ChatGPT	Preferred working with an advisor or had not reached the research phase.	1, 2, 12, 13

As can be seen from Table 3, a few participants (P6, 15) noted that they found ChatGPT particularly useful for planning weekly schedules or arranging thesis parts, among other research procedures. Some participants (P9, 15) also noted that it provided guidance on thesis construction and clarified academic topics. While some (P9, 6) stated that they relied on it for early thesis writing advice, others (P5, 11) noted that they utilised it to seek sources and supplement references. Nevertheless, it should be noted that some drawbacks of ChatGPT were identified by some of the students (P9, 15) and they underlined that complex tasks like data processing require human cognitive skills.

4.2.4 Use of ChatGPT for Knowledge Construction

The study findings exhibited that, in order to facilitate knowledge construction, participants employed Chat-GPT in a variety of ways. As shown in Figure 6, the participating students utilised Chat-GPT to connect concepts, elucidate theories, and synthesise data from several sources as part of the knowledge construction process. Analysis of the data on how Chat-GPT assisted participants in knowledge construction reveals that the majority of the MA students (~67%), ten participants used it to simplify theories or frameworks while less than half (~40%), that is six students used it to link concepts from various sources. The data provided in Figure 6 also show that more than half of the MA students (~53%), eight students also used Chat-GPT to get clarification on class-related material; however, a small minority (around 13%), namely only two students reported that they did not use Chat-GPT for knowledge construction.

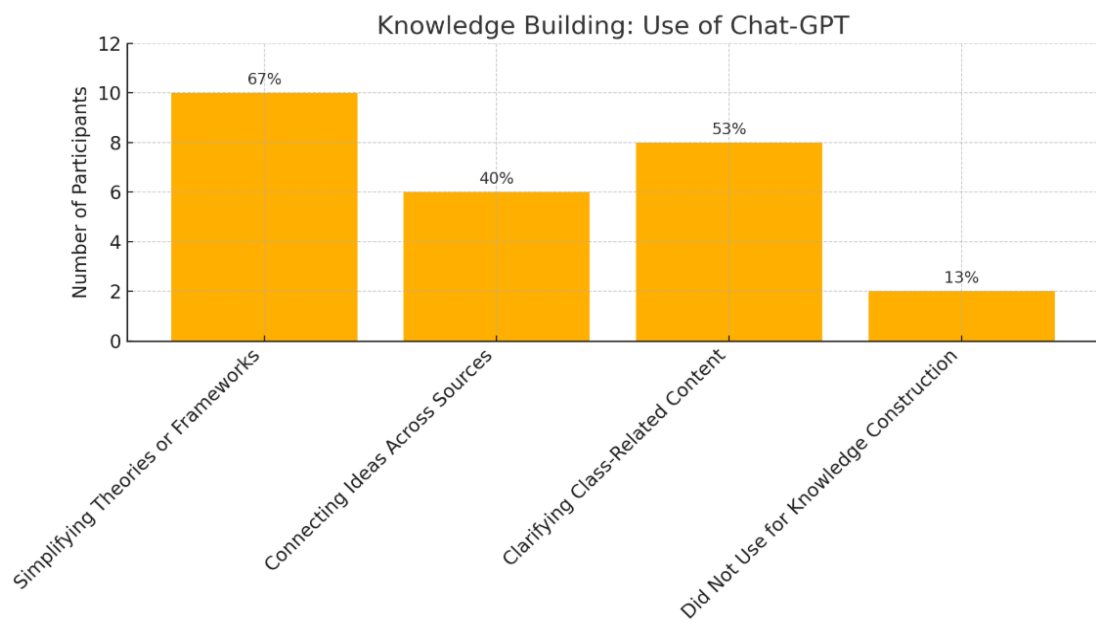


Figure 6: Knowledge Building: Use of Chat-GPT

The study participants outlined several ways on how ChatGPT helped them to construct knowledge construction. The data provided in Table 4 provides specific

information about the use of ChatGPT in knowledge construction by the MA students. As can be seen from Table 4, some students (P1, 8, 10, 14) stated that it was helpful for collecting material while conducting research and synthesising theoretical frameworks. Regarding ChatGPT's support for understanding theoretical knowledge, an MA student shared his experience in the following way:

"For example, the other day I was looking into the quantum theory, and it helps me not only learn new information, but it also helps me to understand what would have been impossible information to understand without some scaffolding. So, it really helps you in two ways. First, for knowledge construction, yes, it does help you because you know you ask a question, whatever, however weight it may be, and it gives you an answer. It provides you an answer and you can further interrogate the AI and get deeper understanding of the topic."

Some participants (P2, 14) on the other hand, stated that ChatGPT helped with time management as it reduced study time by offering brief summaries of subjects, while others (P4, 5, 7) noted that it was useful for streamlining difficult ideas through scaffolding. The data analysis also shows that some participants (P3, 8, 11) utilised it to verify data or apply their understanding in real-world situations, such as teaching tactics or recruitment paradigms. Likewise, the other students (P13, 15) stated that ChatGPT helped with effective information filtering and summarisation. Some reservations as regards the use of ChatGPT were also highlighted by some of the MA students. For example, one of the students (P6) expressed reluctance to fully accept its accuracy while two participants (P6, 13) noted that it is overpowering or gives very generalised responses. Despite its employment for knowledge construction by the most of the MA students, a small percentage of the participants (P9, 12, 15) reported that they did not use ChatGPT for knowledge creation.

Table 4: Use of ChatGPT for Knowledge Construction

Themes	Key Points	Participants
Theoretical Knowledge Construction	Used to synthesize multiple frameworks and integrate information from various sources for research. Explained and clarified theoretical frameworks.	1, 8, 10, 14
Scaffolding and Simplifying Knowledge	Provided scaffolding to make complex concepts understandable. Explained concepts in simpler terms.	2 2, 14
Quick Access to Information	Provided quick overviews of concepts or chapters Summarized topics to save study time.	4, 5, 7 5
Validation of Information	Used ChatGPT to verify or supplement existing knowledge but validated information through other sources.	3
Practical Applications	Applied theoretical knowledge in practical contexts, such as frameworks for teaching or recruitment paradigms.	8, 11
Coursework and Study Aid	Used ChatGPT as a teaching or study assistant for additional course information or alternative tools.	4, 7, 11
Summarization and Filtering	Summarized large amounts of information effectively.	13, 15
Generalized or Overwhelming Information	Found ChatGPT's responses too generalized or overwhelming, requiring instructions to simplify information.	6, 13
Lack of Trust in Accuracy	Expressed hesitation to fully trust the theoretical knowledge provided.	6
No Usage	Did not use ChatGPT for knowledge construction in some cases.	9, 12, 15

As can be seen from Table 4, most of the MA students used Chat-GPT for knowledge construction. Some of them stated that they used it for lesson planning, teaching strategies, practical methods for data analysis, and applying theoretical principles to real-world circumstances, benefiting from its practical applications. It was observed that, while some participants used Chat-GPT for enhancing their academic language, and time management skills, some of the MA students stated that their over-reliance on its use had reduced their capacity for independent thinking and investigation.

The data disclosed that the MA students had differing views on how ChatGPT use affected their critical thinking skills; some thought it promoted analytical thinking and widened viewpoints, while others said that by offering quick fixes, it discouraged engagement in deeper thinking processes. Although some of the participating students questioned Chat-GPT's high-level synthesis capability, they commended its assistance

in tying unrelated concepts together and summarising complex content while doing information synthesis.

Related to its effect on students' creativity the data analysis displayed that some students were motivated by fresh viewpoints and ideas ChatGPT provided, while others believed that by providing pre-made solutions, it inhibited creativity. Related to ChatGPT's effect on creativity one of the participants (P6) said:

"On the positive side, if I already have an idea in my mind, sometimes I ask Chat-GPT like how to make it more creative and it helps me to create new ideas from that. But on the negative side, you can get answers to almost every question. So sometimes, you know, it makes you feel like you don't need to think, and I think that can actually kill your creativity."

Finally, related to the impact of Chat-GPT on students' problem-solving abilities, the data disclosed differing perceptions, with some participants' stating that they benefitted from the detailed explanations it provided and others feeling excessively dependent on its use, which they believed may have weakened their capacity to handle problems on their own. About the effect of ChatGPT on problem-solving skills, a participant (P8) stated:

"Yes, it provided step-by-step guidance on addressing complex problems. For example, once I couldn't find a solution to something that's been irritating me in SPSS and it helped me a lot to solve it by giving me step-by-step instructions."

The experience of this students exemplifies how s/he benefitted from ChatGPT to solve an SPSS issue and illustrates how helpful it was for this participant as a practical application.

4.2.5 Use of ChatGPT for Personalized Learning

The data analysis showed that Chat-GPT evolved into a tool for personalised learning for a large number of students. The MA students reported that by producing weekly calendars or study notes according to the subjects they needed to concentrate on, ChatGPT assisted them in designing personalised study schedules. As a result of being able to plan their academic work, these students reported that they felt more in charge of their education. Additionally, most of the participants noted that they were content about being able to easily ask questions or seek clarifications using Chat-GPT without having to consult other sources or wait for professor feedback. In this sense, several students stated that as they could always access ChatGPT, they felt more in control of their education and were able to learn more independently. The bar chart displayed in Figure 7 demonstrates the participants' usage of Chat-GPT for their personalized learning.

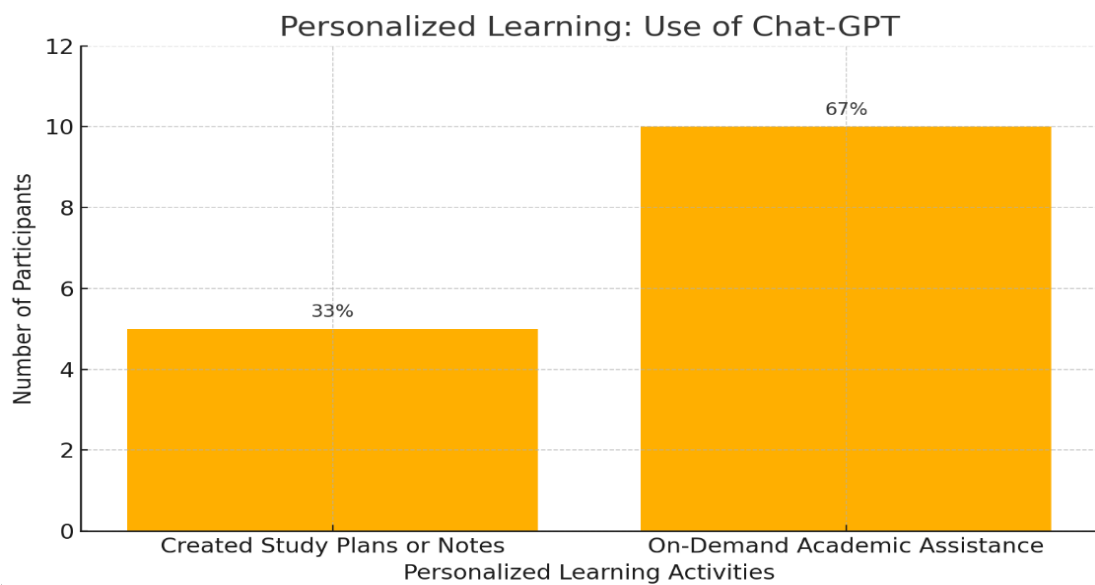


Figure 7: Personalized Learning: Use of Chat-GPT

As can be seen from Figure 7, ten students (~67%) used Chat-GPT for on-demand academic support, whereas five students (~33%) utilised it to make study plans or

notes. This demonstrates how Chat-GPT can be used to customise educational experiences to meet the needs of each individual. The content analysis results displayed in Table 5 highlighted that in terms of personalized learning, use of ChatGPT enhanced students' in-class participation in discussions, their engagement in postgraduate work as well as their motivation, organization and self-directed learning skills. Additionally, it reduced their anxiety, enabled them to develop their insights, to learn quickly and conveniently. On the negative side, the content analysis indicated the following emerging themes: while one student did not use ChatGPT for personalized learning at all, another one reported that its use leads to procrastination and laziness.

Table 5: Use of ChatGPT for Personalized Learning

Theme	Key Points	Participants
Improved Participation and Engagement	Helped participants engage more in class discussions and academic duties;	1, 4, 7, 10, 13, 14, 15
	Made learning more interactive and engaging.	10, 15
Self-Directed Learning	Facilitated independent learning and research by providing explanations or pathways for unclear topics.	1, 2
Reduced Anxiety	Decreased anxiety, allowing participants to engage more effectively in the learning process.	3
Quick and Convenient Learning	Made learning faster and easier, especially for complex topics or forgotten classroom material.	4, 8, 14
Motivation and Interest in Studies	Made less interesting subjects more engaging by providing fun study notes or simplifying difficult concepts.	6, 14
Interactive Class Participation	Helped participants respond to classroom questions quickly, sometimes even in real-time during lectures.	7
Enhanced Organization	Assisted in organizing academic tasks, such as structuring thesis chapters or managing study materials.	9, 15
Additional Insight	Provided more insights, giving participants an extra push to contribute in classes.	11, 15
Procrastination and Laziness	Excessive reliance on ChatGPT could lead to procrastination or decreased motivation to complete tasks independently.	5
No Usage in Certain Cases	Some participants did not use ChatGPT in their learning processes.	12

Specifically, the data provided in Table 5 confirm that ChatGPT use increased most of the students' (P1, 4, 7, 10, 13, 14, 15) involvement and engagement in the learning

process in and outside class. The data also revealed that by elucidating subjects and providing research paths, ChatGPT facilitated self-directed learning of some participants (P1, 2) and quickened and simplified their learning (P 4, 8, 14). Additionally, by making difficult subjects easier to understand or making uninteresting classes more exciting, it increased the motivation of some students (P6, 14). One of the MA students (P 3) also stated that it decreased anxiety, which improved learning. In a similar vein, two students (P11, 15) stated that ChatGPT offered extra insights which in turn enhanced their engagement in coursework and in-class activities and it also assisted them (P9, 15) with the management and organisation of their assignments. However, as displayed in Table 5, one of the students (P12), reported that s/he did not utilise ChatGPT at all and another one (P5) noted that relying on it came with hazards like procrastination.

The qualitative data provided in Table 5 also revealed that participants' experiences with Chat-GPT's affected their motivation in different ways. While its ability to simplify academic assignments was cited by five MA students as the reason for their increased motivation, four participants reported that they felt less motivated. These students attributed the decrease in their motivation to the tool's user-friendliness, which they said occasionally prevented them from devoting more time to their task. Six students, on the other hand, reported that Chat-GPT had no profound impact on their motivation. Also, various opinions were expressed by the participants regarding Chat-GPT's effect on their academic achievement. Most of the participants cited benefits like increased efficiency and time management and higher-class participation because of better preparation and access to explanations, and getting prompt answers

to their questions which helped them to understand course content better. In this regard, one of the MA students (P 1) expressed his/her thoughts with the following words:

“ChatGPT allows me to learn independently by providing instant feedback and support, eliminating my dependence on teachers for help with academic problems. This encourages self-directed learning. And as you know, self-directed learning is an important skill for academic development.”

In a similar vein, some other students elaborated on how ChatGPT enhanced their comprehension of the subject matter and raised the standard of their theses and assignments. It should be noted however that some students had conflicting opinions as, on the one hand, they highlighted the significance of using Chat-GPT in an ethical and knowledgeable manner but on the other hand they voiced worries about its possible negative effects on their creativity. Hence, the perceptions of the participating students notified that while some participants valued ChatGPT for its capacity to elucidate errors, others regarded its influence as neutral or insignificant, leading to no obvious shifts in their academic performance. As can be seen from the data displayed in Table 5 one of the students (P12) stated that s/he didn't use Chat-GPT for personalized learning at all.

4.2.6 Use of ChatGPT for Academic English

The data analysis results in Figure 8, demonstrate that 60% of the MA students used ChatGPT to improve their English while pursuing their postgraduate studies. The students reported that they used Chat-GPT to enhance their academic English for postgraduate work in a variety of ways. Most of them reported that they used it for editing and polishing, which included proofreading their work for grammar and spelling errors and improving it to have a more scholarly tone. A few MA students noted that they used it for activities like composing professional emails, while others

explained that they employed it to integrate sophisticated language and sentence patterns into their writing.

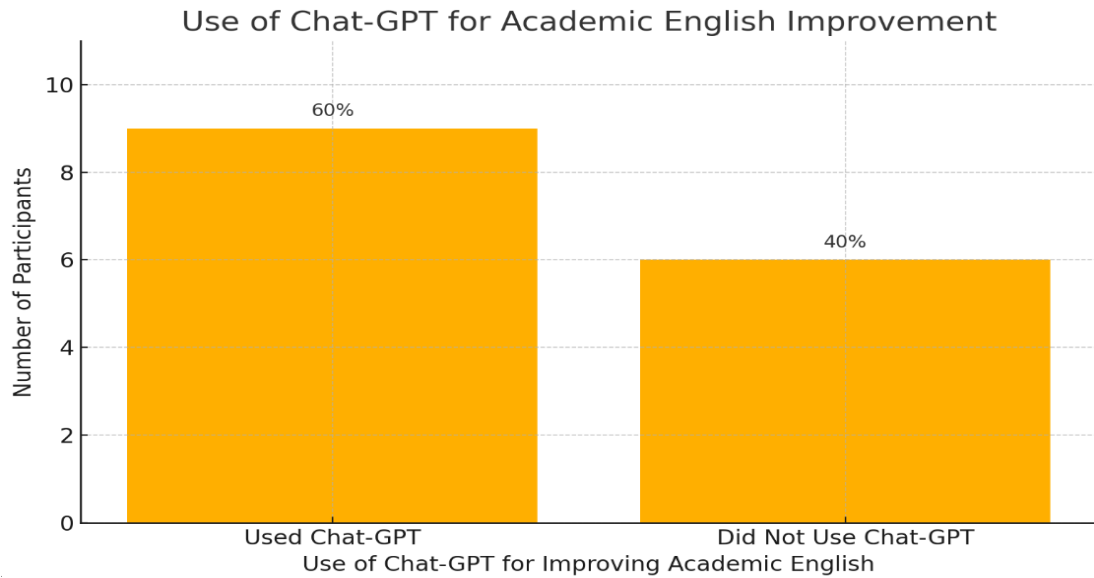


Figure 8: Use of Chat-GPT for Academic English Improvement

Some of the MA students mentioned using Chat-GPT as an additional learning resource, getting comments on drafts, and picking up new academic terms and styles from its recommendations. However, it should be noted that not every student used Chat-GPT for this purpose as some of them preferred manual editing or didn't edit their writing at all, while others used it sparingly for simple grammar checks and to improve style inconsistencies in their writing.

The content analysis of the qualitative data displayed in Table 6 indicates that the MA students used ChatGPT to improve their academic English mainly for the following reasons: to check their grammar and spelling, to polish their writing, to learn academic words, to improve the academic tone of their writing, to get feedback and do meta-analysis, to edit or format their writing, to make their communication formal. Besides these emerging themes, the content analysis also indicated that some of the students

did not use ChatGPT for editing while some others did not use it because of concerns like their instructors' realizing its use and possibly penalizing them for its use or due to their worry of overreliance on its use and not being able to develop their writing skills.

Table 6: Use of ChatGPT for Academic English Improvement

Theme	Key Points	Participants
Grammar and Spelling Checks	Used ChatGPT for correcting grammar and spelling errors.	1, 3, 8, 10, 14
Polishing Academic Writing	Assisted in refining academic tone, improving sentence structure, and polishing writing.	6, 7, 8, 10, 14, 15
Learning Academic Vocabulary	Helped participants learn new academic words and phrases by providing advanced vocabulary suggestions.	6, 7
Improving Academic Tone	Enhanced the academic tone of participants' writing, making it sound more professional and suitable for academic contexts.	6, 8, 14
Instant Feedback and Meta-Analysis	Provided instant feedback on participants' writing, enabling self-improvement through meta-analysis of their work.	2, 5
Editing and Formatting Support	Edited work and formatted it according to specific styles, like APA.	15
Refining Formal Communication	Used for formal conversations, such as sending official emails.	8, 13
Not Used for Editing	Some participants preferred to edit their own work instead of relying on ChatGPT.	2, 4, 9, 11, 12
Teachers Detecting AI Writing	Concern that teachers might recognize ChatGPT-generated content, limiting its usability.	7
Dependency Concerns	Worry that excessive use may prevent learning direct writing skills.	15

4.2.7 Achievement of Learning Outcomes

The data demonstrated in Figure 9 display the participating students' perceptions related to ChatGPT use and achievement of learning outcomes. As can be seen from Figure 9, most of the MA students reported that they were able to meet the learning outcomes of the MA in ELT program with the assistance of Chat-GPT. They stated that they frequently used it to condense and simplify long texts, which improved their understanding and helped them with conducting literature reviews and reporting their

research. They also explained that by offering structured study notes, ChatGPT increased their interest and participation in difficult courses and simplified handling of the material.

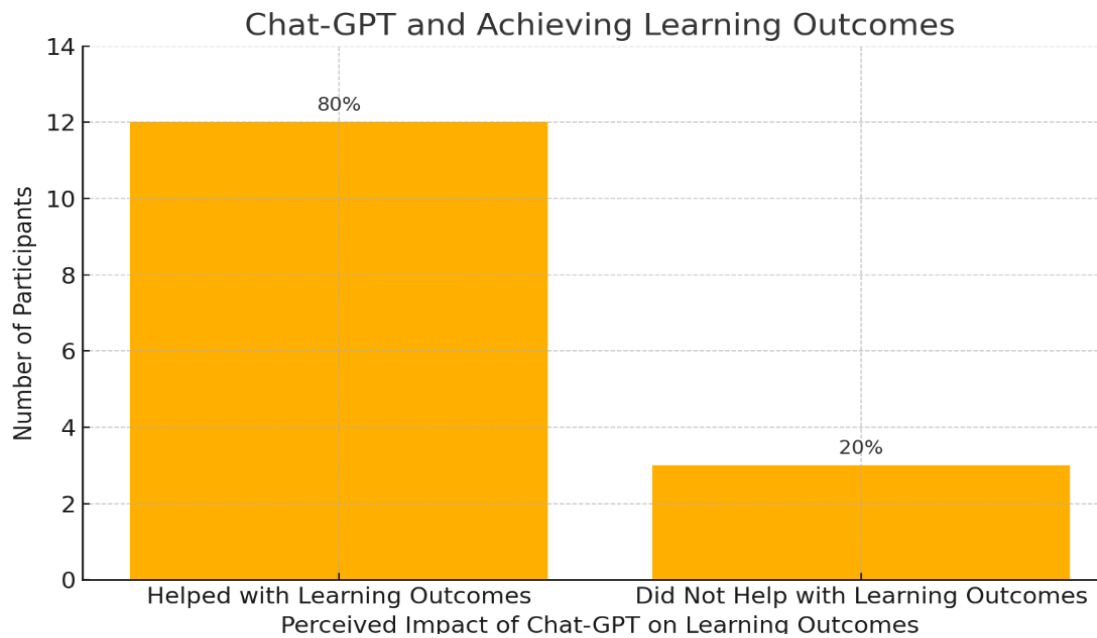


Figure 9: Chat-GPT and Achieving Learning Outcomes

However, the results also showed that some of the participating students were concerned that Chat-GPT's simplicity of use impeded critical thinking and deeper learning, while some other MA students shared that they believed it did not directly support achievement of particular learning objectives or they thought that it had negative effects on their long-term memory like exam cramming. On a positive note, expressions of another participant (P 9) revealed positive perceptions as regards the effect of ChatGPT on postgraduate students' critical thinking skills as can be seen below:

“I stopped searching and putting an effort and trying to find something that I want. Then I think it was it's not a good thing because while I was searching, I would encounter another thing and then I would like see some other stuff, but with Chat-GPT I would directly find the thing that I want and no other extra positive effort or knowledge.”

These conflicting perceptions of the participants imply that although for most of the MA students Chat-GPT was a useful tool for streamlining and planning academic assignments, some were concerned about its impact on deeper engagement and critical thinking skills, which is a finding that needs to be taken into consideration.

When the qualitative data is matched against the learning outcomes of the MA ELT program, it can be seen that in their responses the participating students referred to the facilitative role of ChatGPT in the accomplishment of some of the learning programs. The data in Table 7 indicated that according to some of the students, use of ChatGPT in the MA ELT program helped with the achievement of the intended learning outcomes. The content analysis of students' experiences and perceptions particularly showed that one of ChatGPT's main advantages was considered to be its contribution to research-oriented outputs, such as information organisation, article summarisation, and literature review creation. As it can be seen from Table 7, numerous students expressed gratitude for ChatGPT's ability to provide personalised learning and pace, as well as its contribution to the improvement of their self-directed learning and academic communication skills, especially in writing and grammar correction. However, the data also exhibited that meeting ELT-specific learning objectives, such as gaining advanced ELT knowledge and solving ELT-related issues were noted as unaccomplished outcomes by the participants.

Table 7: ChatGPT Use and Achievement of Learning Outcomes

EMU MA Learning Outcomes	Do Students' Perceptions Align?
1. Enhancing effective communication skills for academic purposes	Partially achieved. Some students noted improved writing and summarization skills (P3, 6, 10, 11, 14)
2. Developing advanced knowledge of the ELT scholarship	Limited alignment. Few students explicitly discussed gaining ELT-specific knowledge, most focused on general learning facilitation.
3. Acquiring advanced knowledge of the most recent academic/professional trends and innovations	Moderately achieved. Students appreciated ChatGPT for introducing innovative tools for summarizing and organizing materials.

4. Enhancing critical thinking skills and conceptual competence	Partially achieved. A few students highlighted critical thinking in discussions (P7, 15), but concerns about dependency were raised.
5. Developing the ability of integrating knowledge and skills across the fields concerned with ELT	Minimal alignment. No significant evidence that students leveraged ChatGPT for interdisciplinary ELT-specific integration.
6. Improving students' critical awareness of various ELT-related problems and generating creative solutions	Partially achieved. ChatGPT was noted to assist in idea organization and clarity but lacked direct ELT problem-solving focus.
7. Developing specialized research skills to conduct and report research	Achieved. Many students mentioned using ChatGPT to summarize articles, create literature reviews, and assist in writing research (P4, 10, 11).
8. Acquiring the knowledge of ethics in their research and professional endeavors	No explicit mention. Ethical considerations in AI use were not directly discussed by students.
9. Becoming well-equipped in their teaching careers and/or PhD studies	Limited alignment. ChatGPT was recognized as a tool for organizing and learning but not directly tied to teaching or PhD preparation.
10. Acquiring the philosophy of lifelong learning and continuous professional development	Partially achieved. Students appreciated ChatGPT for self-directed learning and individualized pacing (P 1, 2, 6, 10).
11. Raising students' awareness as regards the impact of ELT in today's globalized world	Not achieved. No evidence from students' responses suggests enhanced awareness of ELT's global impact through ChatGPT.

Additionally, some students' comments showed that learning outcomes pertaining to globalised ELT awareness and ethics were not met. In this regard, one of the MA students voiced worries like “*relying too much on ChatGPT might impair our ability to think critically and retain information*”, which implies that while ChatGPT was perceived as a useful tool for achieving some of the objectives, the students thought that it did not fully assist with the accomplishment of all the MA ELT program learning outcomes.

4.2.8 Overview of Postgraduate Students' Perceptions

Overall, the analysis of the students' perceptions related to the use of Chat-GPT in the MA ELT program reveals that students perceived it as a flexible instrument with some advantages and disadvantages in several facets of academic life. The results also indicated that MA ELT students used ChatGPT in various ways. Some of them used it every day to deal with high academic pressure, such as writing their theses, while others used it less frequently for specialised tasks like summarising books or articles.

In general, Chat-GPT was reported to be very helpful for summarising long academic texts, which allowed the MA ELT students to understand complicated materials. The participating students' expressions also highlight that ChatGPT served as a personal assistant for their academic enquiries providing support in tasks such as brainstorming, proofreading, and grammatical correction.

Although several students drew attention to the shortcomings of ChatGPT in offering in-depth analysis or methodological direction, the data on the whole show that it was perceived as a crucial tool for summarising articles, finding major information, and focusing on certain study themes while working on research projects. The participating students also explained that Chat-GPT made knowledge construction easier by analysing different theoretical viewpoints, synthesising information from several sources, and clarifying complicated concepts. However, the analysis of student perceptions revealed that some of the MA students were cautious as regards ChatGPT use in their coursework, and they cross-checked its outputs because of worries like its trustworthiness or production of very general information rather than specific.

When the students' perceptions related to ChatGPT's employment for individualised learning are interpreted, it can be seen that they used it to design their own study schedules and to get prompt clarifications, which enabled them to feel in charge of their academic development. They particularly found its use beneficial for enhancing their academic English competence, as it assisted them to improve their vocabulary, grammar, and the academic tone of their written work helping with paraphrasing and formatting citations, which the students sometimes found difficult. The data also revealed that Chat-GPT helped the MA students accomplish the learning outcomes of their graduate programs by facilitating research and helping them to improve the

structure of their assignments. The students' perceptions also disclosed that they found ChatGPT use especially useful in classes that required a lot of research because it made organising material easier and project preparation simpler. In addition, the results highlighted that despite students' acknowledgement of ChatGPT's contribution to the enhancement of productivity and learning, some of them argued against relying too much on it as they believed it could impede the development of creativity and critical thinking.

In conclusion, the analysis of the students' perceptions indicated that Chat-GPT was a vital resource for MA students, providing assistance with a range of academic tasks like summarising, reading, generation of ideas, writing skill development, and efficient time management. However, some worries about its negative influence were identified in the students' reports as some of them underlined that an excessive dependence on the technology could impair their capacity for creativity, critical thinking, and problem-solving. In brief, these results imply that although Chat-GPT can improve educational experiences of postgraduate students, they should utilise it sparingly to maintain their interest in the material and to keep developing their critical thinking, analytical and writing skills autonomously.

4.3 Results on Research Question 2: How did the Postgraduate Instructors Perceive the Use of ChatGPT by Their Students?

Like the interviews conducted with the MA students, the instructors' interviews focused on key themes such as how often and for what purposes ChatGPT is used, how it affected knowledge development, thesis research, individualised learning, academic English proficiency, and whether or not it facilitated the achievement of MA ELT program learning outcomes. Analysis of the postgraduate instructors' responses

showed that the instructors perceived MA students' use of Chat-GPT as a tool with potential for beneficial use; however, at the same time they had reservations related to overuse, unethical and/or misuse of ChatGPT by the students. Related to this, one of the instructors (Participant A) made the following comment:

“While it can act as a helpful assistant, reliance on Chat-GPT without academic maturity can be problematic”.

Several instructors stated that they observed that their students utilised Chat-GPT for a variety of purposes such as enhancing the quality of their assignments, doing peer evaluations or literature reviews, as well as preparing for oral presentations and exams. One of the instructors (Participant C) underlined that Chat-GPT was utilised by their students particularly for assignments that required reflective or individual contribution and added that its employment in these assignments was obvious because of the differences in the writing style.

4.3.1 Frequency of ChatGPT Use

The analysis of the participating instructors' responses showed that they were uncertain about the frequency of ChatGPT use by their students because of its delicate integration into student workflows. Nevertheless, they shared their observations regarding its regular use for particular tasks such as literature reviews, assignments, and presentations. Emerging themes from the content analysis of the instructors' perceptions related to the frequency of ChatGPT use by their students revealed that some of the instructors were not certain about its use, some thought that it is extensively used by the students, some said they were unaware, while others expressed their awareness of growing popularity and that students need to be encouraged to use it in a positive way. As can also be seen from the data provided in Table 8, on the whole the instructors had different opinions on frequency of ChatGPT use by their students.

Table 8: The Instructors' Views on Frequency of ChatGPT Use by Their Students

Theme	Key Points	Participants
Uncertainty About Usage	Many participants were uncertain about how often students used ChatGPT in their coursework, as it was not always evident in their assignments or projects.	A, C
High Usage Among Students	Some participants believed students used ChatGPT frequently for various academic tasks.	B, D, E
Hidden or Unacknowledged Use	Students were thought to hide their use of ChatGPT in assignments, making it difficult to determine its actual frequency.	A, D
Growing Popularity	ChatGPT usage was seen as becoming more common among students, particularly for presentations and assignments.	D, E
Encouragement to Use Positively	Some educators encouraged students to use ChatGPT for productive purposes, such as language-related tasks or creating materials, rather than misusing it.	D

The analysis of perceptions displayed in Table 8 showed that one of the instructors (Participant D) underlined excessive use of Chat-GPT while another instructor (Participant B) noted that many students relied extensively on Chat-GPT while working on their projects or assignments. Significantly, most of the instructors (Participant B, D, E) reported that ChatGPT use became more widespread among MA in ELT students.

4.3.2 The Purpose of ChatGPT Use

When the instructors' responses related to purpose of ChatGPT use by their students are analysed, it can be seen that its use for doing literature reviews was highlighted by all of the participating instructors as a primary application.

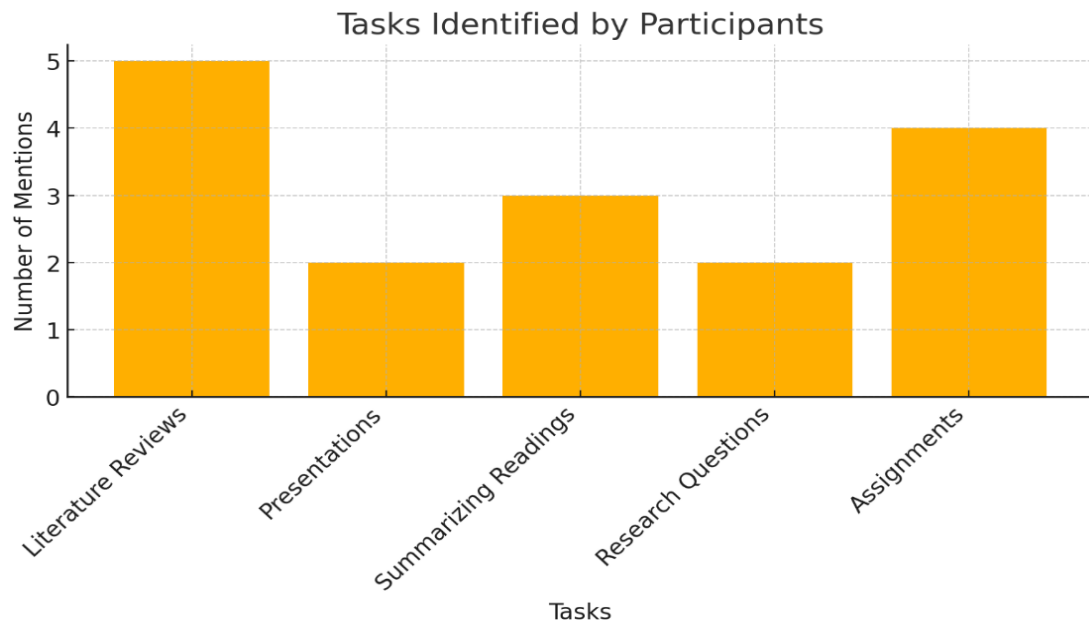


Figure 10:Tasks Identified by Participants

As can be seen from Figure 10 above, use of ChatGPT for preparing presentations was noted by two instructors, while summarizing readings was mentioned by three instructors. The data analysis also showed that research questions were identified as a reason for ChatGPT use by two instructors. However, the two most common reasons for ELT students' ChatGPT use were stated as preparing assignments (four participants) and doing literature reviews (five participants) by most of the instructors.

When the instructors were asked if their students used ChatGPT for summarizing readings, they provided different responses. For example, one instructor highlighted Chat-GPT's capacity to reinforce learning through personalised assistance and direction, underscoring its importance as an additional tutor in their academic journey. Likewise, another instructor had a favourable opinion of Chat-GPT's features while emphasising the value of actively interacting with the results it produced. It should be note, however, that the instructors highlighted that advantages of ChatGPT use depend on its ethical application. To this end, they pointed out the significance of encouraging

students to act honestly and preventing them from becoming overly dependent on technological tools like ChatGPT. Related to this, one of the instructors made the following comment:

Although the technology offers unprocessed data and combined insights, students are ultimately in charge of critically evaluating, interpreting, and incorporating this data into their academic assignments.

The data analysis also exhibited that one of the instructors had a slightly different approach as s/he argued that summarising texts with Chat-GPT might be a useful and effective method for difficult subjects. Another instructor, on the other hand, voiced a more doubtful opinion and criticised how certain students use Chat-GPT. According to this participant, ChatGPT use by students is a practice that compromises the educational process and diminishes prospects for meaningful learning because some students used it for ‘copying and pasting’ its outputs straight into their assignments. Thus, while most of the instructors stressed that its use should involve critical reading and intricate evaluations of retrieved information by the postgraduate students, one of the instructors stated that s/he didn’t know if the students used ChatGPT for summarising the readings. As regards the purpose of ChatGPT use by their students, the content analysis of the instructors’ perceptions disclosed the following emerging themes: Use of ChatGPT for conducting research and literature review, preparing for assignment and presentations, writing study backgrounds and abstracts, understanding terminology and organizing research questions. Related to these themes, however, the analysis of the instructors’ perceptions showed that they criticized ChatGPT-generated for not being in-depth and comprehensive and for not meeting academic standards.

Table 9: The Instructors' Views on the Purpose of ChatGPT Use by Their Students

Theme	Key Points	Participants
Literature Review and Research	Frequently used for writing the literature review sections of assignments or research papers.	B, D
Assignment and Presentation Preparation	Commonly used for completing assignments, preparing presentations, and tackling take-home exams.	B, D, E
Short Abstracts and Study Backgrounds	Used for organizing study backgrounds or writing short abstracts for research papers.	A
Terminology and Research Questions	Used for understanding terminology and organizing research questions. However, this is seen as risky due to the potential for inaccuracies without strong subject knowledge.	A
Shallow or Limited Outcomes	ChatGPT-generated work, especially for literature reviews, was often criticized as shallow and not meeting academic expectations.	D

Specifically, the analysis of the instructors' perceptions displayed in Table 9 revealed that as regards the use of ChatGPT for editing and creating written work, one of the instructors (Participant A) shared positive perceptions saying that ChatGPT is a helpful application for revision. Likewise, another instructor (Participant B) concurred that editing with Chat-GPT was appropriate and could enhance writing abilities. Conversely, while noting a favourable effect on the development of instructional materials, one of the participating instructors (Participant D) pointed out problems like students' abusing it for homework.

Regarding Chat-GPT's contribution to facilitating in-depth research, the participating instructors had varying views. On the positive side, one of them (Participant A) emphasised how it helped to improve studies by offering dependable and organised input, which made the learning process easier to handle for the postgraduate students. In a similar vein, another instructor (Participant B) highlighted the value of its use pointing out that Chat-GPT could be quite successful when utilised carefully and intelligently. Likewise, another instructor (Participant E) found it particularly useful for organizing ideas and streamlining in the early stages of research. Two other

instructors, however, expressed worries about its shortcomings. Worries were expressed by another instructor (Participant D), who criticised Chat-GPT for frequently producing superficial and shallow outcomes while addressing sophisticated study themes. These varied viewpoints of the instructors highlight the advantages and disadvantages of incorporating Chat-GPT into postgraduate students' academic studies.

4.3.3 Use of ChatGPT for Thesis Research

In the context of thesis research, content analysis results showed that the instructors praised but at the same time criticised the employment of Chat-GPT. The instructors particularly referred to the following advantages of ChatGPT use for thesis research; provision of scaffolding in refining research stages and selection of thesis topics by providing recommendations and ideas, in summarising and organizing information and in editing and structuring of thesis. In this regard, the instructors highlighted that ChatGPT could help the MA ELT students like a personal tutor. Related to the disadvantages of ChatGPT use in thesis research, the instructors' voiced concerns about its misuse such as students' copying and pasting information with no critical analysis.

When opinions of the instructors displayed in Table 10 are analysed in detail, it can be seen that one of the instructors (Participant A) pointed out that Chat-GPT could be useful for organising content and developing ideas as long as students maintain their distinctive style and critical engagement.

Table 10: The Instructors' Perceptions of Their Students' ChatGPT Use for Thesis Research

Themes	Key Points	Participants
Refining Research Stages	Used to fine-tune research stages, such as research questions and methodology, ensuring they meet academic standards.	A
Specifying Thesis Topics	Helped students generate or refine thesis topics by reviewing recent studies and identifying gaps in their areas of interest.	B, C
Providing Recommendations and Insights	Offered insights, suggestions, and recommendations on the scope of research and potential subtopics.	C
Summarizing and Organizing Information	Assisted in summarizing findings, organizing references, and refining research papers.	B, E
Editing and Structuring Work	Supported students in editing their thesis or research papers.	B, E
Concerns About Misuse (Copying and Pasting)	Highlighted concerns over students relying excessively on ChatGPT, such as directly copying and pasting text or submitting work entirely generated by it.	B, D
Use as a Personal Tutor	Served as a personal tutor, providing tailored feedback and assisting with research processes without simply delivering pre-made answers.	A

Another instructor (Participant B), while acknowledging its potential for idea generation and literature analysis, warned against its excessive use in place of critical thinking. Likewise, another instructor (Participant D) expressed doubt, arguing that Chat-GPT is less appropriate for thesis-level research due to its shortcomings in information synthesis. Overall, the data pertaining to ChatGPT use for thesis research in MA ELT program revealed that while the postgraduate instructors considered ChatGPT as an additional resource which can be employed for ensuring the identification of major results related to thesis topic in the literature, they stated that its effective use heavily depends on the student's academic abilities.

4.3.4 Use of ChatGPT for Knowledge Construction

The content analysis results as regards the use of ChatGPT for knowledge construction highlighted the following advantages of its use: enhancing students' knowledge through re-evaluation and providing quick search results for the enhancement of

knowledge creation. Related to the disadvantages of ChatGPT use for knowledge construction, the following themes were underlined by the instructors: potential of misuse, not finding its outputs reliable and questioning of its user-dependent efficiency, in other words, the important role that students play in processing and interpreting the information that it provides.

As can be seen from the data presented in Table 11, specifically some of the participating instructors (Participants A, B) noted that ChatGPT could assist in the knowledge construction if postgraduate students actively consumed and examined the presented material. Related to this, most of the instructors (Participants A, B, C) stated that students' personal knowledge and interpretation abilities are crucial for its efficacy.

Table 11: The Instructors' Perceptions of Their Students' ChatGPT Use for Knowledge Construction

Themes	Key Points	Participants
Enhancing Knowledge Through Reevaluation	ChatGPT can deepen theoretical and practical knowledge if students process and reevaluate the ideas they work on.	A, B
Dependence on Student's Own Knowledge	The effectiveness of ChatGPT for knowledge construction depends on the student's prior knowledge and ability to interpret and process information.	A, B, C
Quick Searches for Knowledge Building	Some students use ChatGPT for quick searches to gain knowledge about concepts during discussions or when they lack prior understanding.	C
Potential for Misuse (Copy-Paste)	Copy-pasting information from ChatGPT without understanding or analyzing it hinders knowledge construction.	B
Neutral or Unsure Responses	Some participants were unsure whether ChatGPT contributes to knowledge construction or lacked sufficient observations to comment definitively.	D, E

Additionally, one of the instructors (Participant C) shared that MA students used ChatGPT to do quick search during class discussions in order to better grasp new ideas. However, some concerns were also shared by the instructors. For instance, one of the instructors (Participant B) expressed reservations regarding its misuse, such as copying

and pasting information without doing any analysis, which s/he believed reduced its educational value. Some of the instructors (Participants D, E), on the other hand, expressed neutrality or uncertainty, highlighting the necessity of additional research to validate its function in knowledge construction.

As can be seen from the information provided in Table 11, the instructors believed that Chat-GPT contributed to students' development of both theoretical and practical knowledge in varying degrees. To specify, one of the instructors (Participant C) noted that Chat-GPT could facilitate rapid acquisition of academic knowledge; however, s/he added that deeper insights generally require instructor guidance. Likewise, another instructor (Participant E) stated that it encouraged creative thinking but at the same time this participant questioned its efficacy in encouraging thorough knowledge-building. Conversely, two other instructors (Participants A and B) expressed their appreciation of ChatGPT's practicality in helping postgraduate students in terms of organising ideas, improving language abilities, and drafting their academic texts.

Results on the use of ChatGPT for knowledge construction showed that in general, the instructors agreed that Chat-GPT by itself is unable to handle difficult academic problems as they thought that MA students needed to actively consume and critically assess the material in order to develop meaningful knowledge. In this regard, they explained that the impact of ChatGPT use on postgraduate students' academic skills largely depends on how well and morally students use it. For instance, one of the instructors (Participant B) said "*while improper usage of Chat-GPT make students lazy, proper use can improve their academic skills*". Similarly, another instructor (Participant C) emphasized the need for critical thinking in framing questions for Chat-GPT, referring to this ability as a new academic skill as clarified in the following

expression: “By formulating questions, Chat-GPT can promote critical thinking, but if used excessively, it may hinder it”.

Responses of the other instructors disclosed that they generally agreed that using Chat-GPT effectively required using critical thinking skills for the formulation of appropriate questions. However, there were some contradicting views between the participants. To specify, while Participant D questioned whether this might promote true critical thinking, Participant B considered it as a chance for MA ELT students to develop their critical thinking skills. The instructors also acknowledged that Chat-GPT provided a synthesis model that the students generally found useful, but they underlined that student participation was still essential. While one of the instructors (Participant C) agreed that Chat-GPT could be used as a model for analysis and synthesis, s/he was sceptical about the MA students’ ability of replicating these skills in other contexts on their own. Similarly, another instructor (Participant D) noted that there was minimal indication of students using Chat-GPT for insightful analysis or synthesis.

While sharing their perceptions, the instructors offered insightful explanations of how Chat-GPT could help students grow into creative thinkers or problem-solvers. For example, three instructors stated Chat-GPT encouraged creativity, especially by helping to generate original ideas and facilitated the creation of prompts or the presentation of content. Two instructors, on the other hand, emphasised that although it could boost creativity in particular situations, it was insufficient to promote originality or more profound academic innovation. Based on these perceptions of the instructors, it can be claimed that according to the MA ELT program instructors, Chat-

GPT had a limited function in producing truly original work, even though it could be a helpful tool for fostering creativity.

Related to the effect of ChatGPT on MA ELT students' problem-solving skills, the instructors expressed both positive and negative opinions. To elaborate, two instructors (Participants B and C) emphasised that Chat-GPT could scaffold students in good question framing, thus enabling them to approach issues methodically and to consider potential solutions. One of the instructors (Participant D), on the other hand, expressed worries saying that ChatGPT use would encourage students to neglect work and rely entirely on the tool for quick solutions, so weakening their capacity for autonomous problem-solving. These perceptions of the instructors showed that while they thought that MA students' over reliance on Chat-GPT could impede the development of their problem-solving abilities, its careful use could lead to their enhancement.

4.3.5 Use of ChatGPT for Personalized Learning

The content analysis of the postgraduate instructors' views on the use of ChatGPT for personalized learning disclosed the following themes: positive impact of its use on student motivation and engagement, the significance of student interest and literacy skills, its assistance in doing critical analysis and promotion of active participation and finally on a negative note, the belief that it has no impact on students' personal learning processes. Detailed analysis of the instructors' views revealed that most of them had positive perceptions as regards the use of ChatGPT for personalized learning.

As can be seen from the data provided in Table 12, two instructors (Participants B, E) shared that by increasing student motivation, involvement and engagement in postgraduate work, ChatGPT could influence MA students' personal learning experiences positively. Along the same lines, another instructor (Participant A) stated

that students' curiosity, willingness and digital literacy determine how effective it is because those who are at ease with technology are more likely to gain from it. Additionally, one of the instructors (Participant C) stated that ChatGPT fostered critical thinking and analysis, which are two significant skills at the MA level and another instructor (Participant E) noted that it worked best as a learning tool when employed as a support system rather than as a goal in itself. Conversely, one of the instructors (Participant D) seemed to be negative about the impact of ChatGPT on personalized learning based on the belief that ChatGPT did not have a substantial impact on students' personal learning.

Table 12: The Instructors' Perceptions of Their Students' ChatGPT Use for Personalized Learning

Theme	Key Points	Participants
Impact on Motivation and Engagement	ChatGPT motivates students and increases their engagement and participation in coursework, especially when used as a support tool.	B, E
Dependence on Student Interest and Literacy	The impact of ChatGPT on personal learning depends on students' interest, willingness, and digital literacy.	A
Role in Critical Thinking and Analysis	ChatGPT supports critical thinking, analyzing, and synthesizing ideas, which are important for MA students conducting research.	C
As a Tool for Active Participation	When used as a tool rather than an end in itself, ChatGPT enhances students' active participation in coursework.	E
No Observed Impact	Some participants did not observe any notable influence of ChatGPT on personal learning experiences.	D

In-depth analysis of the instructors' perceptions revealed that they had differing opinions about how Chat-GPT affected MA students' self-management and organisational skills. To exemplify, two instructors (Participants A and E) reported that Chat-GPT helped them better organise their tasks and manage their time, which resulted in some improvements in their organisational and self-management skills. However, according to another instructor (Participants D), Chat-GPT had no apparent effect on students' organisational skills, indicating that its efficacy in this regard varied

depending on the user's approach. Based on these findings, it can be stated that the instructors contended that Chat-GPT had little effect on the MA ELT students' organisational skills. Regarding motivation, the majority of the instructors reported positive views. According to four participating instructors, Chat-GPT improved students' motivation by making material easier to acquire and reducing the workload associated with academic assignments. They shared their observation in this regard by saying that the assistance provided by ChatGPT inspired the students to take an active role in their education. One of the instructors, however, expressed worries about the possibility of students' being overly reliant on Chat-GPT, which s/he believed could gradually reduce their intrinsic motivation. These results demonstrated that although most of the participating instructors believed that Chat-GPT boosted student motivation, there is a potential risk that it will foster reliance, which may in turn negatively impact students' learning habits over time.

4.3.6 Use of ChatGPT for Academic English

The results on ChatGPT employment for academic English revealed reoccurring themes such as its positive impact on students' writing skills and language skills, raising students' awareness of their weaknesses and concerns related to its suitability for graduate-level academic studies, limitations in addressing learning outcomes, and production of robotic language.

As can be seen from the data provided in Table 13, the instructors stated that their students frequently used Chat-GPT to enhance their academic English skills, especially when it came to editing, drafting and polishing their written work. One of the instructors (Participant C) proposed that students could gain a better understanding of academic style and fluency by comparing their writing to Chat-GPT outputs. This

instructor noted, however, that robotic quality of Chat-GPT’s language was likely to produce texts written in less natural writing styles.

Table 13: The Instructors’ Perceptions of Their Students’ ChatGPT Use for Academic English Improvement

Theme	Key Points	Participants
Refining and Improving Writing Skills	ChatGPT helps students refine their written work by organizing and correcting their output.	A, C
Awareness of Weaknesses	ChatGPT can inspire students to improve their academic English by highlighting weaknesses and comparing their writing to ChatGPT's outputs.	C
Limitations in Learning Outcomes	While ChatGPT improves the smoothness of academic work, its impact on deep learning or retention of skills is questionable.	A
Robotic or Bland Language	Concerns were raised about ChatGPT promoting a 'robotic' style of language, which is not ideal for developing academic English creatively and effectively.	C
Training and Ethical Use	Students require training to use ChatGPT appropriately, ethically, and effectively to gain real benefits for their academic English skills.	B
Suitability for Graduate-Level Use	Some questioned whether ChatGPT is suitable for use at the graduate level, suggesting it might be more effective for undergraduates or in specific contexts.	D
Potential to Enhance Language Skills	ChatGPT has the potential to help students develop fluency, accuracy, and creativity in academic English when used consciously and effectively.	C, E

On the whole, the analysis of instructor perceptions in this regard highlighted the significance of deep student engagement with ChatGPT outputs to assure effective learning, despite its positive impact on the improvement of Academic English in terms of grammar, vocabulary, and structure.

4.3.7 Achievement of Learning Outcomes

Content analysis of the data collected from the instructors exhibited emergence of the following significant themes: its positive influence on the achievement of learning outcomes depending on its effective use by the postgraduate students, improvement of their in-class participation, scaffolding for written assignments and research, its

limitations in critical thinking and the need for further research to investigate its efficiency in meeting the learning outcomes of MA ELT program.

Detailed analysis of the data related to the instructors' perceptions on Chat-GPT's contribution to students' fulfilment of the MA ELT program learning outcomes indicated that they had diverse perspectives. On the one hand, the data displayed in table 14 indicated that two instructors (Participants C and E) were positive that Chat-GPT could improve postgraduate students' performance, motivation, and organisation in project-based work, all of which helped with the accomplishment of the MA ELT program learning outcomes. On the other hand, analysis of instructor perceptions showed that they questioned ChatGPT's impact on critical thinking and synthesis skills. For instance, one of the instructors (Participant C) expressed concerns about students' ability to independently improve these abilities while utilising Chat-GPT.

Table 14: The Instructors' Perceptions on Major Effects of ChatGPT Use in MA ELT Program

Themes	Key Points	Participants
Potential to Support Learning Outcomes	ChatGPT can support students in achieving learning outcomes, particularly by organizing presentations, understanding course materials, and performing research tasks.	A, B, E
Conditional on Proper Use	Effective achievement of learning outcomes depends on students using ChatGPT appropriately and purposefully.	B
Improved Classroom Participation	Some students may use ChatGPT during class discussions to enhance their contributions, potentially improving their understanding of topics.	C
Support for Research and Written Tasks	ChatGPT can assist with research-related performance and written assignments, contributing to specific learning outcomes.	C, E
Limitations in Critical Thinking	Concerns were raised about ChatGPT's ability to help with critical thinking and skills like academic integrity, which require deeper human involvement.	C
Need for Further Study	Strong claims about ChatGPT's role in achieving learning outcomes should be approached cautiously and studied further.	C, E
Positive Impact on Learning Outcomes	Participants generally felt that ChatGPT has a positive impact on learning outcomes when used effectively.	D, E

Overall, it can be seen from the data provided in Table 14 that most of the postgraduate instructors contended Chat-GPT assistance with the achievement of fundamental learning objectives of the MA ELT program; however, they had reservations as to how it affected the students' higher-order academic skills and they underlined the need for more evidence to assure its efficiency in the accomplishment of learning outcomes.

The instructors' responses and the learning outcomes of MA ELT program displayed in Table 15 show that they had positive perceptions regarding its use. When their responses are analysed in detail, it can be seen that according to the instructors, ChatGPT helped with the achievement of some of the program objectives. For instance, the postgraduate instructors agreed that ChatGPT provided assistance to the MA students with tasks like preparing presentations, comprehending course materials, and reporting research projects, all of which were helpful in accomplishing certain learning outcomes.

Furthermore, the instructors explained that when used properly, ChatGPT could also inspire students and increase their level of participation. Conversely, some responses given by the participating instructors indicated that ChatGPT use was not very helpful for meeting MA ELT program learning outcomes pertaining to academic ethics, advanced understanding of ELT literature, and development of critical thinking skills because it lacked the depth of coverage for these topics. In addition, the instructors' expressions showed that they had reservations about their students' usage of ChatGPT for the completion of assignments without developing deeper knowledge or comprehension, especially in areas like academic integrity, creativity, and critical awareness.

Table 15: The Instructors' Perceptions on ChatGPT Use and the Achievement of Learning Outcomes

EMU MA Learning Outcomes	Do Instructors Believe the Outcomes Are Achieved?
1. Enhancing effective communication skills for academic purposes	Partially achieved. Instructors noted that ChatGPT helps students organize ideas and contribute better to classroom discussions, though concerns about true skill-building were raised.
2. Developing advanced knowledge of the ELT scholarship	Limited evidence. There is no strong indication from instructors that ChatGPT supports developing ELT-specific advanced knowledge.
3. Acquiring advanced knowledge of the most recent academic/professional trends and innovations	Achieved to some extent. Instructors mentioned ChatGPT as a tool for exploring recent research and understanding trends but noted gaps in deeper learning.
4. Enhancing critical thinking skills and conceptual competence	Minimally achieved. Instructors expressed skepticism about ChatGPT fostering critical thinking and conceptual development, emphasizing its limitations in this area.
5. Developing the ability of integrating knowledge and skills across the fields concerned with ELT	Limited evidence. ChatGPT's impact on integrating ELT-specific knowledge and skills was not discussed in depth.
6. Improving students' critical awareness of various ELT-related problems and their ability to generate creative solutions	Minimally achieved. Instructors were cautious about ChatGPT's ability to help students develop critical awareness and generate creative solutions.
7. Developing specialized research skills to conduct and report research	Partially achieved. Instructors noted ChatGPT's utility in organizing research and improving written assignments but expressed concerns about ethical and critical use.
8. Acquiring the knowledge of ethics in their research and professional endeavors	Not achieved. Concerns about ethical issues, such as plagiarism and overreliance on ChatGPT, were raised by instructors.
9. Becoming well-equipped in their teaching careers and/or PhD studies	Minimally achieved. There was no strong indication that ChatGPT helps students become well-equipped for teaching careers or PhD studies.
10. Acquiring the philosophy of lifelong learning and continuous professional development	Partially achieved. Instructors noted ChatGPT can support students' self-directed learning when used properly.
11. Raising students' awareness as regards the impact of ELT in today's globalized world	Not achieved. No evidence suggested that ChatGPT helps students understand the global impact of ELT.

4.3.8 Overview of the Postgraduate Instructors' Perceptions

The analysis of the study results on the whole showed that the use of ChatGPT in the MA ELT program by the postgraduate students influenced the instructors' views on its possible positive and negative effects on students' learning processes. Based on an overall overview of the instructors' responses, it can be stated that although the majority of the instructors acknowledged the support ChatGPT offered MA students

in expediting academic tasks such as editing, drafting, and organizing research, particularly when they had time constraints, there was a widespread concern over its potential to affect students' creativity, critical thinking, and moral academic behaviour.

In brief, analysis of the instructors' perceptions disclosed their awareness of the frequency of ChatGPT use by their students for purposes like enhancing the quality of their assignments, doing literature reviews, and condensing difficult texts. However, at the same time, the results showed that the instructors had major concerns related to the negative effects of its use such as students' over-reliance on ChatGPT or their being engaged in unethical activities, like copying and pasting without comprehending or synthesizing the information provided by ChatGPT. To conclude, in their responses the instructors stressed the importance of academic maturity, ethical application, and intricate analysis of any information retrieved from ChatGPT in order to make sure that it is effectively and appropriately used to scaffold students in their academic studies and promote their academic progress.

4.4 Results on Research Question 3: How did the MA Students' and the Instructors' Views on ChatGPT Use Compare?

Comparison of data collected from the MA students and the instructors of the MA ELT program indicated the dual nature of ChatGPT use in academic studies as the participants reported that ChatGPT is a facilitative tool in general, but it had potential to be problematic when used inappropriately. The analysed data on the whole exhibited that the MA students repeatedly expressed ChatGPT's useful features, like its capacity to help with concept organisation, article summarisation, grammatical correction, and locating pertinent academic resources, describing ChatGPT as a "lifesaver," a "personal assistant," and a time-saving tool that freed them up to focus on other crucial

facets of their education. Some of the MA students also stated that ChatGPT improved their academic performance and productivity, especially in tasks like writing theses or understanding challenging literature. It should be noted however that the students also brought up ethical issues, with some saying they were afraid of misusing it or feeling restrained while using it because of possible ethical dilemmas, especially when it came to assignments and research projects.

Conversely, analysis of the data revealed that the instructors took a more nuanced attitude than the MA students, stressing the significance of ChatGPT's usage rather than simply focusing on its features. Compared to the MA students, the instructors seemed more deeply concerned about the negative effects of ChatGPT use on academic integrity and the development of their students' critical thinking abilities. Additionally, the results indicated that although the instructors were aware of the benefits of ChatGPT use, such as its capacity to enable quick access to information and its practicality in the completion of tools like data analysis, synthesis or editing of academic work, they noted that some students used ChatGPT in a responsible manner to reflect on synthesised knowledge and to strengthen their academic arguments or findings; however, some of them misused it by copying and pasting material directly into their work. They stated that this had a negative impact on students' academic progress and the development of higher-order cognitive abilities, which are essential skills in graduate-level learning processes such as effective analysis and synthesis of collected data or retrieved information as well as evaluation of academic discourse and materials.

The divergent viewpoints between the MA students and the instructors were especially noticeable in ChatGPT's possible drawbacks. The results exhibited that the instructors

were far more critical of ChatGPT's potential misuse, whereas the students tended to concentrate on its usefulness, and they brought up ethical issues only occasionally. Referring to unethical use of ChatGPT, the instructors shared that they witnessed cases where the students misused ChatGPT by having it create parts of their academic work, including literature reviews, and then used them as if they were their own. One of the instructors stressed that unethical use of ChatGPT in academia was a concerning issue because of the following reasons: "such misuse can limit the students' abilities to connect deeply with their subject matter and endanger academic integrity".

Data analysis also disclosed that the MA students' and the instructors' perceptions differed significantly in how much emphasis they placed on academic maturity. Related to this, the instructors stated that in order for students to use ChatGPT in an ethical and efficient manner, they needed to have a solid discipline and critical thinking foundation. The instructors also warned against overreliance on ChatGPT, stating that the students could become overly reliant on it and ignore the intellectual discipline needed for postgraduate work. Hence, while the instructors underlined the significance of students' having a solid academic foundation at the postgraduate level, most of the MA students did not voice any worries about being reliant on ChatGPT, perceiving it more as a helpful tool than a danger to their studies. On the contrary, numerous students highlighted its effectiveness explaining how they used ChatGPT to brainstorm ideas, detect academic articles, summarise lengthy reads, and create assignment drafts and how it enabled them to concentrate on more important aspects in their academic studies by saving them a great deal of time and effort.

On the whole, ChatGPT was viewed by the participating students as a useful, time-saving tool that facilitated their academic studies. Only one postgraduate student raised

concerns about ChatGPT's novelty, pointing out that it occasionally produced less-helpful machine-generated responses. The instructors, on the other hand, felt differently about ChatGPT's increasing popularity in higher education. Although they acknowledged its contributions to postgraduate students' academic studies especially in tasks like planning of presentations or reporting of information in a coherent way, they expressed worries about its possible abuse. To specify, students' using ChatGPT improperly for creating whole parts of academic work, such as literature reviews or observation reports without offering fresh ideas, were commonly mentioned by the participating instructors. They explained that this abuse was most noticeable in assignments requiring reflection, where they could easily identify ChatGPT use due to a lack of student-authored content. Attempts to hide its use frequently made the misuse even more obvious, according to some instructors, who said that the students underestimated their capacity to recognise AI-generated work. As displayed in Table 16, despite some discrepancies, the data analysis indicated some overlapping insights and some diverging views regarding the frequency of ChatGPT use by students and the observations made by the instructors on their students' usage.

Overall, although the MA students and the instructors had similar perceptions regarding the frequent use of ChatGPT's by the postgraduate students, their interpretations varied. The MA students reported integrating ChatGPT into their academic routines, especially during periods of high workload, such as preparing for exams, writing theses, or completing complex assignments. For many, the tool was invaluable for brainstorming, summarizing articles, and generating ideas, with some using it daily and others moderately. Conversely, the instructors noted varying levels of use among students, with some observing a decline after awareness workshops,

while some stated that they were not certain about the extent of its use by their students. Both groups emphasized the importance of ethical and thoughtful usage to ensure ChatGPT's positive impact on academic performance.

Table 16: The Student and Instructor Perceptions on the Frequency of ChatGPT Use

Theme	Postgraduate Students	Postgraduate Instructors	Major Similarities	Major Differences
Frequency of ChatGPT Use	High frequency of use; some students use it daily while others rely on it during peak workload periods. One student reported not using it at all due to lack of familiarity.	Noted frequent but variable use by students. Some observed a reduction in use after awareness workshops; others report widespread reliance.	Both groups agree on the frequent use of ChatGPT.	Instructors highlight variability and reduced use after workshops, while students report consistently high use.

The MA students and the instructors also recognized ChatGPT's utility in summarizing and interpreting complex academic texts. The students found it effective for simplifying theories, managing workloads, and improving comprehension, often using it to create study schedules or draft discussion questions. The instructors acknowledged these benefits but expressed concerns about overreliance, which they feared could hinder the development of students' academic skills. Despite differing opinions on its application, both groups agreed on the need to balance its advantages with independent learning to maximize its academic benefits responsibly.

When the MA students' and the instructors' perceptions are compared in terms of the purpose of ChatGPT use, as can be seen from the information provided in Table 17, both the MA students and the instructors recognized ChatGPT as a valuable tool for academic work, particularly for reading and writing assignments.

Table 17: The Student and Instructor Perceptions on the Purpose of ChatGPT Use

Theme	Postgraduate Students	Postgraduate Instructors	Major Similarities	Major Differences
Purpose of ChatGPT Use	Primarily used for summarizing materials, grammar checks, generating outlines, organizing study schedules, and improving text quality. Applications include preparing bibliographies, and drafting projects.	Students use it for literature reviews, summarizing readings, editing, generating ideas, and organizing early research. Concerns about ethical use and superficial engagement with content.	Both identify literature reviews, summarizing, and editing as key uses.	Instructors emphasize ethical use and deeper engagement; students focus on practical applications.

The MA students reported using it extensively to paraphrase texts, highlight key ideas, and explain challenging concepts, especially in research-intensive courses like Research Methods and Linguistics. They also found it helpful for organizing and enhancing their writing, creating outlines, correcting grammar, and polishing papers. However, the instructors expressed concerns about students' potential overdependence on ChatGPT, emphasizing that reliance on the tool could undermine critical thinking and in-depth reading skills. While the students highlighted its practical benefits, the instructors questioned its ability to genuinely improve learning and emphasized the need for ethical and thoughtful use.

Despite differing views on its impact, both groups acknowledged ChatGPT's usefulness for tasks like writing, editing, and organizing written work. The MA students relied on it to refine grammar, punctuation, and style, while the instructors acknowledged these benefits but were cautious about its long-term effects on learning. The instructors noted that critical thinking and synthesis, essential for advanced research, cannot be replaced by AI. While some instructors appreciated students who used ChatGPT ethically and learned from its output, others expressed scepticism about

its ability to provide original ideas for graduate-level work. Both groups agreed on the need to balance its advantages with independent thought and critical engagement to maximize its academic value. Additionally, the comparison of the data collected from the MA students and the instructors revealed that the potential of ChatGPT to assist postgraduate thesis research projects was recognised by both the students and the instructors, especially in terms of content organisation, thesis topic modification, literature summarisation, and research idea generation.

Table 18: The Student and Instructor Perceptions Regarding ChatGPT Use for Thesis Research

Theme	Postgraduate Students	Postgraduate Instructors	Similarities	Major Differences
Use of ChatGPT for Thesis Research	Extensively used for literature reviews, topic selection, thesis organization, and as an aid for initial thesis writing. However, noted limitations for tasks requiring high-level analysis.	Seen as a tool for organizing ideas and generating topics but less effective for synthesis and in-depth thesis-level research. Concerns about replacing critical engagement.	Both acknowledge ChatGPT as useful for organizing ideas and thesis tasks.	Instructors see ChatGPT as less effective for deep synthesis; students report extensive use for thesis tasks.

As can be seen from the information provided in Table 18, the students viewed ChatGPT as a productivity-enhancing tool, particularly useful for brainstorming, organizing research, and creating schedules, though they acknowledged its limitations in delivering accurate academic data and handling complex tasks like data analysis. They praised its ability to simplify concepts and provide instant insights, especially for theoretical and analytical academic work, but expressed scepticism about its reliability, often double-checking its outputs.

Similarly, the instructors recognized ChatGPT’s potential to scaffold learning, assist with thesis work, and simplify complex concepts, while emphasizing the importance of critical engagement and ethical use. However, the instructors expressed greater concerns about students’ over-reliance on the tool, warning that failure to meaningfully interact with content could hinder learning. Despite the students’ openly discussing their use of ChatGPT, the instructors remained uncertain about its prevalence among their students.

The MA students’ and the instructors’ perceptions were also parallel in terms of ChatGPT’s contributions to the improvement of practical knowledge, since they both expressed that it supported MA ELT students to link theory with practice, provided useful guidance, and enhanced their language proficiency. Regarding the use of ChatGPT for knowledge construction, the students reported using ChatGPT extensively to improve assignments, create lesson plans, organize study materials, and apply theories to real-world scenarios, valuing it as a timesaving reference tool despite questioning its depth and reliability for advanced knowledge.

Table 19: The MA Students’ and the Instructors’ Perceptions regarding ChatGPT Use for Knowledge Construction

Theme	Postgraduate Students	Postgraduate Instructors	Similarities	Major Differences
Use of ChatGPT for Knowledge Construction	Widely used for simplifying theories, connecting concepts, and synthesizing information. Mixed views on its impact on creativity and critical thinking.	Perceived as helpful for quick searches and understanding frameworks but limited for deep knowledge-building. Mixed views on its role in promoting creativity and critical thinking.	Both recognize its utility in simplifying concepts and synthesizing information.	Instructors question its effectiveness for deeper knowledge-building; students emphasize its impact on creativity and critical thinking.

As can be seen from the data provided in Table 19, the instructors acknowledged ChatGPT's potential to support academic tasks like writing and language acquisition but expressed concerns about its limitations and the risks of over-reliance. However, while the MA students appreciated its efficiency and practical benefits, such as providing feedback and clarifying mistakes, the instructors emphasized the importance of ethical and critical usage to prevent ChatGPT from undermining creativity and effort. In short, both groups agreed on its ability to enhance academic skills but differed in focus, with the MA students highlighting its immediate advantages and the instructors prioritizing responsible usage and the long-term development of students' critical thinking and academic abilities.

Both groups agreed that ChatGPT can enhance critical thinking by offering new perspectives, encouraging synthesis, and aiding in information analysis and concept integration. The students appreciated its ability to simplify complex ideas and save time, though they acknowledged risks of over-reliance, which could harm their capacity for autonomous and original thinking. The instructors shared similar concerns, emphasizing the need for proper guidance to foster independent critical thinking skills. Regarding creativity, ChatGPT was seen as a tool that fosters fresh ideas, clarifies concepts, and inspires innovative approaches. The MA students valued its role in creating lesson plans and improving writing, while the instructors stressed the creative skill required to craft effective prompts. However, both groups warned that excessive use might hinder innovative thinking and lead to dependency, with the instructors questioning whether it truly stimulates creativity or simply refines existing ideas.

As the data in Table 20 display, the MA students' and the instructors' perceptions on the use of ChatGPT were also parallel in terms of its effects on personal learning like making studying more engaging and reducing stress.

Table 20: Comparison of ChatGPT Use for Personalized Learning

Theme	Postgraduate Students	Postgraduate Instructors	Similarities	Major Differences
Use of ChatGPT for Personalized Learning	Facilitates personalized study schedules, immediate academic support, and increased engagement. Some concerns about procrastination and over-reliance.	Acknowledged as enhancing engagement and motivation. Effectiveness depends on student curiosity and digital literacy. Concerns about reliance diminishing intrinsic motivation.	Both agree on its role in enhancing motivation and engagement.	Instructors worry about reliance diminishing intrinsic motivation; students highlight improved organization.

The MA students highlighted its ability to organize knowledge, simplify difficult subjects, and enhance participation in class discussions. Likewise, the instructors noted its potential to boost motivation, particularly for students who are highly skilled, knowledgeable, and comfortable with using technology. However, both groups warned that over-reliance could encourage procrastination and diminish active engagement. For self-management skills, students reported improved organization, reduced stress, and streamlined learning processes, though the instructors were sceptical about whether it genuinely fosters such skills or merely facilitates task completion. In terms of academic achievement, students praised ChatGPT for reducing anxiety, improving writing quality, enhancing time management, and boosting confidence. The instructors acknowledged its potential but stressed the importance of balancing AI support with foundational skills, cautioning against substituting deeper learning and creativity with

AI tools. Both groups emphasized ethical use and suggested workshops to promote responsible utilization.

As can be seen in Table 20, both groups agreed that ChatGPT enhanced motivation and engagement, but their specific concerns and emphasis were different. The MA students appreciated its ability to create personalized study schedules, provide immediate academic support, and improve engagement, though they expressed concerns about procrastination and over-reliance. In contrast, the instructors acknowledged its potential to boost motivation and engagement but stressed that its effectiveness depended on the students' curiosity and digital literacy. They also voiced concerns that excessive reliance on ChatGPT could diminish their students' intrinsic motivation. While the MA students focused on its role in improving organization, the instructors were more cautious, emphasizing the risks to self-driven learning.

As the data in Table 21 indicate, ChatGPT was recognized for its contribution to improving language proficiency, with students appreciating its ability to correct grammar, enhance academic tone, and refine written communication. Like the MA students, the instructors considered it as a valuable tool for providing accurate and fluent writing examples. However, concerns were raised about ChatGPT producing overly generic or robotic writing styles. While the MA students concentrated on the straightforward, useful features of ChatGPT for their academic writing, like grammar checks, enhancing academic tone, and structuring their ideas, the instructors questioned whether it actually promoted learning or just generated well-formatted outputs. To this end, the instructors stressed the importance of teaching students how to use ChatGPT in an ethical and efficient manner, while the MA students valued the ability of ChatGPT's in providing instant feedback and also the simplicity of its use,

which increased its editing efficiency. Additionally, while the MA students perceived it as an easily accessible helper at all levels, several participating instructors questioned the appropriateness of its use at the postgraduate level, arguing that its use would be more advantageous for undergraduate students.

Table 21: Comparison of ChatGPT Use for Academic English Improvement

Theme	Postgraduate Students	Postgraduate Instructors	Similarities	Major Differences
Use of ChatGPT for Academic English Improvement	Used for grammar checks, improving academic tone, learning academic terminology, and formal communication. Concerns raised about over-reliance and robotic quality of output.	Viewed as effective for improving grammar and academic style but lacking in fostering natural writing. Highlighted the need for critical engagement with output.	Both acknowledge its effectiveness in grammar checks and formal writing improvement.	Instructors stress the need for critical engagement to avoid robotic output; students focus on learning academic terminology.

As can be seen in Table 21, both groups acknowledged its effectiveness in grammar checks and formal writing improvement. The MA students highlighted its utility for improving grammar, academic tone, learning academic terminology, and enhancing formal communication, while also expressing concerns about over-reliance and the robotic quality of the output. The instructors viewed it as helpful for grammar and academic style but criticized its inability to foster natural writing. They emphasized the importance of critical engagement with ChatGPT’s output to avoid overly mechanical results. The primary difference between the student and instructor perceptions was that students focused on learning academic terminology, while the instructors stressed the need for deeper engagement to mitigate the risk of robotic output.

As displayed by the information provided in Table 22 below, both the MA students and the instructors largely agreed on the usefulness of ChatGPT in achieving learning outcomes, though their emphasis differed. The students found it valuable for organizing content, simplifying complex subjects, summarizing books, and improving writing, allowing them to save time and focus on key objectives. However, some students noted that it could hinder deeper engagement and content retention by reducing the effort required for comprehension. The instructors recognized ChatGPT’s potential for tasks like organizing presentations, summarizing, and supporting research but expressed concerns about its impact on research skills, academic integrity, and critical thinking. They emphasized the need for its ethical and thoughtful use, as well as further research to determine its overall contribution to postgraduate learning outcomes in the MA ELT program.

Table 22: ChatGPT Use in Achievement of Learning Outcomes

Theme	Postgraduate Students	Postgraduate Instructors	Major Similarities	Major Differences
ChatGPT Use in Achievement of Learning Outcomes	Aids in summarization, literature reviews, and research tasks. Mixed views on impact on critical thinking and deeper learning. Some students reported its use impedes critical thinking.	Supports basic learning outcomes like organization and presentation. Concerns about reliance limiting achievement of higher-order skills like critical thinking and ethical integrity.	Both see its role in aiding basic learning tasks like organization and presentation.	Instructors highlight concerns about reliance limiting higher-order skill development; students emphasize its role in summarization and research tasks.

As can be seen in Table 22, both groups acknowledged its usefulness in supporting basic tasks like organization and presentation. The MA students highlighted its benefits for summarization, literature reviews, and research tasks, though they expressed mixed views about its impact on critical thinking and deeper learning, with some noting that

it impeded critical thinking. The instructors emphasized concerns about reliance on ChatGPT limiting the development of higher-order skills like critical thinking and ethical integrity, while the students focused on its utility in summarization and research. Overall, while both groups recognized its role in facilitating basic learning tasks, the instructors were more cautious about its potential drawbacks for skill development.

In conclusion, participants' perceptions as regards to the use of ChatGPT by the postgraduate students in the MA ELT program showed that it had a lot of potential for improving students' learning processes and academic productivity, but it also had some notable drawbacks. Furthermore, it increased productivity by saving time, offering easily accessible learning assistance, fostering academic writing and creativity, and encouraging students to actively participate in their studies. In this sense, numerous students gave it credit for its assistance with research assignments, simplification of complex theories, and provision of fresh viewpoints. However, the data analysis revealed that these advantages were outweighed by worries about over-reliance on its use, which they believed could impede deep learning, creativity, and critical thinking skills. Furthermore, the instructors noted that it could present difficulties for complex academic work due to errors in its responses and its tendency to use general, robotic language.

Consequently, the participants highlighted the need for appropriate training on its moral and efficient use by taking ethical issues like plagiarism and misuse into consideration. The findings also displayed that ChatGPT use could speed up the completion of academic tasks and enhance results, but could not take the place of more in-depth, individualised learning endeavours that are necessary for actual academic

progress. To conclude, to ensure that the MA students benefit from its use without sacrificing the development of vital academic skills like analysis, synthesis, and autonomous critical thinking, its incorporation into postgraduate programs should be carefully supervised.

4.5 Researcher Diary

During the research, the researcher kept a diary to record her own insights about ChatGPT use during her postgraduate studies. The researcher started keeping the diary in July 2024, when the research began. At first, notes were entered into the diary systematically, but after a while, disruptions occurred due to heavy workloads, so the researcher could write down her experiences with ChatGPT in her diary occasionally.

The content analysis of the researcher's notes revealed that like the participating MA students, the researcher used ChatGPT for organising her postgraduate work, particularly while getting ready for presentations, and writing assignments, and also when she was required to write literature reviews after reading multiple sources and synthesizing relevant discussions and findings in these resources. In this regard, the researcher's and the participating MA students' perceptions were parallel as they both had positive perceptions about ChatGPT use in the MA ELT program. Additionally, like the participating students, the researcher thought that ChatGPT use facilitated the completion of postgraduate work, especially when there was a heavy workload.

The researcher's notes in the diary also showed that she found ChatGPT quite successful in summarizing articles. After testing this feature on some of the articles she used in her thesis, the researcher took the following notes in her diary: 'It can provide a fairly adequate summary by highlighting the important parts'. The researcher

also used ChatGPT for planning. She wrote in her diary that she particularly benefitted from its use during the thesis writing process, when she was pressurized by time. At these hectic moments, she asked ChatGPT to create a work plan for her by writing certain prompts and in seconds ChatGPT prepared a well-planned schedule, which enabled her to manage her time more effectively and to make timely assignment submissions.

The researcher wanted to test the analysis capabilities of ChatGPT and to this end she purchased the plus version of the application. The researcher uploaded the collected data as a file on ChatGPT and asked it to provide an analysis. Consequently, she compared the results provided by ChatGPT with her own findings and found out how valid the instructors' warnings are related to the negative effects of ChatGPT use on students' creativity and critical thinking skills. When the analyses were compared, the researcher could see that ChatGPT was not fully reliable in important matters such as providing critical analysis of sophisticated data that require the use of critical thinking skills. Also, as the participating instructors pointed out, in her experiences with ChatGPT the researcher realized that interpretation of the findings required deep thinking and synthesizing skills. Related to these experiences, she took the following notes in her diary:

“Although ChatGPT is very useful for doing many tasks in higher education, it is not reliable enough to be used in comprehensive postgraduate work like thesis research or assignments on complex topics because asking the right questions is very critical in order to get the right answers from ChatGPT and it is necessary to have sufficient awareness, skills and experience to analyse and double check the responses it provides.”

In conclusion, the notes the researcher took in her diary highlighted both the potential and limitations of ChatGPT as a tool for facilitating postgraduate studies. While it

proved helpful for tasks such as organizing work, summarizing articles, and managing time during high-pressure periods, it fell short in providing reliable critical analyses or sophisticated interpretations. The researcher's experiences aligned with the perceptions of the MA students and the instructors, emphasizing that while ChatGPT could enhance productivity and support academic work, its effective use required critical thinking, analytical skills, and careful evaluation of its outputs. Triangulated data collected from the MA students, the instructors and the researcher reinforce the importance of using ChatGPT as a complementary tool rather than a primary resource for advanced academic tasks.

4.6 Summary

This chapter addressed the three research questions posed at the beginning of the study by providing detailed analysis of data collected from the MA students, the instructors and the notes in the researcher diary. First, the views of the MA ELT students on ChatGPT use were analysed. Then, the views of the instructors on the use of ChatGPT by their students were examined. Finally, the perspectives of the two groups were compared. The analysis showed that even though there were different views between the MA students and the instructors, Chat-GPT was considered to be a promising tool that could contribute to the teaching-learning processes in postgraduate studies on the condition that it was employed in an informed way.

Chapter 5

CONCLUSION

5.1 Presentation

In this chapter, the main findings of the current study are discussed considering the relevant literature. This is followed by the discussion of the implications of study results. In the final section of this chapter, limitations of the present study are presented and recommendations are made for further research.

5.2 Discussion of Major Findings

Although researchers increasingly investigated the integration of artificial intelligence (AI)-powered tools, such as ChatGPT, into language learning environments and tertiary contexts, teachers, administrators, and policymakers in many educational institutions lacked the necessary knowledge to address concerns and questions related to the implementation of ChatGPT. Considering the absence of an evidence base in this regard, the present study intended to investigate the complex dynamics of ChatGPT use in a tertiary education institution by exploring the experiences and views of the MA students and the instructors on its potential benefits and pitfalls in the MA ELT Program. To this end, three research questions were asked at the beginning of the study. Considering the main themes addressed in these research questions, the study findings on the participants' experiences and views on ChatGPT use are discussed under three main headings in the following sections.

5.2.1 Employment of Chat GPT by the MA Students

Researchers advocate that appropriate application of technological tools in language education offers learners numerous advantages, including various possibilities for language acquisition, language learning, scaffolding and so forth (Syathroh et al., 2021). Similarly, the findings of this study revealed that the MA students made use of ChatGPT as a flexible tool for research, knowledge construction, summarisation, and academic writing in their postgraduate studies. The application of ChatGPT in this way for academic purposes is in line with the advantages of ChatGPT use mentioned in the recent literature, such as its assistance in promoting academic writing efficiency, student autonomy and provision of scaffolding in students' learning processes (Dergaa et al., 2023; Harry & Sayudin, 2023).

The present study findings showed that there were substantial differences in the frequency of ChatGPT use among the MA ELT students. While a significant percentage of students reported utilising ChatGPT daily or regularly to improve their academic effectiveness, a small percentage expressed its occasional use, specifically when they had high academic pressure, such as writing a thesis or doing coursework in demanding courses. This result is consistent with previous research that highlights how frequent application of AI-powered learning tools like ChatGPT may transform postgraduate education by facilitating personalised learning experiences and perceptions (Abas, et al., 2023; Khan et al., 2024). The high usage frequency of ChatGPT by the MA students in this study also indicated that its use was incorporated into their academic learning processes, in line with the findings of a relevant study which highlighted how AI technologies could be tailored to fit the diverse academic needs of postgraduate students (García-Martínez et al., 2023).

Regarding the purpose of ChatGPT use by the students, the data analysis showed that the participating students used ChatGPT for a variety of academic purposes. Some used it to ensure that their writing was grammatically correct and proofread, while the majority used it to summarise readings and clarify complicated theories. In this regard, the study results align with the scaffolding advantages of ChatGPT such as its efficiency in simplifying complex scholarly material and producing organised outlines as reported in the literature (Syathroh et al.,2021). Furthermore, the MA students used ChatGPT to organise and brainstorm ideas for assignments, and some even used it for formatting and citation processes, especially to abide by academic standards like using the APA referencing style required by the university. In this respect, the participating students' experiences and perceptions are parallel to research findings which indicate that ChatGPT can improve academic writing by giving instant feedback on grammar and coherence (Ghafar et al., 2023).

The study results also revealed that the MA students frequently used ChatGPT for a variety of thesis-related tasks, such as creating outlines, planning research assignments, coming up with original thesis topics, synthesising materials, and identifying important themes during literature reviews. These findings support the discussions in up-to-date research which regards ChatGPT as a useful tool for brainstorming, generating ideas, and identifying topics for research as well as for boosting the effectiveness and efficiency of research writing, which is perhaps one of the most challenging domains for university lecturers and students, particularly non-native English speakers as in the case of present research participants (Rahman et al., 2023; Sok & Heng, 2024). This application of ChatGPT as a research assistant also aligns with the findings of a recent study which exhibited that ChatGPT use may help

with source organisation and identification of targeted ideas to expedite research procedures (Bozic & Poola, 2023). However, as cautioned by the participating instructors in this study, the literature emphasises the significance of critical assessment of AI-generated output for preserving the depth and quality of research (Shaukat et al., 2014).

The MA students in this study outlined several ways of benefitting from ChatGPT while creating knowledge. Particularly in courses like Research Methods and Linguistics, the students characterised ChatGPT as a useful tool for streamlining complicated theories, combining data from many sources, and improving their comprehension of the course materials. These results are in line with constructivist methods highlighted in the literature by Venkadeswaran and Ramanathan (2019), who claim that ChatGPT facilitates active knowledge construction by connecting theoretical concepts and scaffolding learning. Although research has yielded mostly positive evidence with respect to students' application of ChatGPT for understanding and synthesizing complex information, it should be noted that, ChatGPT cannot replace social contact, which is crucial for learning according to socio constructivist theory. Hence, as underlined in the literature, reservations about students' over-reliance on AI for knowledge construction is an important issue that should be taken into consideration (Ayas, 2006; Ridzuan et al., 2024).

In addition, the results of the present study shed light onto the significant role ChatGPT played in enabling personalised learning experiences for the MA students by assisting them in creating personalised study schedules, providing immediate feedback that lessened their dependency on instructors, as well as enhancing their time management skills and autonomy. While confirming previous research findings on the positive

impact of ChatGPT use on personalized learning experiences, the present study also indicated that ChatGPT could be used in the adaptation of learning materials to address students' unique learning preferences and styles (Abas et al., 2023; Wang et al., 2021). As highlighted in a recent research study, providing adaptive and adjustable learning experiences to students by tailoring feedback and resources according to individual learning styles (e.g., visual, auditory) in the language classroom (Çakmak İřitmez et al., 2023) can be an effective teaching strategy that can be integrated into postgraduate ELT programs. To this end, balanced use of ChatGPT to accommodate different learning styles and foster self-directed learning and engagement in postgraduate contexts can be considered as suggested by recent research (García-Martínez et al., 2023; Harry & Sayudin, 2023).

In line with a relevant study which underlines ChatGPT's ability to enhance writing skills by providing instant feedback on coherence, grammar, and style (Xiao & Zhi, 2023), in this study the MA students used ChatGPT extensively to improve their academic English proficiency by acquiring academic vocabulary, revising their sentence structures, fixing grammar, improving the tone of their writing, and their professional spoken or written communication skills. Since advanced academic English proficiency is crucial for the success of students in postgraduate programs as highlighted in the literature (Sukyng, 2023), the assistance ChatGPT offers to postgraduate students in creating meaningful discourse by promoting their fluency, vocabulary, and grammar (Pang et al., 2024) is a matter that needs to be focused on in higher education.

The findings of the study also displayed that ChatGPT facilitated the accomplishment of important learning objectives like enhancing students' academic communication

abilities. In this respect, its results are parallel to relevant research which maintains that ChatGPT is a platform that enables its users to practice their communicative skills whenever they want (Firaina & Sulisworo, 2023). Along with encouraging the postgraduate students' self-directed learning by scaffolding them to create study schedules and understand complex topics, the present study also exhibited that ChatGPT use scaffolded the MA students' research skills by helping them write literature reviews synthesizing information from various sources. These results are consistent with the research which highlights ChatGPT's efficiency and scaffolding strengths (Harry & Sayudin, 2023). However, as it also became evident in this study that the participating students' over-reliance on ChatGPT's outputs occasionally hindered their meaningful engagement in academic work, questions were raised about whether ChatGPT provided sufficient support for the improvement of students' creativity and critical thinking skills as discussed in the literature (Ridzuan et al., 2024). In a similar vein, concerns about originality and ethical awareness were raised by the MA students in this study, who drew attention to possible abuse or reliance on ChatGPT for academic tasks like citations and paraphrasing. In this regard, drawbacks of ChatGPT use outlined by the participating students in this study support the necessity of integrating technology in an ethical and responsible manner in academic work as well as educators' warnings that its misuse can reduce originality and genuine understanding of the subject matter as underlined in a recent study (Ridzuan et al., 2024). Along the same lines, Yousefi and Mohammadi (2016), who emphasise the value of autonomous, reflective learning for postgraduate students, pointed out that critical thinking and ethics are still under-addressed learning outcomes in academia.

To summarize, the present study results indicated that ChatGPT plays a transformative role in supporting the MA students' academic journeys, contributing to multiple aspects of their learning processes, such as communication and research skills, language proficiency, and self-directed learning as highlighted in recent research studies (Abas et al., 2023; Bozic & Poola, 2023; Hsin, 2024; Mema et al., 2023; Pang et al., 2024; Rahman et al., 2023). However, the study findings also revealed limited contributions of ChatGPT to students' critical thinking, creativity, and ethical engagement in academic work mirroring similar concerns stated in previous studies (Ridzuan et al., 2024; Yousefi & Mohammadi, 2016). Hence, in line with the discussion in the literature, the findings of this study underscore the importance of promoting balanced use of ChatGPT for facilitating postgraduate students' academic endeavours and the achievement of learning outcomes by mitigating risks of over-reliance and ethical concerns.

5.2.2 The Instructors' Perceptions Related to the Use of Chat-GPT by Their Students in the MA ELT Program

The study findings indicated that according to the instructors, their students employ ChatGPT at different levels and for different purposes. They reported that some of their students frequently used ChatGPT for preparing assignments, presentations, and literature reviews; however, others used it irregularly at busy academic times, such as when writing a thesis. These results were consistent with literature showing a strong favourable relationship between academic productivity and ChatGPT use (Khan et al., 2024; Rahman et al., 2023). They also indicated the instructors' appreciation of ChatGPT's ability to lighten pressure of stressful academic workloads, highlighting its function as a helpful resource in postgraduate education. These findings were in line with research studies which discuss that the use of ChatGPT in learning holds

promising potential for improving productivity and efficiency in educational processes (Firaina & Sulisworo, 2023; Rahman et al., 2023).

Postgraduate instructors in this study stated that there is an increase in students' dependence on ChatGPT due to its accessibility and increasing familiarity. On the one hand, they shared their concerns regarding ChatGPT's widespread use in supporting reservations expressed in earlier research regarding ChatGPT's overuse for regular work, (Ridzuan et al., 2024) but on the other hand, they noted that their students use ChatGPT for a number of important reasons, including summarising readings and articles, organising research topics and literature reviews, improving written assignments and presentations, and simplifying complicated theories. These results align with previous research that highlights ChatGPT's usefulness for academic writing and summarisation, assisting postgraduate students in producing organised outputs as suggested in the literature (Ghafar et al., 2023; Rahman et al., 2023).

Regarding the use of ChatGPT for thesis research by their students, the instructors had positive as well as negative perceptions. Moreover, they reported that their students used ChatGPT effectively for doing academic tasks like choosing a research topic, writing a thesis, and carrying out literature reviews in line with the findings of a relevant study (Rahman et al., 2023). However, the instructors also shared their reservations like over-reliance on its use and its limited ability to facilitate important data synthesis. In this regard, they added that ChatGPT was less useful for doing complex research assignments that require in-depth analysis. Similarly, several researchers caution that using ChatGPT carelessly can lead to inadequate learning and research that lacks thorough explorations (Rahman et al., 2023; Romero-Rodríguez et al., 2023; Yousefi & Mohammadi, 2016). Recent research which characterises

ChatGPT as a useful tool for early thesis development with limitations in more complex analysis and critical synthesis—tasks that require human expertise, confirm these conclusions (Bozic & Poola, 2023; Ridzuan et al., 2024). In this regard, this study and discussions in the literature both emphasised how crucial balanced use of ChatGPT is for upholding academic integrity revealing that while scaffolding understanding of fundamental theoretical concepts required in analytical research procedure, ChatGPT can provide invalid and unreliable information while analysing collected data in academic research (Rahman et al., 2023).

Through the simplification of theories and frameworks, clarifying class materials, and the integration of concepts from multiple sources, the instructors observed that ChatGPT contributed to knowledge construction endeavours of their students. These results were consistent with the constructivist methodology described by Venkadeswaran & Ramanathan (2019), which emphasises ChatGPT's ability to facilitate active knowledge production through idea clarification and connection. However, worries about weak participation and possible abuse of the tool, including duplicating articles without doing a critical analysis were also voiced by the instructors. Related to this finding, educators were advised to be careful as an over-reliance on ChatGPT for solitary activities may lessen the value of collaborative and interactive learning, which is emphasised by socio constructivist frameworks (Ayas, 2006; Ngo, 2023).

The instructors also observed that ChatGPT supported their students' personalised learning by giving immediate feedback, providing specific study materials, and facilitating self-directed learning with individualised recommendations and resources in parallel with the findings of relevant studies (Abas et al., 2023; Mema et al., 2023).

They pointed out that its influence on student learning largely depends on student engagement levels. These results were consistent with research that highlights ChatGPT's flexibility for tailored education, as well as its capacity to design customised study plans and foster student autonomy (García-Martínez et al., 2023; Hatmanto & Sari, 2023; Hsin, 2024; Wang et al., 2021).

The instructors acknowledged the beneficial effects of ChatGPT use on students' academic English proficiency, especially in improving vocabulary, grammar, tone, coherence, and formal communication in line with the findings of several research studies (Dergaa et al., 2023; Firaina & Sulisworo, 2023; Pang et al., 2024). These results also confirmed the findings of a relevant research, which signify that ChatGPT can enhance academic writing by offering immediate feedback on syntax and style (Xiao & Zhi, 2023). However, the instructors also shared concerns about students' writing taking on a "robotic" tone and losing their unique academic voice. Similar to the instructors' concerns, the literature reflects worries about over-reliance leading to the loss of originality in students' writing and decreased engagement with course content due to easy access to information on academic inquiries (Ridzuan et al., 2024). These worries raised by both researchers and educators indicate that an excessive dependence on ChatGPT might prevent postgraduate students from critically engaging in academic tasks and draw attention to the necessity for its balanced use.

The study results also showed that the instructors had differing views on ChatGPT's role in fulfilling the learning outcomes of the MA ELT program. To specify, some of them pointed out that it can improve time management, motivation, and productivity; however, they questioned its effects on creativity, critical thinking, and ethical involvement in that that dependence on ChatGPT may hinder students' more in-depth

cognitive engagement in their academic studies. These results are in line with research showing how well ChatGPT supports fundamental learning objectives like academic writing and organisation. However, results also suggested that higher-order skills like ethical reasoning and critical thinking require human participation and work that goes beyond what AI-powered learning tools can do as discussed in the literature (Ridzuan et al., 2024; Yousefi & Mohammadi, 2016).

In conclusion, the study findings exhibited that the instructors perceived the use of ChatGPT by their students in the MA ELT program beneficial but at the same time problematic. While acknowledging its benefits in enhancing the MA students' academic English, productivity, and knowledge production, the instructors stressed the importance of critical engagement and ethical use to prevent over-reliance and inadequate learning. These viewpoints were consistent with the research, which warns against ChatGPT's drawbacks while highlighting its potential to improve learning. Hence, based on the study results and discussions in the literature, a balanced approach in the use of ChatGPT in MA ELT students' academic studies is suggested to maximise its benefits for the development their higher-order cognitive abilities while preserving academic integrity.

5.2.3 Comparison of the MA Students' and the Instructors' Views on Chat-GPT Use in Academic Studies

The study findings revealed that the MA students considered ChatGPT as an essential tool for managing their academic studies and they stated that they used it frequently, especially during moments of intense academic work like writing their theses or preparing for exams. The instructors, on the other hand, were unsure of how often it was used by their students; some thought it was common, while others were sceptical

because there wasn't much proof of ChatGPT use in student work. These results were consistent with the findings of a recent study, which reveal that postgraduate students use ChatGPT extensively at times of high academic demand (Khan et al., 2024). It should be noted however that although researchers found a substantial correlation between academic output and ChatGPT usage, students might not always reveal their dependence on programs like ChatGPT. In this regard, the instructors' scepticism shared in this study is in line with worries expressed in the literature regarding the invisible nature of AI use (Stephanecko & Kozub, 2023).

The study findings disclosed that ChatGPT was mostly used by the MA students to summarise articles and long readings, check assignments for grammar and coherence, generate ideas and organise assignments. Although the instructors recognised the value of these applications, they also stressed the need for ethical behaviour and voiced concerns about its misuse such as blindly depending on ChatGPT to finish homework. These results were consistent with research studies that support the use of ChatGPT for improving academic writing and clarifying difficult subjects (Ghafar et al., 2023; Rahman et al., 2023; Sok & Heng, 2024). However, as highlighted in the literature, the instructors' concerns about their students' inadequate engagement in critical thinking processes reflect their views on the possible negative effects of an excessive dependence on AI tools (Kostka & Toncelli, 2023; Ridzuan et al., 2024).

The study results also show that while the MA students found ChatGPT helpful for structuring thesis strategies, coming up with research ideas, and synthesising material, the instructors were cautious, warning that relying too much on ChatGPT could compromise their students' deep engagement with academic sources, which is crucial in academic studies. They emphasised the significance of creativity and critical

synthesis for all academic tasks but particularly for thesis writing. These results were in line with research, which recognises the value of ChatGPT in speeding initial thesis work including literature reviews and subject selection (Bozic & Poola, 2023; Rahman et al., 2023). However, as Rahman et al. (2023) clarify while ChatGPT can help with the formulation of hypotheses, the identification of new research directions, and the detection of potential research questions, its use in academia is advised only to a limited extent because of its inability to generate research questions, problem statements, research gaps, and hypotheses with accuracy. In this regard, echoing the instructors' worries in this study it can be claimed that ChatGPT is unable to address the depth and creativity required from postgraduate students in advanced academic studies.

As reported earlier, the MA students in this study valued ChatGPT's capacity to synthesise knowledge, explain complex theories, and the scaffolding it provided in their postgraduate education. However, the instructors expressed concerns regarding its use leading to students' superficial involvement in their postgraduate studies. They explained their reservation in this regard by saying that an excessive dependence on ChatGPT may negatively influence students' critical thinking skills and in-depth learning. These results were consistent with research, which highlights the negative effects of ChatGPT use by streamlining theories and offering instant feedback (Ridzuan et al., 2024; Venkadeswaran & Ramanathan, 2019).

In this study, MA ELT students acknowledged ChatGPT's contribution to their personalised learning processes, stating that they used it to make study plans and adopt information based on their own needs. Likewise, the participating instructors shared their awareness related to advantageous use of ChatGPT by their students. These

findings were in line with discussions in the literature, which emphasize ChatGPT's adaptability in providing tailored feedback and resources as well as enhancing self-directed learning (García-Martínez et al., 2023). These results were also in line with up-to-date research which has highlighted students' satisfaction with ChatGPT assistance in their academic study, noting its capacity to provide personalized guidance, answer questions, and offer explanations, thereby enhancing their understanding and overall learning experience (Hsin, 2024). However, the MA instructors in this study also cautioned that relying too much on ChatGPT could detach the learning process from necessary human connection. As mentioned by Dina & Ciornei (2013), the instructors' reservations about the possible negative effects of ChatGPT overuse were consistent with worries about excluding students from collaborative pedagogical approaches highlighted in the literature.

The study results also indicate that ChatGPT was widely used by the MA students to improve coherence, polish language, and create an academic tone in their writing in line with research, which emphasises ChatGPT's efficacy in enhancing grammar and style (Dergaa et al., 2023; Pang et al., 2024; Xiao & Zhi, 2023). Although the instructors acknowledged these advantages, many expressed worries that an excessive dependence on AI tools could lead to the development of formulaic or robotic writing styles. Reflecting criticisms made by the instructors on the negative effects of ChatGPT use on their students' writing abilities, researchers caution that AI-generated outputs can be overly mechanical (Bozic & Poola, 2023). Additionally, while the instructors focused on ChatGPT's influence on critical thinking and ethical participation, the MA students emphasised its role in increasing productivity and reducing stress. Both groups agreed that, when employed appropriately, technology

can enhance achievement of learning outcomes and underlined that ethical use and critical interaction with AI-generated outputs are essential for maximising its benefits. These results are consistent with research that highlights ChatGPT's effectiveness in raising academic achievement when used sensibly (Khan et al., 2024).

In conclusion, while the MA students and the instructors acknowledged the benefits of ChatGPT use in academic studies, the areas they emphasized were different. To specify, while the instructors stressed ethical issues, critical thinking, and the requirement for academic advancement, the MA students emphasised advantages like effectiveness, accessibility of ChatGPT and the support it provided for academic writing. These results were consistent with discussions in the literature, which draw attention to the dual role of ChatGPT as a potential barrier to deeper academic engagement as well as a facilitator and emphasize the significance of maintaining a balance between the use of AI and active learning strategies (Ridzuan et al., 2024).

5.3 Conclusion

This study aimed to explore the views of both the postgraduate students and the instructors on the potential benefits and pitfalls of ChatGPT use in a postgraduate academic setting, namely the MA ELT program offered by the Foreign Language Department at Eastern Mediterranean University. Overall, the results showed that ChatGPT is an effective tool that promotes individualised learning and academic productivity; however, certain concerns such as students' over-reliance on its use, limiting the development of their higher-order thinking skills and ethical issues were raised in this study.

From the perspective of the MA students, ChatGPT proved to be a useful tool for increasing productivity and streamlining coursework. It greatly helped with thesis research, concept generation and summarising difficult literature by giving prompt, on-demand feedback. Most participants claimed that they used it as a "personal assistant" to improve their academic English, complete procedures in time, and to manage their time effectively. On the other hand, the instructors recognised ChatGPT's advantages in speeding up processes including information synthesis, editing, and organisation. However, they stressed that technology should not be used as a substitute for critical thinking, creativity, and academic integrity, but rather as a complementary learning tool. The ethical implications such as plagiarism and a superficial interaction with the material, were emphasised as major disadvantages of ChatGPT use. In this regard, the instructors emphasised the significance of training MA students so that they can use ChatGPT sensibly to enhance their academic performance without compromising academic integrity.

A major finding in this study is related to the observed impact of ChatGPT on the accomplishment of MA ELT program learning outcomes. Results indicate that ChatGPT use was not very effective in facilitating the achievement of some of the ELT-specific learning objectives such as critical thinking and following ethical research procedures. Nevertheless, its use was reported to facilitate some fundamental skills like academic writing, knowledge organisation, and time management. Another major finding in the study is related to the long-term effects of MA students' dependency on its use. In this regard, the instructors voiced their concerns arguing that students' reliance on ChatGPT for simplifying their tasks impaired their research and critical analysis skills.

Despite certain reservations with regard to its use, the study findings indicate that ChatGPT has plenty of potential for personalized learning. Because of its capacity to tailor for individual needs, offer prompt academic support, and provide scaffolding based on MA students' specific learning needs and well as its accessibility, ChatGPT has become an indispensable tool for many students in contemporary higher-education programs. In a similar vein, results of the present study clearly showed that the MA students extensively used ChatGPT in their academic studies. Considering the reservations of the instructors in this regard, its use in the MA ELT program needs to be carefully monitored. In addition, to ensure the development of postgraduate ELT students' autonomous, critical, and creative thinking abilities that are crucial for academic studies at postgraduate level, precautions should be taken to prevent students' over-reliance on its use.

In summary, when employed responsibly, ChatGPT can be a profoundly effective tool for improving the academic experiences of postgraduate students. To ensure its use as a useful learning tool for students, educators need to work in cooperation to create certain standards, provide training on its ethical and effective use and promote a well-rounded strategy that involves not only the use of ChatGPT but also other AI-powered learning tools while maintaining academic integrity. In the same vein, postgraduate instructors working at higher-education institutions need to consider the benefits and concerns related to the use of ChatGPT in academic programs. Through communication and collaboration with each other as well as their students, it is possible to address concerns related to the use of ChatGPT and monitor its use in postgraduate education by enhancing conventional academic practices.

5.4 Implications

The findings of this study demonstrate how incorporating ChatGPT and other types of artificial intelligence into postgraduate education might have the potential to transform the field of education. The potential of ChatGPT to improve individualised learning experiences while encouraging independence and self-directed learning is among the most significant implications. This is in line with current educational methods which emphasise learner-centred approaches, allowing students to customise their academic involvement to meet their own requirements. As research findings indicate, ChatGPT is a highly beneficial tool for students in completing academic tasks as it enables effective time-management in educational activities sparing time for the development of students' critical thinking abilities, which are crucial for postgraduate studies. Therefore, its efficient and balanced use in postgraduate programs is recommended based on the findings of the present study and previous research.

Advent of ChatGPT has led to the questioning of conventional teaching methods enforcing academics worldwide to modify their teaching strategies to ensure that the use of AI-powered learning tools like ChatGPT complement rather than replace the development of academic skills like independent research and analysis. Although there are major concerns related to the privacy and ethical issues brought up by ChatGPT's integration into educational programs, it is possible to benefit from the high potential of ChatGPT by addressing relevant concerns. As implied by the findings of the present study and many other research studies, ChatGPT can provide innovative learning resources that may help to fill in educational gaps and improve students' academic performance. To this end, higher education institutions need to ensure that their

infrastructures are in place and all the members of the academic community work towards the effective and balanced use of AI powered learning tools by their students.

5.5 Limitations of the Study

There are a number of limitations to this study that should be taken into account. First, the implications of the findings to larger contexts are limited because they are based on a rather small sample size of postgraduate students and teachers from a single university. Furthermore, using self-reported data raises the possibility of bias because participants can understate their true dependence on AI tools or give socially acceptable answers. Another drawback is the presumption that all participants had consistent access to and knowledge of ChatGPT, which may have disregarded differences in terms of postgraduate students' accessibility to its use or the lack of digital knowledge in this respect.

Moreover, the study's findings may not be applicable to undergraduate or non-language-related fields because it primarily focuses on postgraduate students who studied in the MA English Language Teaching program. Future studies that address these limitations may offer more informed and effective applications of ChatGPT in other postgraduate programs.

5.6 Recommendation for Future Research

Future studies might investigate the long-term impact of ChatGPT use on students' critical thinking, problem-solving skills, and general academic achievement by adopting longitudinal research study design. Further studies may also compare ChatGPT and other AI tools with more conventional learning tools to shed light on the benefits and pitfalls of their use. Furthermore, future studies may look into the use of ethical frameworks to facilitate responsible application of AI in academic settings in

order to help tertiary-level institutions and instructors integrate these technologies successfully into their programs while reducing potential risks.

Future research may also focus on disciplinary and cultural differences in ChatGPT usage to help clarify how it is viewed and applied in diverse academic and cultural contexts, focusing on language education or other fields. Through further research, reservations with regard to the use of AI tools can be minimized and their educational potential to enhance learning processes and academic performance can be maximized.

REFERENCES

- Abas, M. A., Arumugam, S. E., Yunus, M. M., & Rafiq, K. R. M. (2023). ChatGPT and personalized learning: Opportunities and challenges in higher education. *International Journal of Academic Research in Business and Social Sciences*, 13(12).
- Akbari, R. and Dadvand, B. (2011), Does Formal Teacher Education Make a Difference? A Comparison of Pedagogical Thought Units of B.A. Versus M.A. Teachers. *The Modern Language Journal*, 95: 44-60.
- Ali, J., Shamsan, M. A. A., Hezam, T., & Mohammed, A. A. Q. (2023). Impact of ChatGPT on learning motivation: Teachers and students' voices. *Journal of English Studies in Arabia Felix*, 2(1), 41-49.
- Al-Kadi, A. (2018). A Review of technology integration in ELT: From CALL to MALL. *Language Teaching and Educational Research*, 1(1), 1-12.
- Ansyari, M. H. (2012). *The development and evaluation of a professional development arrangement for technology integration to enhance communicative approach in English language teaching*.
- Arpentieva M.R.; Retnawati H.; Akhmetova T.A.; Azman M.N.A.; Kassymova G.K. (2021). Constructivist approach in pedagogical science. *Challenges of Science*. Issue IV, 2021, pp. 12-17

- Ayas, C. (2006). An Examination of the Relationship between the Integration of Technology into Social Studies and Constructivist Pedagogies. *Turkish Online Journal of Educational Technology-TOJET*, 5(1), 14-25.
- Ayres, L. (2008). Semi-structured interview. *The SAGE encyclopedia of qualitative research methods*, 1, 810-811.
- Bano, S. (2024). The Role of Artificial Intelligence-Based Technology in English Teaching and Learning. *International Journal of Multidisciplinary Research in Science, Engineering and Technology*, 57-65.
- Bearman, M., Ryan, J., & Ajjawi, R. (2023). Discourses of artificial intelligence in higher education: A critical literature review. *Higher Education*, 86(2), 369-385.
- Bekou, A., Ben Mhamed, M., & Assissou, K. (2024). Exploring opportunities and challenges of using ChatGPT in English language teaching (ELT) in Morocco. *Focus on ELT Journal*, 6(1), 87-106.
- Bigelow, M. (2010). "If you can speak in time, you're fine": Preservice teachers learning to plan for a focus on form in content-based instruction. In M. Cal Varela, F. J. Fernández Polo, L. Gómez García, & I. M. Palacios Martínez (Eds.), *Current issues in English language teaching and learning: An international perspective* (pp. 3–24). Cambridge Scholars Publishing.

- Boudouaia, A., Mouas, S., & Kouider, B. (2024). A Study on ChatGPT-4 as an Innovative Approach to Enhancing English as a Foreign Language Writing Learning. *Journal of Educational Computing Research*, 62(6), 1509-1537.
- Božić, V. & Poola, I. (2023). Chat GPT and education. Preprint, 10.13140/RG.2.2.18837.40168.
- Brown, S. (2024). Beyond ELT: more than just teaching language, *ELT Journal*, 78(4), 498–519.
- Chapelle, C. (2003). *English language learning and technology: Lectures on teaching and research in the age of information and communication*. Amsterdam: John Benjamin's Publishing.
- Cisco, J. (2019). Using academic skill set interventions to reduce impostor phenomenon feelings in postgraduate students. *Journal of Further and Higher Education*, 44(3), 423–437.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Cohen, L., Manion, L., and Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer.
- Çakmak İşitmez, Ö., Özgür Küfi, E. & Musayeva Vefalı, G. (2023). 'A different color on an artistic palette': teaching styles and beliefs. *Discover Education*, 2, 4.

- Dergaa, I., Chamari, K., Zmijewski, P., & Ben Saad, H. (2023). From human writing to artificial intelligence generated text: Examining the prospects and potential threats of ChatGPT in academic writing. *Biology of Sport*, 40(2), 615- 622.
- Deutschmann, M., & Vu, M. T. (2015). Computer assisted language learning in language education: an overview of theories, methods, and current practices. *Språkdidaktik: researching language teaching and learning*, 43-60.
- DeVries, R. (2000). Vygotsky, Piaget, and education: A reciprocal assimilation of theories and educational practices. *New ideas in Psychology*, 18(2-3), 187-213.
- Dina, A. T., & Ciornei, S. I. (2013). The advantages and disadvantages of computer assisted language learning and teaching for foreign languages. *Procedia-Social and Behavioral Sciences*, 76, 248-252.
- Du, J., & Alm, A. (2024). The impact of ChatGPT on English for Academic Purposes (EAP) students' language learning experience: A self-determination theory perspective. *Education Sciences*, 14(7), 726.
<https://doi.org/10.3390/educsci14070726>
- Dudeny, G., & Hockly, N. (2012). ICT in ELT: how did we get here and where are we going? *ELT Journal*, 66(4), 533-542.
- Duff, P. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, 30, 169-192.

- El-Bodon, R. (2019). *Evaluating the ELT Master's Program at Eastern Mediterranean University* (Published masters thesis), Eastern Mediterranean University, Northern Cyprus.
- Firaina, R., & Sulisworo, D. (2023). Exploring the Usage of ChatGPT in Higher Education: Frequency and Impact on Productivity. *Buletin Edukasi Indonesia*, 2(01), 39–46.
- García-Martínez, I., Fernández-Batanero, J. M., Fernández-Cerero, J., & León, S. P. (2023). Analysing the Impact of Artificial Intelligence and Computational Sciences on Student Performance: Systematic Review and Meta-analysis. *Journal of New Approaches in Educational Research*, 12(1), 171-197.
- Ghafar, Z. N., Salh, H. F., Abdulrahim, M. A., Farxha, S. S., Arf, S. F., & Rahim, R. I. (2023). The Role of Artificial Intelligence Technology on English Language Learning: A Literature Review. *Canadian Journal of Language and Literature Studies*, 3(2), 17–31.
- Ghosh, P., & Rahman, S. F. A. (2023). The Impact of Technology in ESL/EFL Classrooms with Blended Learning Approach and Constructivism: An Overview (2019-2023). *International Journal of Academic Research in Business and Social Science*, 489-507.
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77.

- Harji, M. B., Balakrishnan, K., Bhar, S. K., & Letchumanan, K. (2015). Vocabulary Levels and Size of Malaysian Undergraduates. *English Language Teaching*, 8(9), 119-130.
- Harmer, J. (2003). The practice of English Language teaching. *Cambridge: Pearson Education Limited*.
- Harry, A., & Sayudin, S. (2023). Role of AI in Education. *Interdisciplinary Journal and Hummanity (INJURITY)*, 2(3), 260-268.
- Hatmanto, E. D., & Sari, M. I. (2023). Aligning theory and practice: Leveraging Chat GPT for effective english language teaching and learning. *In E3S Web of Conferences* (Vol. 440, p. 05001). EDP Sciences.
- Heale, R., & Forbes, D. (2013). Understanding triangulation in research. *Evidence-based nursing*, 16(4), 98-98.
- Hsin, W. J. (2024). The Effect of ChatGPT: Student Perspective and Performance Achievement. *Journal of Computing Sciences in Colleges*, 39(6), 20-29.
- Huallpa, J. J. (2023). Exploring the ethical considerations of using Chat GPT in university education. *Periodicals of Engineering and Natural Sciences*, 11(4), 105-115.

- Huddleston, B. S., Bond, J. D., Chenoweth, L. L., & Hull, T. L. (2019). Faculty Perspectives on Undergraduate Research Skills: Nine Core Skills for Research Success. *Reference & User Services Quarterly*, 59(2), 118–130.
- Hyland, K. (2009). Academic socialization. *New York, NY: The Tower Building*.
- Jie, Z., Puteh, M., & Sazalli, N. A. H. (2020). A social constructivism framing of mobile pedagogy in English language teaching in the digital era. *Indonesian Journal of Electrical Engineering and Computer Science*, 20(2), 830-836.
- Kalajahi, S. A. R., & Pourshahian, B. (2012). Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus. *English Language Teaching*, 5(4), 138-149.
- Khan, S., Hayat, A., & Hussain, S. (2024). An Investigation of the Influence of ChatGPT on Advanced ELT Education: A correlational study. *Harf-o-Sukhan*, 8(2), 902-910.
- Kostka, I., & Toncelli, R. (2023). Exploring applications of ChatGPT to English Language Teaching: opportunities, challenges, and recommendations. *TESL-EJ*, 27(3).
- Lee, K. W. (2000). English teachers' barriers to the use of computer-assisted language learning. *the internet TESL Journal*, 6(12), 1-8.

- Long, D., & Magerko, B. (2020). What is AI literacy? Competencies and design considerations. In *Proceedings of the 2020 CHI conference on human factors in computing systems* (pp. 1-16).
- Mageira, K., Pittou, D., Papasalouros, A., Kotis, K., Zangogianni, P., & Daradoumis, A. (2022). Educational AI chatbots for content and language integrated learning. *Applied Sciences*, *12*(7), 3239.
- Mema, B., Basholli, F., & Hyka, D. (2023). Learning Transformation and Virtual Interaction through ChatGPT in Albanian Higher Education. *Engineering Applications*, *2*(4).
- Ministry of Science, Technology and Innovation. (2005). *A framework for qualifications of the European Higher Education Area*. Ministry of Science, Technology and Innovation.
- Mohammed, A. A., Al-ghazali, A., & Alqohfa, K. A. (2023). Exploring ChatGPT uses in higher studies: A case study of Arab postgraduates in India. *Journal of English Studies in Arabia Felix*, *2*(2), 9-17.
- Monika, M. & Suganthan, C. (2024). A study on analyzing the role of Chatgpt in English acquisition among ESL learners during English language classroom. *Bodhi International Journal of Research in Humanities, Arts and Science*, *8*(2), 75-84. <https://doi.org/10.13140/RG.2.2.28252.56961>
- Moustakas, C. (1994). *Phenomenological Research Methods*. Sage Publications.

- Ngo, T. T. A. (2023). The perception by university students of the use of ChatGPT in education. *International Journal of Emerging Technologies in Learning (Online)*, 18(17), 4.
- Novita, D., & Purwati, O. (2022). In-service EFL teachers' sociocultural-based TPACK beliefs and practices: Voice of teachers and students. *Computer-Assisted Language Learning Electronic Journal*, 23(1), 278-293.
- Pang, S., Nol, E., & Heng, K. (2024). Generative AI as a personal tutor for English language learning: A review of benefits and concerns. *Available at SSRN 4865398*.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Pennycook, A. (2017). *The cultural politics of English as an international language*. Routledge.
- Petrescu, S. H., Lazar, A., Cioban, C., & Doroftei, I. (2017). Semi-structured interview. *Qualitative Research in Regional Geography: A Methodological Approach*, 37-50.
- Prasad, B. D. (2008). Content analysis. *Research methods for social work*, 1-17.

- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1-5.
- Rahman, M. M., Terano, H. J., Rahman, M. N., Salamzadeh, A., & Rahaman, M. S. (2023). ChatGPT and academic research: A review and recommendations based on practical examples. *Journal of Education, Management and Development Studies*, 3(1), 1-12.
- Rasul, T., Nair, S., Kalendra, D., Robin, M., de Oliveira Santini, F., Ladeira, W. J., ... & Heathcote, L. (2023). The role of ChatGPT in higher education: Benefits, challenges, and future research directions. *Journal of Applied Learning and Teaching*, 6(1), 41-56.
- Ridzuan, A. R., Jamri, M. H., Mohd Zain, Z., Khairuddin, K., Ibrahim, N. A. N., Abdul Rani, N. S., & Ab Hadi, S. N. I. (2024). The usage of ChatGPT as an alternative way of learning. *e-Journal of Media and Society (e-JOMS)*, 7(2), 95-101.
- Romero-Rodríguez, J., Ramírez-Montoya, M., Buenestado-Fernández, M., & Lara-Lara, F. (2023). Use of ChatGPT at University as a Tool for Complex Thinking: Students' Perceived Usefulness. *Journal of New Approaches in Educational Research*, 12(2), 323-339.
- Rose, H., McKinley, J., & Galloway N. (2021). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching*, 54(2):157-189. doi:10.1017/S0261444820000518

- Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press.
- Shanto, S. S., Ahmed, Z., & Jony, A. I. (2024). Enriching Learning Process with Generative AI: A Proposed Framework to Cultivate Critical Thinking in Higher Education using Chat GPT. *Tuijin Jishu/Journal of Propulsion Technology*, 45(1), 3019-3029.
- Shaukat, S., Siddiquah, A., Abiodullah, M., & Akbar, R. A. (2014). Postgraduate students' attitudes towards research. *Bulletin of education and research*, 36(1), 111-122.
- Singh, R. (2019). Students' perspectives on technology integration in ELT. *Journal of NELTA*, 24(1-2), 95-106.
- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, Method and Research*. Sage Publications.
- Sok, S., & Heng, K. (2024). Opportunities, challenges, and strategies for using ChatGPT in higher education: A literature review. *Journal of Digital Educational Technology*, 4(1), ep2401
- Stepanechko, O., & Kozub, L. (2023). English teachers' concerns about the ethical use of ChatGPT by university students. *Grail of Science*, (25), 297-302.

- Sukyng, A. (2023). The role of vocabulary size and depth in predicting postgraduate students' second language writing Performance. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 575-603.
- Syathroh, I. L., Kareviati, E., Lestari, A., Fitria, N., Siliwangi, I., & Com, I. (2021). Exploring the potentials of technology integration for teaching language skills: A literature review. *PROJECT (Professional Journal of English Education)*, 4(3), 488-496.
- Tarnopolsky, O. (2012). Constructivist blended learning approach: to teaching English for specific purposes, 8-19.
- Tayşı, E., Hamamcıoğlu, T., & Gürkaya, Z. (2025). Exploring EFL instructors' awareness and perceptions of using ChatGPT in language education. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 10(2), 165–180. <https://doi.org/10.35974/acuity.v10i2.3405>
- Tenny, S., Brannan, J. M., & Brannan, G. D. (2017). Qualitative study. PMID: 29262162
- Van Manen, M. (1990). *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. This foundational work discusses phenomenological methods in education and human sciences.

- N. Venkadeswaran, S. Ramanathan. The Constructivist Approach in English Language Teaching: A Psychological Review. *Research Journal of Humanities and Social Sciences*. 2024;15(2):131-6.
- Wang, Q., Chen, W., & Liang, Y. (2021). Personalized Education in the Era of Artificial Intelligence. *Education Sciences*, 11(2), 80.
- Woodard, B. S. (2003). Technology and the constructivist learning environment: Implications for teaching information literacy skills. *Research Strategies*, 19(3-4), 181-192.
- Xiao, Y., & Zhi, Y. (2023). An exploratory study of EFL learners' use of ChatGPT for language learning tasks: Experience and perceptions. *Languages*, 8(3), 212.
- Yang, Y. T. C., & Gamble, J. (2013). Effective and practical critical thinking-enhanced EFL instruction. *ELT journal*, 67(4), 398-412.
- Yousefi, S., & Mohammadi, M. (2016). Critical thinking and reading comprehension among postgraduate students: The case of gender and language proficiency level. *Journal of Language Teaching and Research*, 7(4), 802-807.
- Zhang, L. (2021). Curriculum Innovation in Language Teacher Education: Reflections on the PGDELTA Program's Contributions to EFL Teachers' Continuing Professional Development. *Chinese Journal of Applied Linguistics*, 44(4), 435-450.

Zorba, Ş. (2015). *Evaluating the Undergraduate English Language Teacher Education Program at Eastern Mediterranean University* (Published masters thesis), Eastern Mediterranean University, Northern Cyprus

APPENDICES

Appendix 1: Consent Form for Postgraduate Students

Dear Participant,

As a master's student in the ELT department, I, Dilay Belgin GÖÇOĞLU, am working with Assist. Prof. Dr. Elmaziye Özgür Küfi on my master's thesis research project on the use of Chat-GPT for academic purposes.

The aim of this study is to explore the viewpoints of students and instructors on the use of ChatGPT in the Postgraduate English Language Program. The identity of the participants and the data to be collected will be kept confidential and accessible only to the researcher. Participation in this study is entirely voluntary and you may withdraw from the study any time you wish. Please get in touch with the researchers if you have any inquiries concerning the study or your rights as a participant through the given contact information below.

Thank you for your participation and cooperation.

Dilay Belgin GÖÇOĞLU
MA Student
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail:

Assist. Prof. Dr. Elmaziye Özgür Küfi
MA Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail:

Consent Form

I acknowledge that I have comprehended the aim of this research study and I have consent to take part in the study by participating in this interview. I am aware that I reserve the right to withdraw from this research at any point, without any explanation.

Name – Surname: _____

Date: _____

Signature: _____

Appendix 2: Consent Form for Postgraduate Instructors

Dear Participant,

As a master's student in the ELT department, I, Dilay Belgin GÖÇOĞLU, am working with Assist. Prof. Dr. Elmaziye Özgür Küfi on my master's thesis research project on the use of Chat-GBT for academic purposes.

The aim of this study is to explore the viewpoints of students and instructors on the use of ChatGPT in the Postgraduate English Language Program. The identity of the participants and the data to be collected will be kept confidential and accessible only to the researcher. Participation in this study is entirely voluntary and you may withdraw from the study any time you wish. Please get in touch with the researchers if you have any inquiries concerning the study or your rights as a participant through the given contact information below.

Thank you for your participation and cooperation.

Dilay Belgin GÖÇOĞLU
MA Student
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail:

Assist. Prof. Dr. Elmaziye Özgür Küfi
MA Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail:

Consent Form

I acknowledge that I have comprehended the aim of this research study and I have consent to take part in the study by participating in this interview. I am aware that I reserve the right to withdraw from this research at any point, without any explanation.

Name – Surname: _____

Date: _____

Signature: _____

Appendix 3: Interview Guide for Postgraduate Students

PART I: Background Information

Your gender: A) Male B) Female

Your age: _____

Graduated from: _____ University in _____.

PART II: Open-Ended Questions

1. Could you please share your opinion/views and experiences on Chat-GPT use in your graduate studies?
2. Have you made use of Chat-CBT in your master's courses?
3. How often did you use it?
4. In what ways have you used ChatGPT for academic purposes in your master's courses?
5. Can you give examples of how Chat-GPT helped you understand or summarize the readings you were required to do in the master's program?
6. Is there a specific course in which you used Chat-GBT for your reading assignments? Why do you think you used Chat-GBT for reading assignments in this course more than the other courses? Can you explain how Chat-GPT helped you understand or analyse the readings in this course?
7. Could you describe any situations in which you used Chat-GPT for creating, editing, or organising your written work? Can you name a specific course in which you used

Chat-GPT for your writing assignments? Why do you think you used it more for the written assignments in this course in particular?

8. In what ways did Chat-GPT help you with your graduate project work? Is there a specific course in which you used Chat-GPT for project work? Why do you think you used it for the project/s of this course in particular?

9. Have you used Chat-GPT for your thesis research? How has its use helped you with your thesis work [deciding on your thesis topic? generation of thesis concepts? review of related literature? data analysis?] Can you please elaborate on your experiences with regard to the use of Chat-GPT for your thesis research?

10. Can you recall any experiences where you used Chat-GPT for knowledge construction? For example, have you used it to improve course-related or research-related theoretical knowledge? If yes, can you please explain how or in what ways Chat-GPT use contributed to the improvement of your theoretical knowledge?

11. Do you think its use has helped you to improve your practical knowledge? If yes, can you please elaborate on your experiences concerning the use of Chat-GPT for practical reasons?

12. Do you think the use of Chat-GPT has had any impact on your academic skills? If yes, how? positive or negative? Can you please explain.

13. Do you think the use of Chat-GPT has had any influence on your critical thinking skills? If yes, how? Can you please give examples of how Chat-GPT affected your critical thinking abilities?

14. Do you think the use of Chat-GPT has helped you to analyze and/or synthesize information during your postgraduate studies? Can you explain how it influenced your

analytical or synthesizing skills?

15. Do you think the use of Chat-GPT has had any impact on your creativity? How? in a positive or negative way? Can you please elaborate on your experiences.

16. Do you think the use of Chat-GPT has affected your problem-solving skills in any way? If yes, how? Can you please explain.

17. How do you perceive ChatGPT's overall contribution to your personal learning experiences? (For example, do you think you were more engaged/involved in learning processes because of using Chat-GPT?)

18. Has the use of Chat-GPT helped you organize your studies or improved your self-management skills in your learning processes?

19. What about your motivation? Do you think using Chat-GPT has influenced your motivation in any way? How? Can you please explain.

20. How do you think the use of Chat-GPT has affected your academic achievement in general? In a positive or negative way? Can you please explain.

21. Did you use Chat-GPT for editing/ polishing your English, that is to say to improve your academic English in any postgraduate work? If yes, can you please explain how you used Chat-GPT to improve your academic English?

22. Do you think the use of Chat-GPT helped you to achieve learning outcomes of the postgraduate program/ the courses you took in the postgraduate program? Can you give examples of how Chat-GPT assisted you in achieving the learning outcomes of your master courses?

Appendix 4: Interview Guide for Postgraduate Instructors

PART I: Background Information

Your gender: A) Male B) Female

Years of Experience (in the Postgraduate ELT Program):

PART II: Open-Ended Questions

1. Interviews conducted with Postgraduate students provided ...positive/ negative... insights into the employment of Chat-GPT in academic studies. What are your impressions on this finding?

2. Have you noticed any applications of ChatGPT by your students in the academic work they have submitted to you? How do you feel about it? (students' using Chat-GPT in the MA program?)

3. How often do you think your students used Chat-GPT in their master's courses?

4. In what ways or for what purposes do you think your students used ChatGPT in their master's courses?

5. Do you think your students have used it to understand or summarize the readings they were required to do? What are your views regarding the use of Chat-GPT by your students for analysing reading assignments?

6. Do you think your students have used Chat-GPT for creating or editing their written work? [If yes, how?] In your opinion, is Chat-GPT use beneficial or detrimental in students' writing processes?

7. Do you think Chat-GPT supports students with their projects by helping them undertake more in-depth and extensive research? Have you observed any MA students

mentioning Chat-GPT while discussing the project you have given them? If so, which course was it and why, in your opinion, was Chat-GPT used for project work in this context?

8. In your view, what benefits does Chat-GPT integration offer students in terms of carrying out a research study or writing thesis? If yes, how do you think its use helps MA students with their thesis work? (Choosing their research topic? idea generation? analysis of relevant academic work? doing data analysis...?) Do you have any idea as to how frequently and to what extent current MA students use Chat-GPT while working on their theses?

9. Do you think your students use Chat-GPT for knowledge construction? If yes, can you please explain how? How, in your opinion, does Chat-GPT help MA students develop their theoretical or practical knowledge?

10. Based on your observations, did MA students make use of Chat-GPT to enhance their theoretical understanding of the course material or theoretical concepts? Could you share your ideas or experiences regarding the use of Chat-GPT for building or improving students' theoretical knowledge in masters' courses?

11. What is your interpretation of Chat-GPT contribution to the development of postgraduate students' practical knowledge? Have you come across any cases or situations where Chat-GPT has made a significant difference in helping students gain practical skills?

12. In your opinion, does the use of Chat-GPT have an influence on MA students' academic skills? How? Can you share any cases or examples where Chat-GPT has had a significant impact on the development of students' academic skills?

13. Do you think Chat-GPT use affects postgraduate students' critical thinking abilities? Have you observed any cases or situations where Chat-GPT has had a significant impact on students critical thinking skills?

14. How, in your opinion, does the use of Chat-GPT influence MA students' ability to analyse and/or to synthesize information? Has any of your students shared with you their experiences with Chat-GPT for analyzing or synthesizing information?

15. How, in your opinion, does the use of Chat-GPT support students' growth as original or creative thinkers? Based on your observations/experiences, does using Chat-GPT affect students' creativity in any way?

16. Do you think using Chat-GPT has an impact on students' problem-solving skills/abilities? How, in your opinion, might the use of Chat-GPT help students with problem-solving skills?

17. Do you think the use of Chat-GPT influences postgraduate students' personal learning experiences? (How?) For example, have you observed any cases where Chat-GPT has made a significant difference in the engagement and/or active participation of students in their coursework?

18. Based on your observations, can you say that using Chat-GPT has helped your students organize their studies or improve their self-management skills in their learning processes?



19. In your opinion, does the use of Chat-GPT have an impact on student motivation?

20. Do you think Chat-GPT use influences MA students' academic achievement?

21. Do you think Chat-GPT's integration into MA courses can help students improve their academic English language skills? Have you observed any cases or examples where Chat-GPT has made a significant difference in your students' academic English?

22. Do you think Chat-GPT use has helped your students to achieve the learning outcomes of their MA courses?

Appendix 5: Ethics Committee Approval Letter

 <p>Doğu Akdeniz Üniversitesi "Erdem, Bilgi, Gelişim"</p>	<p>Eastern Mediterranean University "Virtue, Knowledge, Advancement"</p>	<p>Socrates Sk. / Str., 99628, Gazimagusa, KUZZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 4044 Faks/Fax: (+90) 392 630 4038 http://fedu.emu.edu.tr</p>
<p>Eğitim Fakültesi / Faculty of Education</p>		
<p>EDUCATIONAL SCIENCES ETHICS SUB-COMMITTEE</p>		
<p>Reference No: ETK00-2024-0097</p>		<p>17.05.2024</p>
<p>Subject: Application for Ethical Approval</p>		
<p>Dear: Dilay Belgin Göçoğlu (22501439)</p>		
<p>Your application regarding your master's thesis on 'The Use of Chat-GPT in the Postgraduate English Language Teaching Program: Student and Teacher Voices' under the supervision of Assist. Prof. Dr. Elmaziye Özgür Küfi at Eastern Mediterranean University has been examined and approved in the meeting, dated 17 May 2024 and numbered 2024/154, by the Educational Sciences Ethics Sub-Committee at Eastern Mediterranean University.</p>		
<p>I wish you success in your studies.</p>		
<p>Regards</p> 		
<p>Prof. Dr. Sitkiye Kuter Head of Educational Sciences Ethics Sub-committee</p>		
<p>www.emu.edu.tr</p>		