RESEARCH ARTICLE

Perceptions Towards the Use of Artificial Intelligence Applications in the Academy
Akademide Yapay Zeka Uygulamalarinin Kullanılmasına Yönelik Algılar

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Abstract

Recently, with the rapid development of technology, changes have been observed in the education sector. The applications emerging with the improvements made in the field of artificial intelligence give a new direction to the education sector. These changes have also had repercussions on English language teaching and learning. This research paper investigates how academicians and Master of Education students in English Language Teaching departments perceive the use of Artificial Intelligence (AI) applications for editing purposes. The study is concentrated on two main concerns: the academicians' perspectives on students' using AI for editing purposes, and the students' perspectives on the utility of AI applications in enhancing their assignments' quality. Data for this study were collected through two online open-ended questionnaires that were applied to academicians and M.Ed. students in ELT departments. Thematic analysis was used to analyze the data collected from the two groups. It was found that AI applications are useful only when they are used for editing purposes and not when a whole assignment or study is done by AI applications. It is hoped that this research will contribute to a deeper understanding of the use of AI tools for editing purposes.

Key Words: *Artificial intelligence (AI) tools, Academician's perception, Student's perception.*

Öz

Son zamanlarda, teknolojinin hızlı bir şekilde gelişmesiyle birlikte, eğitim sektöründe değişimler gözlenmiştir. Yapay zekâ alanında yapılan iyileştirilmelerle birlikte ortaya çıkan uygulamalar eğitim sektörüne yeni bir yön vermektedir. Söz konusu değişimlerin, İngilizce öğretimi ve öğrenimine de yansımaları olmuştur. Bu araştırma makalesi, İngilizce Öğretmenliği bölümlerindeki akademisyenlerin ve yüksek lisans öğrencilerinin yapay zekâ uygulamalarının metin düzenleme amaçlı kullanımdaki algılarını araştırmaktadır. Çalışma, akademisyenlerin ve öğrencilerin yapay zekâyı düzenleme amacıyla kullanmalarına bakış açıları ve öğrencilerin yapay zekâ uygulamalarının ödevlerinin kalitesini artırmadaki faydalarına bakış açılar konularına odaklanmaktadır. Bu çalışmanın verisi, akademisyenlere ve İngilizce öğretmenliği tezli yüksek lisans öğrencilerine uygulanan iki çevrimiçi açık uçlu anket aracılığıyla toplanmıştır. Her iki gruptan toplanan verilerin analizinde tematik analiz kullanılmıştır. Araştırmanın sonuçları, yapay zekâ uygulamalarının, yapay zekâ uygulamaları tarafından tüm ödev veya çalışma yapıldığında değil, yalnızca metin düzenleme amacıyla kullanıldığında faydalı olduğunu ortaya koymuştur. Bu araştırmanın, metin düzenleme amacıyla yapay zekâ araçlarının kullanımının daha derin bir şekilde anlaşılmasına katkıda bulunacağı umulmaktadır.

Anahtar Kelimeler: *Artificial intelligence (AI) tools, Academician's perception, Student's perception.*

Introduction

Recently, English language teaching and learning have been shaped by new technologies, one of which is artificial intelligence (AI). The latest advancements in AI have led to the emergence of powerful applications for teaching and learning the English language. AI applications have become a hot topic in the realm of English Language Teaching (ELT), as they continue to be integrated into different educational environments. Additionally, many students utilize AI applications for editing their assignments in the English language. There is a growing body of literature that recognizes the importance and potential of these applications. Innovative teaching strategies and improved language acquisition are being facilitated by AI through autonomous learning support, enhanced assessment capabilities, and creative writing assistance. For example, Sumakul et al. (2022) examine how AI is changing English as a Foreign Language (EFL) classrooms, emphasizing the positive outcomes. Additionally, Akyuz (2020) presents a different case study by investigating how intelligent tutoring systems influence personalized learning, showing how AI can individualize educational experiences based on student needs. Furthermore, Fitria (2021) delves into different AI-driven technologies utilized in the field of English education, underscoring their contribution to better educational achievements. There is a shared recognition among educators and researchers about the increasing importance and potential of AI applications in English language education.

Although the literature includes studies on AI use, few specifically address the perspectives of academicians and M.Ed. students on using AI for editing. This research paper aims to connect these groups' views and address the gap. Emphasizing the significance of these two groups, the frequent use of artificial intelligence tools for text editing by students underscores the study's importance, while learning the perspectives of academics provides critical insights. In doing so, the study aims to explore the perceptions of both M.Ed. students and academicians in the ELT departments regarding the use of AI applications for editing purposes.

The present study has two main research questions:
1. How do academicians in ELT departments perceive M.Ed. students using AI applications to edit their assignments?
2. How do M.Ed. students in ELT departments perceive the use of AI applications for editing purposes?

Literature Review

The advancement of artificial intelligence has sparked a race to develop intelligent machines that can mimic human behaviour. With the continuous evolution of computer science, there has been a widespread emergence of definitions and explanations for what can be classified as AI systems. To give an instance, AI has been characterized as the potential of a digital computer or computer-controlled robot to accomplish tasks commonly performed by intelligent beings. The essence of this definition lies in the mirroring of human behaviour and consciousness. Artificial Intelligence (AI) encompasses the integration of cognitive automation, machine learning, reasoning, hypothesis analysis, natural language processing, and algorithm adaptation to produce insights and analytics that rival or surpass human capabilities. By combining the various subdomains of AI, this definition emphasizes their joint function in achieving or exceeding human capabilities. By combining these definitions, we can state that artificial intelligence is the technology that creates systems with the capability to think and behave like humans in order to achieve predetermined objectives.

Education has been rapidly changing thanks to the latest advancements in technology. The popularity of incorporating artificial intelligence (AI) into a range of educational environments has significantly increased with these recent advances. In the realm of English Language Teaching (ELT), AI is making a noteworthy impact in modernizing traditional language teaching methods. With the most recent updates, artificial intelligence technology has elevated its capability to understand, assess,

generate, and communicate using human language. These features offer language teachers and students the opportunity to explore original approaches to solving their problems. With the integration of AI-powered applications in ELT, teachers can break away from traditional teaching methods and enhance their students' essential language abilities. AI enables language teachers to design interactive and personalized learning environments that cater to the specific needs of each student. In the study conducted by Akyuz (2020), it was found that intelligent tutoring systems are capable of crafting personalized learning journeys based on the specific needs of each student, giving them real-time feedback and adapting to their skill levels. By adopting this personalized method, students are kept involved and provided with tailored assistance, leading to notable enhancements in their academic progress. In addition, Schmidt & Strassner (2022) noted that AI applications such as chatbots and interactive platforms provide students with the opportunity to improve their language skills in a lifelike setting, thereby enhancing their speaking and listening capabilities.

The past three years have seen a notable increase in research focused on the integration of technology and AI in language education. The use of AI in education presents additional obstacles, including output bias, human oversight, and the risk of misuse. Managed effectively, these concerns can offer educational opportunities for students to gain awareness of the social preferences, critical aspects, and potential hazards of AI applications. Kasneci et al. (2023) address these challenges by using ethical models in their teaching and providing effective solutions.

Gocen and Aydemir (2020) delved into the possibilities of how AI could transform education and shape the future of schools. Employing a qualitative research design, the study utilized phenomenology to examine the opinions of participants representing different fields. The results of the study showed that the integration of AI in education can bring about new opportunities, challenges, and positive outcomes for schools and teachers. The findings offer recommendations on utilizing AI and managing potential issues. While most participants express a positive view of AI, some raise concerns about its impact on education, particularly among teachers and academicians.

Zhai (2022) proposed that the use of ChatGPT could have a major effect on educational learning objectives, assessment methods, learning activities, and evaluation procedures. The study, carried out with ChatGPT, demonstrated that it is a valuable tool for researchers, helping them to write papers that are logical and accurate, as well as well-organized and informative. As part of the study, it has been suggested to revise learning objectives to enable students to utilize AI applications for subject-related tasks and place a greater emphasis on creativity and critical thinking instead of overall skill enhancement. Assessment tasks can be outsourced by students through ChatGPT. According to the study, there is a need for new evaluation methods that place a greater emphasis on creativity and critical thinking, as these cannot be replaced by AI.

Within the context of Aydin and Karaarslan's (2022) study, they evaluated the potential of using AI to summarize literature review papers. The authors suggested that AI has the potential to revolutionize academic publishing by minimizing the workload for humans and allowing academics to focus on their research. Moreover, they employed ChatGPT to write an academic paper and utilized plagiarism checkers to guarantee the authenticity of ChatGPT's content. The researchers discovered that AI, particularly ChatGPT, shows promise in summarizing literature review papers efficiently. They recommended that this capacity has the power to revolutionize academic publishing by decreasing the workload for humans and allowing academics to prioritize their research. Furthermore, the researchers made use of plagiarism detection software to confirm the authenticity of ChatGPT's material, demonstrating their understanding of the significance of upholding academic honesty in the use of AI for academic writing.

Bin-Hady et al. (2023) conducted a study examining the use of ChatGPT for English learning on a global scale. Research revealed that ChatGPT is expected to make a valuable contribution to the field by improving language abilities, aiding in the learning process, and offering prompt feedback on language proficiency and usage. A model incorporating five dimensions of AI was recommended in the study for assisted language learning (AIALL).

Overall, AI tools have been one of the primary educational tools in ELT. Studies on AI tools have concentrated on different aspects regarding the employment of these tools. By examining the

perceptions of academicians and MA students, the present study will provide insights to advance the understanding of the use of AI tools in ELT.

Methodology

This research seeks to examine the perceptions of academicians and M.Ed. students in the English Language Teaching department on the use of AI applications for editing purposes. To accomplish this, a qualitative approach was adopted. Naukkarinen (1999) suggests that the purpose of qualitative research is to comprehend the phenomenon, thus requiring the researcher to acknowledge individuals' motivations and beliefs that impact their actions. It is widely accepted that qualitative studies lead to in-depth analysis. Hence, it is assumed that this method is more appropriate for the concerns of this study.

Participants

To select the participants, I employed a convenience sampling method. Gorard (2004) explains that convenience sampling is one of the most common methods of sampling. In this type of sampling, participants are chosen because they are easily available. The researcher of the study is doing a M.Ed. degree in an ELT department at a foundation university in Türkiye. Therefore, the participants of the study were selected from this university. There were mainly two groups of participants in this study. 7 academicians from the ELT departments and 21 students in the ELT Master's Program (with Thesis) voluntarily participated in the study.

A total of seven academicians in the ELT department constituted the first group of participants. All of them were female. The age of the participants ranged from 24-42 years. Their teaching experience in ELT departments was between 3-17 years.

The second group of participants comprised 21 M.Ed. students studying in the M.Ed. program of an ELT department. 14 of them were female and 7 of them were male. They were between 23-50 years. Their experience in M.Ed. degree was between 1-3 years.

Data Collection

The data were collected through two online open-ended questionnaires developed by the researcher. The first part of the questionnaire included a consent form to get the approval of the participants to engage in this study. The second part of the questionnaire consisted of demographic information of the participants (age, gender, and years of experience in the field). The third part had five open-ended questions regarding the use of AI applications for editing purposes. Since we had two groups of participants, each question was modified based on the participant groups, which enabled us to compare the perceptions of the academicians and the M.Ed. students. The questions are presented in Table 1.

Table 1.
Open-ended questions used in the questionnaires

Questions for the academicians	Questions for the M.Ed. students
1. How do your M.Ed. students use AI applications to edit their assignments for your classes? How useful do you find AI applications as being an editing aid?	1. How do you use AI applications to edit your assignments in your M.Ed. classes? How useful do you find the AI applications? Can you please give more details?
2. What kinds of AI applications do your students use for editing purposes?	2. What kinds of AI applications do you use for editing purposes?
3. How do you think AI applications may help your students to become better writers?	3. How do you think that AI applications may help you to become better writers?
4. What are the pros and cons of using AI applications to edit their assignments? Can you please give further	4. What are the pros and cons of using AI applications for editing purposes? Can you please give further

details?	details?
5. How do you feel about your students' use of AI applications for editing purposes? Do you have a way to track it?	5. How do you feel about the use of AI applications for editing purposes?

The questionnaire was developed by the researcher. To ensure the validity of the questionnaire, the open-ended questions developed by the two groups of the participants were checked by two Associate Professors in the field of the ELT. The modifications asked by them were done by the researcher. After the modification process, Google Forms were used to create two online questionnaires.

Data Analysis

After collecting the data, we converted the results into the Excel format. We conducted the analysis using thematic content analysis. This approach enabled us to recognize developing themes and patterns in the views of the participants. Thematic content analysis, a widely used qualitative data analysis method, involves identifying, analyzing, and reporting themes about the data. In this study, we analyzed the results using the thematic analysis method suggested by Neuendorf (2018). The steps of the analysis are presented in Table 2.

Table 2.
Thematic content analysis steps.

Steps	Description
Familiarization	The researcher read through the responses multiple times to gain a deep understanding of the data and the perspectives shared by the participants.
Initial coding	The researcher identified and labelled meaningful units of the text, such as phrases or sentences that captured the essence of the participants' opinions.
Searching for themes	The initial codes were then examined to identify patterns and relationships, leading to the development of potential themes.
Reviewing themes	The identified themes were reviewed in relation to the coded extracts and the entire dataset to ensure that they accurately represented the data.
Defining and naming themes	The final themes were refined and given descriptive names to reflect their content.
Reporting	The results of the thematic content analysis were presented as a summary of the key findings, with illustrative quotes from the participants' responses to support the identified themes.

The thematic analysis for each group of the participants was conducted separately. Firstly, all the responses concerning the first research question were read and relevant units of responses that captured the participants' perceptions were underlined. The initial codes were decided and then the themes emerged. The identified themes were reviewed and the final themes were constituted. The same step of the analysis was done for each question for both questionnaires.

The final themes and related codes were analyzed on Microsoft Excel and they were explained in detail by drawing extracts from the responses of the participants. The anonymity of the participants was safeguarded by removing any identifying information. While giving the extracts, the academicians were coded as (A1, A2, etc.) and the students were coded as (S1, S2, etc.)

Findings and Discussion

Perceptions of Academicians

Q1	Themes
• How do your M.Ed. students use AI applications to edit their assignments for your classes? How useful do you find AI applications as being an editing aid?	• Comparing drafts and changes made by AI tools • Rewriting and paraphrasing in an academic manner • Using AI for research on studies or assignments

The first concern of the present study was to figure out the perceptions of academicians in the ELT departments towards the use of AI tools by their M.Ed. students. To do this, they were asked to respond to an open-ended questionnaire including five questions. The first question aimed to examine how these academicians perceive their M.Ed. students' use of AI tools to edit their assignments for their classes. They reported that most of the students used AI tools to edit their assignments, as seen in the extract below.

A3: ''They can compare their 1st draft and the edited version in order to be aware of the changes made by AI tools. They can note down the changes made and analyze them to see the reasons.''

The academicians pointed out that thanks to these applications, M.Ed. students were able to;

• rewrite and paraphrase sentences in an academic way,

A1: ''They use it for paraphrasing statements or rewriting them in a more academic way. I find it useful unless it is used as a plagiarism tool.''

• do research on their studies or assignments.

A4: ''They use it for searching their writing assignments' topic. When used ethically, I find these tools pretty useful. ''

Also, the academicians stated that AI applications were useful if they were used within the framework of ethical rules. They thought that some students employed such applications to do their assignments, which was intolerable, as illustrated in the following extracts.

A2: ''Students have AI write their assignments directly, which is not ethical academically. I try to guide them to use as an editing or a feedback tool instead, but i don't think they intend to change the way they use it. Having said that, when used for the purposes to get feedback, I believe AI to be very useful.''

A1: ''As an editing tool, I find it helpful. But when it comes to presenting AI generated text as their own work, I find it totally unethical.''

Q2	Themes
• What kinds of AI applications do your students use for editing purposes?	• ChatGPT

For Question 2 which was about the types of AI tools used by the students, the academician participants stated that their students mostly used ChatGPT and then Grammarly as artificial intelligence applications to edit their works.

A2: "They mostly get help from ChatGPT."

Q3	Themes
• How do you think AI applications may help your students to become better writers?	• Providing instant feedback for enhancing writing skills • Correcting punctuation and grammatical

mistakes

The issue examined in Question 3 was how academic participants thought AI applications would make their students better writers. The answers indicated that the students could
- get instant feedback thanks to artificial intelligence applications,

A5: ''By giving personalized feedback, these tools might be able to enhance their writing skills.''
- be able to use punctuation marks correctly and notice grammatical mistakes.

A2: ''I really think that they can provide a very structured feedback as an editing tool, to correct punctuations, grammatical mistakes etc.

Q4	**Themes**
• What are the pros and cons of using AI applications to edit their assignments? Can you please give further details?	• Making students more critical in the writing process • Offering personalized feedback and instant corrections • Improving writing skills, if used ethically • Potential disadvantage: Encouraging laziness and copying responses

When the participants were asked about the advantages of using artificial intelligence applications, the answers were almost the same. They pointed out that these applications made their M.Ed. students more critical in the writing process, as seen in the extract below.

A2: ''They can compare their 1st draft and the edited version in order to be aware of the changes made by AI tools. They can note down the changes made and analyze them to see the reasons.''

Another advantage of using AI tools for editing purposes was to get personalized feedback. Academicians believed that such tools are available for the students whenever they need them.

A6: ''The pros of using AI tools are to get instant feedback and to be able to correct your mistakes quite instantly.''

The most important advantage of these tools for the M.Ed. students was the improvement in their writing skills.

A3: ''If used ethically, I recommend using AI tools as they keep the students focused on the given topic and they can develop their essay writing skills.''

When asked about the disadvantages, they emphasized that doing the whole assignment could lead to laziness and negatively affect the development of their students' writing skills.

A4: ''The negative side of these AI tools is that "not hardworking" students hand in their essay assignments by copying the exact response of the AI tools.''

Q5	**Themes**
• How do you feel about your students' use of AI applications for editing purposes? Do you have a way to track it?	• Tracking tools used: Turnitin and Ithenticate • Concerns about students using AI to write entire assignments

The last question in the questionnaire was about the tools applied by the academicians to track their students' use of AI tools. They mostly used *Turnitin* and *Ithenticate* to check their students' assignments.

A2: "We need to use Turnitin to check if they used AI to write the whole assignment.''

A4: ''When I get suspicious of the handed in writing assignments, as I know the writing styles of my students, I upload them in a programme called Ithenticate, which is a programme that determines plagiarism."

Perceptions of Students

Q1	**Themes**
• How do you use AI applications to edit your assignments in your M.Ed. classes? How useful do you find the AI applications? Can you please give more details?	• Identifying grammar mistakes easily • Learning academic vocabulary and structure • Time-saving benefits

The second concern of the study was to identify M. Ed students' use of AI tools for editing purposes. All the M.Ed. students who participated in the study stated that they utilized artificial intelligence applications. Eleven student participants stated that they actively use these applications to notice and correct grammatical errors and to paraphrase sentences while three student participants pointed out that they used it to improve their academic writing skills.

S1: ''AI applications can identify grammar mistakes very easily.''

S7: ''AI changes the vocabulary and structure thus it is very beneficial for me to learn academic vocabulary and structure.''

Two student participants mentioned that AI tools save time.

S6: ''I think using AI tools for editing purposes is both time-saving and effective in developing writing.''

The remaining three student participants stated that they used AI applications to get instant and personal feedback when they got stuck in their studies.

S16: ''I find AI applications quite useful to take advantage from lately. Thanks to AI, basically I can find out what is the best place to search for on the internet regarding my topic and I ask what kind of a path I should take when I am stuck within the assignment process.''

Q2	**Themes**
• What kinds of AI applications do you use for editing purposes?	• ChatGPT • Quillbot

In Question 2, student participants explained which AI applications they used to edit their work. The majority of the student participants used ChatGPT, and some of the students reported using Quillbot.

Q3	**Themes**
• How do you think that AI applications may help you to become better writers?	• Identifying and correcting grammar mistakes • Enhancing academic vocabulary and structure • Saving time in the editing process

When they were asked how AI tools helped them to become better writers, half of the student participants reported that AI applications guide them to recognize their mistakes and to paraphrase sentences. They increased their knowledge of grammatical structure and vocabulary.

S1: ''They can give ideas and more information about topic, also fix your grammar mistakes. These can help you to become a better writer.''

S7: ''AI changes the vocabulary and structure thus it is very beneficial for me to learn academic vocabulary and structure.''

S16: ''I think by its creativity in paraphrasing they help in a great way in making you use the best phrases and arranging sentences in the best sequence.''

The rest of the student participants mentioned that they saved time and the privilege of receiving instant feedback, as seen below.

S2: ''By getting personalized feedback, I can work on my own mistakes rather than getting a generalized feedback.''

S9: ''The immediate feedback we get from the applications and large data sample they have seem to help us write more accurately.''

Q4	**Themes**
• What are the pros and cons of using AI applications for editing purposes? Can you please give further details?	• Guiding students to recognize mistakes and paraphrase sentences • Increasing knowledge of grammatical structure and vocabulary • Developing creativity in writing and phrase arrangement

In Question 4, I aimed to observe the advantages and disadvantages of using artificial intelligence applications for M.Ed. students. While almost all of the student participants had similar views on the advantages of using AI applications, their comments on the disadvantages were different from each other. The opinions about the advantages of using AI applications were as follows; the most emphasised advantage of the student participants was that it made them realize the grammatical mistakes in their studies.

S7: ''Pros; vocabulary and structure as I mentioned. The tools also provide grammatical corrections which are very helpful also.''

As another advantage, they stated that no matter what the subject of their study is, they could access and benefit from different sources on that subject, which can be time-saving.

S11: ''Pros you could produce more pieces of texts in shorter time. You save time; you are able to reach much more materials than you were able in the past as a result of scanning function of bots. You don't have to read everything in an article to find the related info to your study.''

In addition, they said that they get instant answers to their questions that would take time to find the answer if AI were unavailable and they reached a solution quickly.

S16: ''For cons, I think they help a lot in bringing forth high quality content by designing your result in the best way.''

Considering the comments made about the disadvantages, it was observed that student participants touched on a variety of issues. The most emphasized point was that AI applications make people lazy.

S10: "You become lazier in terms of producing handwriting and it is somehow harmful. For instance, you do not care about your spelling, punctuation etc.''

As a further disadvantage, it is reported that AI tools damage one's creativity.

S21:''One major disadvantage of AI tools editing may be lack of authenticity in the work of the student. In the course of editing the students' assignment, the AI tool does modify the work without taking into consideration what the student really wants to portray.''

Another issue discussed was that it might lead to plagiarism.

S7: ''As cons could be as sometimes it adds its own "ideas" it could cause for plagiarism.''

S19: ''They cannot be copied or pasted we need to edit them again if we use them in a text.''

Q5	**Themes**
• How do you feel about the use of AI applications for editing purposes?	• Appreciation for instant Feedback and corrections • Value in learning from mistakes and improving writing skills • Concerns about overreliance leading to laziness and lack of originality

In the last question, when the student participants were asked how they felt about using AI applications in their studies, almost all of their answers were positive. They argued that when used only for editing purposes, such tools are effective ways of producing correct and appropriate assignments in a very short time, as can be seen from the extract.

S2: ''I think although it is still a work in progress, these tools are very useful, helpful and an inevitable part of our lives so the faster you learn to cooperate, the better your chances of getting successful is.''

The following extracts showed that they also feel more confident when they use AI tools to edit their assignments.

S5: ''AI tools make my life easy and thanks to AI tools, I feel more confident. It is like a virtual teacher at home.''

S7: ''It gives me confidence and relief as it is impossible for me to hire a writing tutor economically. It became as a tutor to me as in masters it is not appropriate to ask for writing feedback from your professors all the time.''

Academicians in ELT departments view the use of AI tools, for editing with a mix of hope and caution. They recognize the advantages these tools bring, such as enhancing grammar, spelling and overall writing accuracy to assist students in producing assignments. Nevertheless they worry about relying on AI, which could impede students' growth in editing skills and critical thinking. Academicians envision AI tools serving as aids to help students learn from their mistakes than doing the work for them. They are also cautious about the possibility that excessive reliance on AI might lead to reduced student engagement, with course materials as some students may think technology can handle all corrections without their involvement.

On the side M.Ed. students in ELT departments, often view the integration of AI tools for proofreading as quite advantageous. They appreciate the feedback and corrections offered by these tools finding them valuable for enhancing the quality of their assignments and simplifying the editing process. These students see AI applications not only mistake spotters for writing but also as educational aids from which they can learn. They perceive it as an opportunity to grow in a setting enabling them to recognize common mistakes and avoid them in future endeavours. However, some students echo the concerns raised by educators regarding reliance on technology emphasizing the need to strike a balance, between utilizing AI assistance and honing their language proficiency.

The research delves into how academicians and M.Ed. students in ELT departments perceive the utilization of AI tools for editing purposes. Both sets of individuals took part in surveys with open-ended questions and the outcomes were examined through thematic analysis.

The study reveals the benefits of AI applications for editing purposes such as identifying grammar mistakes fixing punctuation errors saving time and improving the quality of writing by using paraphrasing tools. However, it is emphasized that AI tools should be limited to editing purposes and not used to complete assignments or studies.

Prior research has also highlighted the potential of AI tools in the education sector. According to Bin Hady et al. (2023), employing ChatGPT for English learning can enhance language proficiency support learning efforts and provide feedback on language usage and skills. This aligns with the notion that AI tools can boost students writing abilities and academic success.

Prior research has also highlighted the potential of AI tools in the education sector. According to Bin Hady et al. (2023), employing ChatGPT for English learning can enhance language proficiency support learning efforts and provide feedback on language usage and skills. This aligns with the notion that AI tools can boost students writing abilities and academic success.

Furthermore, Bin Hady et al. (2023) underscored the importance of upholding honesty when using AI tools in academic writing contexts. The discussion on considerations related to AI applications, in editing raised by scholars in our study aligns with this perspective.

The research provides an analysis of the gains and ethical concerns touching on the use of AI tools while editing in English language teaching departments. Additionally, the research helps in the attainment of great insight into the effective utilization of AI applications.

Conclusion

The latest developments in artificial intelligence have enabled the impactful application of AI tools for teaching English, as well as in various educational fields. There is a growing body of literature on the importance and potentials of AI applications. However, the number of studies specifically related to the perspectives of academicians and Master of Education (M.Ed.) students regarding the use of AI applications for editing purposes remains insufficient. So, the purpose of this research paper was to investigate the perceptions of both M.Ed. students and academicians in the ELT departments regarding the use of AI applications for editing purposes and also to connect the perspectives of two crucial groups for filling the existing gap. This study focused on two main topics, which were the academicians' perspectives on students' using AI for editing purposes, and the students' perspectives on the utility of AI applications in enhancing their assignments' quality. The data were collected through two online open-ended questionnaires that were applied to academicians and M.Ed. students in ELT departments. The results were evaluated by thematic content analysis. As a result, the place of artificial intelligence applications in the context of assignments or work organisation has become significant. Both academician and student participants pointed out the benefits of using AI tools for their assignments and learning processes such as noticing grammatical errors, correcting punctuation, saving time, and making the text more academic and coherent using paraphrasing tools. This study underlines that artificial intelligence applications are useful only when they are used for editing purposes and not when a whole assignment or study is done by artificial intelligence applications. It is hoped that this research will contribute to a deeper understanding of the use of AI tools for editing purposes.

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Genişletilmiş Türkçe Özet

Son zamanlarda, teknolojinin hızlı bir şekilde gelişmesiyle birlikte, eğitim sektöründe değişimler gözlenmiştir. Yapay zekâ alanında yapılan iyileştirmelerle birlikte ortaya çıkan uygulamalar eğitim sektörüne yeni bir yön vermektedir. Söz konusu değişimlerin, İngilizce öğretimi ve öğrenimine de yansımaları olmuştur. Çalışmanın amacı, İngilizce Öğretmenliği bölümündeki akademisyenlerin ve yüksek lisans öğrencilerinin yapay zekâ uygulamalarını metin düzenleme amaçlı kullanımına yönelik algılarını ortaya koymaktır. Bu çalışmada temel olarak iki grup katılımcı yer almıştır. İngilizce Öğretmenliği bölümünden 7 akademisyen ve İngilizce Öğretmenliği Tezli Yüksek Lisans programından 21 öğrenci çalışmaya gönüllü olarak katılmıştır. İngilizce Öğretmenliği bölümünden toplam 7 akademisyen birinci katılımcı grubunu oluşturmuştur. Katılımcıların yaşları 24-42 arasında değişmektedir. Öğretmenlik deneyimleri 3-17 yıl arasında değişmektedir. İkinci katılımcı grubu, İngilizce Öğretmenliği Tezli Yüksek Lisans programında öğrenci olan 21 kişiden oluşmaktadır. 21 kişiden 14'ü kadın ve 7'si erkek öğrencidir. Yaşları 23-50 arasındadır ve yüksek lisans derecesindeki deneyimleri 1-3 yıl arasında değişmektedir. Veriler, araştırmacı tarafından geliştirilen iki çevrimiçi açık uçlu anket aracılığıyla toplanmıştır. Anketin ilk bölümünde, katılımcıların bu çalışmaya katılma onayını almak için bir onay formuna yer verilmiştir. Anketin ikinci bölümü katılımcıların demografik bilgilerinden (yaş, cinsiyet ve alandaki deneyim yılı) oluşmaktadır. Üçüncü bölümde, yapay zekâ uygulamalarının düzenleme amacıyla kullanımına ilişkin beş açık uçlu soru yer almaktadır. İki katılımcı grubu olduğu için, her soru katılımcı gruplarına göre değiştirildi, bu da akademisyenlerin ve yüksek lisans öğrencilerinin algılarının karşılaştırılmasını sağladı. Çevrimiçi anketi oluşturmak için Google Form kullanılmıştır. Veriler toplandıktan sonra sonuçları Excel formatına dönüştürülmüştür. Analiz, tematik analiz kullanılarak gerçekleştirilmiştir. Bu yaklaşım, katılımcıların görüşlerinden gelişen temaların ve örüntülerin fark edilmesini sağlamıştır. Yaygın olarak kullanılan bir nitel veri analizi yöntemi olan tematik içerik analizi, verilerle ilgili temaların belirlenmesini, analiz edilmesini ve raporlanmasını içermektedir. Bu çalışmada, sonuçları Neuendorf (2018) tarafından önerilen tematik analiz yöntemi kullanılarak analiz edilmiştir. Her bir katılımcı grubu için tematik analiz ayrı olarak gerçekleştirilmiştir. İlk olarak, ilk araştırma sorusuna ilişkin tüm yanıtlar okunmuş ve katılımcıların algılarını yakalayan ilgili yanıt birimlerinin altı çizilmiştir. İlk kodlara karar verilmiş ve ardından temalar ortaya çıkmıştır. Belirlenen temalar gözden geçirilmiş ve nihai temalar oluşturulmuştur. Analizin aynı adımı her iki ankette de her bir soru için yapılmıştır. Nihai temalar ve ilgili kodlar Microsoft Excel'de analiz edilmiş ve katılımcıların yanıtlarından alıntılar yapılarak ayrıntılı olarak açıklanmıştır. Katılımcıların anonimliği, herhangi bir tanımlayıcı bilgi olmadan korunmuştur. Alıntılar verilirken akademisyenler ''A1, A2, vb.'', öğrenciler ise ''S1, S2, vb.'' şeklinde kodlanmıştır. Sonuç bölümüne gelindiğinde, İngilizce Öğretmenliği bölümündeki akademisyenler, düzenleme için yapay zekâ araçlarının kullanımına umut ve ihtiyat karışımı bir bakış açısıyla bakmaktadır. Akademisyenler bu araçların, öğrencilere ödev hazırlamada yardımcı olmak için yazım hatalarını düzeltme gibi avantajları olduğunun farkındadır. Bununla birlikte, akademisyenler, öğrencilerin düzenleme becerileri ve eleştirel düşünme konusundaki gelişimlerini engelleyebilme potansiyeli olan yapay zekâ uygulamalarına güvenmekten endişe duymaktadır. Akademisyenler, yapay zekâ uygulamalarını, öğrencilerin metinlerini sadece düzenleme noktasında anında geri bildirim alma amacıyla kullanılması hususunda desteklemektedirler. Buna ek olarak, akademisyenler bazı öğrencilerin yapay zekâ araçlarına bütün bir çalışmayı yaptırmayı düşünebileceğinden, yapay zekâ araçlarına güvenmenin öğrencilerin çalışmaya olan katkısını azaltma olasılığı konusunda da temkinliler. Öte yandan, İngilizce Öğretmenliği Tezli Yüksek Lisans programındaki öğrenciler, metin düzenleme için yapay zekâ araçlarının eğitimle bütünleşmesini oldukça avantajlı olarak görmektedir. Öğrenciler, bu araçların sunduğu geri bildirimi ve düzeltmeleri, ödevlerinin kalitesini arttırdığı ve düzenleme sürecini daha kolay hale getirdiği için değerli bulmaktadır. Öğrenciler, yapay zekâ uygulamalarının sadece yazım hatalarını tespit eden araçlar olarak değil, aynı zamanda öğrenmenin de gerçekleştiği bir araç olarak da görmektedir. Öğrenciler, yapay zekâ araçlarını, hatalarını fark etmeleri ve bir sonraki çalışmalarında bu hatalarından kaçınmaları için bir fırsat olarak görmektedir. Bunun yanı sıra, öğrenciler, akademisyenlerin teknolojiye güvenme konusunda dile getirdiği endişeleri yineleyerek, yapay zekâ araçlarından yararlanma ile dil yeterliliklerini geliştirme arasında bir denge kurulması gerektiğini vurgulamaktadır. Bu çalışma, dilbilgisi hatalarını fark etme, noktalama işaretlerini düzeltme, zamandan tasarruf etme ve yazma kalitesini arttırma gibi noktalarda yapay zekâ uygulamalarının faydalarını ortaya koymaktadır. Bununla birlikte, yapay zekâ araçlarının sadece düzenleme amacıyla sınırlı kalması ve çalışmaların ya da ödevlerin tamamını yaptırmak için kullanılmaması gerektiği vurgulanmaktadır. Önceki araştırmalar da yapay zekâ araçlarının eğitim sektöründeki potansiyelini vurgulamıştır. Bin Hady ve diğerlerine (2023) göre, İngilizce öğrenimi için ChatGPT kullanmak, dil yeterliliğini artırabilir, öğrenme çabalarını destekleyebilir ve dil kullanımı becerileri hakkında geri bildirim sağlayabilir. Bu çalışma, yapay zekâ araçlarının öğrencilerin yazma becerilerini ve akademik başarılarını arttırabileceği fikriyle uyumludur. Ayrıca, Bin Hady ve diğerleri (2023), akademik yazma bağlamında yapay zekâ araçlarını kullanırken dürüstlüğü korumanın öneminin altını çizmiştir. Çalışmamızda, akademisyenler tarafından ortaya konan metin düzenleme noktasında yapay zekâ araçlarıyla ilgili hususlar hakkındaki tartışma bu bakış açısıyla da benzerlik göstermektedir. Bu çalışma, yapay zekâ uygulamalarının sadece metin düzenleme amacıyla kullanıldığında faydalı olduğunun, ödev ya da çalışmanın tamamının yapay zekâ uygulamalarıyla yapılmaması gerektiğinin altını çizmektedir. Bu araştırmanın, yapay zekâ araçlarının metin düzenleme amacıyla kullanımının daha iyi anlaşılmasına katkıda bulunacağı umulmaktadır.