

Enhancing or Deteriorating? The Influence of ChatGPT on University Students' Academic Writing Skills in Türkiye

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Abstract

This study examined the impacts of ChatGPT on the academic writing skills of students who are taking English courses at a university in Türkiye. A qualitative research design was followed, during which a semi-structured interview with 12 active users of ChatGPT for academic writing was conducted. Thematic analysis reveals that students mostly benefited from improved writing fluency, organization, and grammatical accuracy due to ChatGPT. A lot of participants highly regarded it for prompt feedback, coherence, and help with brainstorming. Some of the drawbacks included over-reliance on AI, inability to provide subject-specific accuracy in many cases, and financial accessibility concerns, since premium features were often too expensive for students. While useful, research highlighted the need for ChatGPT to function in conjunction with traditional writing instruction to maintain integrity and develop autonomous writing skills. The study underscores how fundamental AI literacy and institutional support are for affording the most benefits from AI-assisted learning in academic writing.

Keywords: Academic writing, AI-assisted writing, ChatGPT, qualitative research

Geliştiren mi Körelten mi? ChatGPT'nin Türkiye'deki Üniversite Öğrencilerinin Akademik Yazma Becerileri Üzerindeki Etkisi

Öz

Bu çalışma, ChatGPT'nin Türkiye'deki bir üniversitede İngilizce dersi alan öğrencilerin akademik yazma becerileri üzerindeki etkilerini incelemiştir. Nitel bir araştırma deseni benimsenmiş ve akademik yazma amacıyla ChatGPT'yi aktif olarak kullanan 12 öğrenciyle yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Tematik analiz sonuçları, öğrencilerin ChatGPT aracılığıyla yazma akıcılığı, metin organizasyonu ve dilbilgisel doğruluk gibi alanlarda önemli gelişmeler kaydettiklerini ortaya koymuştur. Katılımcıların çoğu, ChatGPT'yi hızlı geri bildirim sunması, fikir üretme süreçlerini desteklemesi ve tutarlı metinler oluşturulmasına yardımcı olması nedeniyle faydalı bulmuştur. Bununla birlikte, yapay zekâya aşırı bağımlılık, içeriklerin konuya özgü doğruluk içermemesi ve premium özelliklerin yüksek maliyeti nedeniyle finansal erişim sorunları gibi bazı dezavantajlar da dile getirilmiştir. Araştırma bulguları, ChatGPT'nin akademik yazma süreçlerinde faydalı olmakla birlikte, bütünlüğü korumak ve öğrencilerin özerk yazma becerilerini geliştirmek amacıyla geleneksel

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yazma eđitimiyle birlikte kullanılmasının gerekliliđine dikkat çekmektedir. Sonu olarak, alıřma, yapay zekâ destekli akademik yazma srelerinden en st dzeyde yarar sađlanabilmesi iin yapay zekâ okuryazarlıđının artırılmasının ve kurumsal desteđin sađlanmasının nemini vurgulamaktadır.

Anahtar Kelimeler: Akademik yazma, Yapay zeka destekli yazma, ChatGPT, nitel arařtırma

Introduction

During the last ten years, advancements in AI have taken over most fields, including education, where AI-powered tools are revolutionizing traditional learning and teaching methodologies (Dubey & Mishra, 2024). Among many innovations, ChatGPT has been one of the latest sensations using the GPT model, developed by OpenAI, to assist learners of English with academic writing. By utilizing billions of text-based inputs, ChatGPT creates active, contextually appropriate responses that are coherent, thus making the tool very useful to academic writers (Hassani & Silva, 2023). Its uses range from idea generation and fine-tuning arguments to language refinement, thereby placing it as one of the transformational tools among learners, particularly those with issues in English ESL or EFL contexts (Klimova et al., 2024). However, these include problems of organization and expression, coherence in arguments, maintenance of formal academic conventions, and appropriate application of grammatical and stylistic rules (Hyland, 2019). In addition, these are further exacerbated by cultural and linguistic issues that create frustration and lower confidence among learners (Chen & Lin, 2024).

Given the limitations of traditional support sources such as instructor feedback or peer collaboration, often constrained by time and availability, ChatGPT offers a timely and accessible alternative. It instantly provides personalized support to the learners. This tool is able to provide context-specific guidance through the analysis of user input, thereby guiding the learners in, among other aspects, grammar correction, vocabulary enrichment, and text structuring (Xi, 2024). Academic writing with the intervention of ChatGPT does not, however, stay entirely away from the domain of controversy. In fact, it perfects adaption to the diverse needs of learners and thus the process of self-directed learning itself. It builds an environment which is highly participatory because the feedback is speedy and acting and, as such reduces reliance on usual academic routes (Chen & Gong, 2025). On the other hand, plagiarism ethical issues, overreliance on contents that the AI generates, and potential harm to critical thinking and creativity amongst learners have triggered hot debates among educators and scholars (Floridi & Chiriatti, 2020). It might also raise a critical question of how far this development will be skill-deepening instead of shallow solution-providing, since learners might bypass the necessary cognitive effort to be used while writing. With such mixed perspectives, it is of essence to realize the actual influence of ChatGPT on learners' academic writing in English. It was against this background, therefore, that the current study investigates the potentially negative and positive

impacts of ChatGPT on English teaching. Particularly, the investigation explores its effect on the learners' writing processes and skill development and what this means for the wider pedagogic and policy parameters in academic writing classes at university level.

It, therefore, with these research areas, wishes to contribute to the active discussion on integrating AI into education by providing evidence-based recommendations on how best AI can be used. The long-term aim of this paper is, hence, to support educators and policymakers in their attempt to strike a balance between the effective pedagogical use of AI and ensuring that academic integrity and deep learning outcomes are upheld.

Literature Review

The Role of Artificial Intelligence in Education

Artificial Intelligence (AI) has become a key impetus in modifying virtually all educational systems and generate some miracles in teaching and learning. Its transformative capability lies in the ability to build personalized learning pathways and relieve educators of ordinary tasks so they can concentrate on more substantial aspects of instruction (Luckin & Holmes, 2016). Adaptive learning platforms and intelligent tutoring systems are among these AI tools that evaluate learner data and tailor instructional content based on that analysis. AI-powered language models, such as ChatGPT, are especially important for their potential in helping learners with academic writing, language learning, and critical thinking (Zawacki-Richter et. al., 2019).

Real-time processing and the ability to give contextualized feedback are among the qualities that artificial intelligence can provide in academic settings. An example of this is ChatGPT, based on the cutting-edge Generative Pre-trained Transformer framework, which has proven to be indispensable for academic writing. Its ability to furnish coherent and contextually appropriate feedback helps students develop ideas, substantiate their arguments, and improve their linguistic precision (Yuan et al., 2024). This is particularly invaluable to students in multilingual classes where teachers are powerless to respond satisfactorily due to the complexity in the responses based on varying levels of language proficiency. Furthermore, the availability and scalability of AI can also intervene in the unequal distribution of learning materials (Mananay, 2024).

Holmes (2020) proved that artificial intelligence applications have the capability to assess particular requirements of individual students and furnish them with specific feedback to increase engagement and performance. Such flexibility is crucial for students who need differentiated instruction due to special linguistic, cultural, or cognitive requirements. Through its continuous, instant, and personalized support, ChatGPT provides a way for students to learn academic content more autonomously

and confidently, with less reliance on traditional methods of providing feedback. Hooda et al., (2022) further state that AI can provide more individual feedback by identifying the needs of different learners, thus leading to increased engagement and greater outcomes. Flexibility is also important for students whose instruction should be adapted for reasons such as language or culture or learning disabilities. In summary, the benefits of ChatGPT can be categorized into three areas: first, it provides help right when it is needed; second, it levels the playing field among students in the feedback they receive by minimizing what they depend on traditional routes of feedback; and third, it builds up students' academic confidence and autonomy.

Challenges in Academic Writing for ESL/EFL Learners

Academic writing is commonly seen as one of the most difficult abilities for students to learn, particularly for those whose backgrounds are non-native English-speaking. For Xi (2024), such difficulty is brought about by having to generate cohesive arguments, maintain a formal scholarly tone, and adhere to strict rules of grammar. For both English as a Second Language (ESL) and English as a Foreign Language (EFL) learners, these issues are typically compounded by linguistic and cultural disparities that make effective communication difficult and lower the learners' confidence (Mananay, 2024). For example, such learners will typically struggle to use their native language rhetorical conventions in English academic writing conventions, leading to argumentation and ineffective articulation.

In conventional classroom environments, feedback systems have been crucial in solving these problems but do not provide timely and regular assistance. Ferris (2013) explains that though instructor feedback is crucial, it is usually tainted by delays due to time limitations and the demands of teaching large classes. Such delays can slow down student learning, as they are denied the chance to implement instant changes or rectify current mistakes. Additionally, the quality of feedback is likely to differ with the level of expertise or knowledge of the instructor about the specific problems faced by the learner, thereby making the process of skill development complex. Peer feedback, another widely used method, tries to foster collaboration and collaborative learning among the students. Lundstrom and Baker (2009) observe, however, that the method is often constrained by the differences in the levels of proficiency among the learners in a class. For example, less able students will find it difficult to spot mistakes or make useful comments, whereas their more able peers do not possess the pedagogic skills to offer feedback in a manner that is both comprehensible and actionable. These conventional methods, therefore, despite their worth, are often not adequately addressing the multi-faceted difficulties of ESL/EFL learners.

Alternatively, AI writing software like ChatGPT offers an effective solution to such issues in the form of immediate, personalized feedback to align with respective learning requirements (Yuan et al., 2024). Moreover, being an AI tool, ChatGPT helps learners with instant feedback that allows them to modify their mistakes in real time.

For instance, the program will underline grammatical errors, also provides options for words and shows structural improvements, giving the learner an opportunity to see and revise iteratively. The immediacy of practice improves the proficiency level of written work, as it allows for more learner independence and confidence and inclusion in the writing process. Beyond merely addressing errors, ChatGPT demonstrates remarkable flexibility in its working. Clarifying a rationale for proposed revisions allows learners to have a coherent understanding of the major concepts of academic writing, including argumentation, coherence, and tone. This learning component makes learning appealing, ensuring that students go beyond surface-level revisions- and develop greater internalization of the conventions that govern academic communication in English (Klimova et al., 2024). For instance, while trying to develop coherence within paragraphs or sentences, ChatGPT can give explanatory accounts, along with examples, that would guide students toward better coherent contexts. Thus, it serves as not only writing support, but also learning support, filling the lack of many traditional feedback processes that can enable students to look at that barrier of academic writing.

Applications of ChatGPT in Academic Writing

ChatGPT does great work in providing students of varying writing capabilities with simpler forms of difficult ideas. Given that its answers are great and clear, it becomes an ideal tool in the various stages of academic writing such as idea generation, organization of arguments, and corrections of language accuracy (Yuan et al., 2024). In addition, Hassani and Silva (2023) state that ChatGPT is most helpful in the very beginning stage of writing when students typically find brainstorming and organizing their thoughts as challenges. It helps students cope with anxiety and organize better essays by supplying them with helpful suggestions and inquiries.

Another striking point about ChatGPT is the ability to provide multiple feedbacks, leading the student to reflect more critically when it comes to writing. According to Chen and Gong (2025), that real-time application of the tool would lead them to play with different types of language, locate their mistakes easily, and revise their drafts. For example, students can write draft paragraphs and receive immediate, detailed feedback on sentence structure, grammar, and writing style. Such a recursive cycle not only improves the quality of their writing but also instills a sense of independence and self-confidence in them. In this way, through repeated interactions, learners develop a finer sense of the conventions within academia and build skills that exceed the immediate task.

Beyond helping learners attain greater linguistic accuracy, ChatGPT encourages learners to adopt higher-order thinking and argumentation skills that are such an essential part of academic writing (Chen & Lin, 2024). Making context-specific suggestions encourages learners to take multiple stances into consideration for balanced, well-supported arguments (Hooda et al., 2022). This would be in line with the more general objectives of academic writing: clarity, coherence, and depth of

analysis. For instance, when the learners are not able to provide opinion statements on controversial issues, ChatGPT can give some examples or counterarguments that challenge the learners to reconsider their argument and formulate a well-balanced opinion.

Moreover, the educational value of ChatGPT is heightened when it explicates the reasoning or suggests alternate phrases, allowing students to internalize the critical principles of writing rather than just marking it as a fault. This educational aspect enables students to commit themselves to the learning process rather than direct dependence on outputs generated by artificial intelligence (Hooda et al., 2022). This makes ChatGPT a feasible writing tool and a learning platform wanting to address the gaps left behind by traditional feedback by trying to deal with the complexity blocks of the academic writer's needs.

The application often explains in detail rather than simply highlighting errors and suggesting alternate phrases that allow students to grasp some of the theory of writing. This educational aspect makes it possible for the students not to solely depend on the AI-conducted output but act within their learning process (Hooda et al., 2022). This places ChatGPT both as a functional writing tool and teaching aid bridging gaps traditional feedback could not pass through, thereby addressing the interconnected intricacies of an academic author's needs.

Ethical Concerns and Limitations

Though ChatGPT has several advantages, its use in academic writing raises a few rapid ethical pedagogic questions. Overindulgence on AI-generated content in-depth and creative thinking can be very alarming. Its "black box" nature allows students to accept what is plugged in without engaging with the reasoning process by themselves; as a result, learning is shallow (Floridi & Chiriatti, 2020). Such an issue takes center stage in the academic setting when originality and the depth of analytical thinking come into play.

Plagiarism is another problem. AI is proving fruitful for learners in the creation of original ideas, but this learning tool is also being exploited to come up with assignments devoid of personal effort or understanding (Bissessar, 2023). Recent analyses indicate that AI-generated submissions are steadily on the rise, and institutions are urged to develop guidelines for responsible AI usage (Akinwalere & Ivanov, 2022). Educators must hence emphasize integrity and provide explicit instructions on how to responsibly incorporate AI in the writing process.

Just as importantly, there are biases in AI training datasets. As observed by Floridi and Chiriatti (2020), data-rich models, such as ChatGPT, may entrench certain stereotypes or inaccuracies further. The bottom line is that such biases have misled the learners and compromised the quality of their academic works. Considering all

these, there is a need for an education for the students in the critical consideration of AI-generated content and its limitation.

Taking all these issues into account, this research has explored the use of ChatGPT on academic writing of EFL learners by asking the following research questions:

RQ1: Why do university-level students choose ChatGPT in their academic writing?

RQ2: How does ChatGPT affect students' academic writing?

RQ3: What are the challenges students face while using ChatGPT?

Methodology

Data Analysis Procedure

This study gathered in-depth understanding of participants' experiences and viewpoints by means of a qualitative research design using semi-structured interviews. Based on the subject areas the researcher wants to address; semi-structured interviews including a set of open-ended questions were conducted, which were adopted from Yuan et al.'s (2024) study. The interview questions were structured under two parts: demographic information and thematic dimensions. In the first part, basic demographic information, including gender, study level and language proficiency were collected (see Table 1). In the second part, five key dimensions relevant to the study, learners' motivation, needs, expectations, experiences, and challenges were analyzed. Based on the participants' responses, a fifth dimension as challenges, emerged inductively during the thematic analysis, which is different from Yuan et al.'s (2024) study. What is more important here is that these questions were translated into Turkish to minimize language barriers and ensure a more accurate understanding of participants' responses. Conducting the interviews in Turkish enabled participants to express their thoughts more fluently and in greater detail, thereby enhancing the depth and reliability of the collected data.

Data Analysis

Using inductive thematic analysis, a technique that helps to identify common, significant themes in qualitative data, the interview data were examined (Braun & Clarke, 2006). Several phases comprise this iterative process: familiarization with the data, generation of first codes, development of themes, and examination of themes to guarantee they fairly represent the core of the data (Hancock, 2002). Atlas.ti was used to handle codes, quotations, and themes. This qualitative data analysis program gave a strong basis for data management and organization, therefore supporting methodical coding and topic creation (Paulus & Lester, 2015). By the use of Atlas.ti, in-depth investigation of patterns and correlations across interviews was made possible, therefore guaranteeing a strict and thorough method of theme analysis.

Inter-Coder Reliability

To ensure the credibility and trustworthiness of the coding process, inter-coder reliability was assessed by having a second trained qualitative researcher independently code 25% of the interview data. Coding focused on binary decisions for the presence (1) or absence (0) of a specific theme across 12 participants. The consistency between coders was calculated using Cohen's Kappa, a robust statistical measure of agreement beyond chance and shown in Table 1.

Table 1.
Contingency Table of Coding Decisions

	Coder 2: Theme Present (1)	Coder 2: Theme Absent (0)	Row Total
Coder 1: Present (1)	7	1	8
Coder 1: Absent (0)	1	3	4
Column Total	8	4	12

Cohen's Kappa is calculated using the following formula:

$$\kappa = (P_o - P_e) / (1 - P_e)$$

Where:

$$P_o \text{ (observed agreement)} = (7 + 3) / 12 = 0.8333$$

$$\begin{aligned} P_e \text{ (expected agreement by chance)} &= \\ &= (8 / 12 \times 8 / 12) + (4 / 12 \times 4 / 12) \\ &= 0.4444 + 0.1111 = 0.5556 \end{aligned}$$

Now we apply the formula:

$$\kappa = (0.8333 - 0.5556) / (1 - 0.5556)$$

$$\kappa = 0.2777 / 0.4444 = 0.625$$

According to Landis and Koch's (1977) widely accepted scale for interpreting Kappa values as seen in Table 2, the calculated Kappa value of $\kappa = 0.625$ falls within the "substantial agreement" range, confirming a high level of consistency between the two coders beyond chance.

Table 2.
Landis and Koch's (1977) Widely Accepted Kappa Values

Kappa Value (κ)	Strength of Agreement
< 0.00	Poor
0.00 – 0.20	Slight
0.21 – 0.40	Fair
0.41 – 0.60	Moderate
0.61 – 0.80	Substantial
0.81 – 1.00	Almost Perfect

Participants

In this study, a purposive sample technique was used to ensure a varied but appropriate representation of students who have used ChatGPT for academic English writing needs in a university located in Türkiye. Kelly (2020) states that purposive sampling is a method employed to select respondents who are expected to provide relevant and valuable information. This method facilitates the identification and selection of cases that optimize the use of limited research resources (Palinkas, Horwitz, Green, Wisdom, Duanm & Hoagwood, 2015). We first set up an online meeting to find volunteers eager to use ChatGPT for academic English writing. Only those who had actively utilized ChatGPT for academic English writing and purposes ($N = 12$) were selected for this research out of 25 students who participated in the online meeting via Zoom. This choice conforms to Groenewald's recommendation that qualitative research requires at least six participants (Groenewald, 2004). As Table 3 shows, these 12 individuals ranged in English competency from A2 to C1 and in study level from Prep to Senior.

Table 3.
Information about the Participants

Name & No. (Pseudonyms)	Gender	Study Level	ChatGPT Use	English Proficiency	Subscription Status
1. Mehmet	Male	Prep	Novice	A2	Free
2. Ayşe	Female	Freshman	Basic	B1	Free
3. Emre	Male	Sophomore	Basic	B2	Free

Name & No. (Pseudonyms)	Gender	Study Level	ChatGPT Use	English Proficiency	Subscription Status
4. Zeynep	Female	Junior	Intermediate	B2	Free
5. Burak	Male	Senior	Advanced	C1	Paid
6. Elif	Female	Senior	Basic	C1	Free
7. Can	Male	Freshman	Basic	B1	Free
8. Selin	Female	Sophomore	Novice	A2	Free
9. Kerem	Male	Junior	Intermediate	B2	Free
10. Derya	Female	Senior	Basic	B2	Free
11. Mustafa	Male	Junior	Intermediate	B2	Paid
12. Ece	Female	Junior	Advanced	B2	Free

Before the interviews, participants received an e-mail informing the goals of the research and were requested to agree. After receiving their consent form for their interviews to be video-recorded and for data to be used in this study, semi-structured interviews were conducted in person via Zoom and lasted from 30 min to 40 min. The data extracted from the semi-structured interviews were coded, important quotes were highlighted, and themes were created. Then, the results were sent to the participants to verify and guarantee legitimacy and dependability. This procedure guaranteed congruence between the data and participants' initial viewpoints.

Results

The themes that emerged from the students' interviews were categorized into five dimensions based on the research questions: 1) the learners' motivation, 2) the learners' experience, 3) the learners' needs, 4) the learners' beliefs, and 5) challenges.

The Reasons for Choosing ChatGPT in Academic Writing

The results in Table 4 show that students choose ChatGPT mostly for its accessibility, efficiency, and capacity to improve academic writing abilities. Two main categories define responses: Learner's motivation, and Learner's needs, each offers insight into the students' justification for depending on ChatGPT. Under the Learner's Motivation dimension, students highlighted ChatGPT's rapid feedback and AI-assisted structuring, which help them save time and improve clarity in their writing. Many users reported that the tool enhances fluency, reduces repetition, and provides rephrasing suggestions to refine their academic tone. Additionally, ChatGPT serves as a self-learning tool, enabling students to independently explore academic writing styles and grammatical structures. In the Learner's needs dimension, students expressed appreciation for ChatGPT's structured writing assistance, particularly in organizing thoughts before developing essays. The tool also offers individualized feedback and brainstorming support, allowing students to refine their ideas and improve coherence in their written work.

Table 4.
Results for First Research Question

Samples from Interviewees' Quotations	Identifying Codes	Themes
<i>"Being a university student, I constantly have to keep developing myself. Given our technological era, we should to make good use of it. An artificial intelligence tool that has proved successful and is continually developing is ChatGPT. Mostly, I utilize it to gain ideas, review my work, and obtain advice when I run into difficulties."</i>	<ul style="list-style-type: none"> - Easier access to feedback - Instant suggestions for academic writing 	Learner's Motivation
<i>"I had very little knowledge at first, but after reading papers on artificial intelligence and seeing instructional materials from experts, I started to grasp ChatGPT really well."</i>	<ul style="list-style-type: none"> - Self-learning through external resources 	
<i>"ChatGPT seems to save me time throughout my academic writing procedure. I can receive an outline in minutes instead of wasting hours organizing my work."</i>	<ul style="list-style-type: none"> - Time-saving benefits - AI-assisted structuring 	
<i>"ChatGPT rewrites academic phrases I struggle with. It reduces repetition and clarifies."</i>	<ul style="list-style-type: none"> - Enhanced clarity in writing - Rephrasing for academic tone 	
<i>"I now grasp difficult grammar rules thanks to ChatGPT. When I need help with grammar, I ask for examples."</i>	<ul style="list-style-type: none"> - Grammar explanation aid - Example-based learning 	
<i>"Practice helps one become more writing fluent. Proper use of artificial intelligence will help us to improve fluency and focus on the specifics of academic writing. For example, I arrange my essays before writing using ChatGPT..."</i>	<ul style="list-style-type: none"> - Structured writing practice - AI-assisted planning 	Learner's Needs

Samples from Interviewees' Quotations	Identifying Codes	Themes
<i>"One may access ChatGPT anywhere, at any moment. It gives ideas, lets me practice endlessly, and lets me see my faults."</i>	- Accessibility and flexibility - Personalized feedback	
<i>"I summarize and generates ideas using ChatGPT. It aids in better mental organization before I begin to write."</i>	- Brainstorming aid - Summarization tool	

The Effects of Chatgpt on Students' Academic Writing

Students stated under the Learner's Experience dimension that ChatGPT improved coherence, expanded viewpoints, and helped with brainstorming, therefore fundamentally impacting their writing process. The tool helped many students overcome writer's block so they could more successfully create ideas and organize their arguments. Though ChatGPT offers first direction, several students pointed out that AI-generated writing often lacks precision and needs hand editing to satisfy academic requirements. Students also pointed out that ChatGPT encourages critical thinking by providing other points of view, therefore guiding their consideration of other points of view as they form arguments. On the other hand, students in the learner's beliefs dimension agreed ChatGPT is a useful writing assistant but underlined it cannot completely replace human direction. Although many valued its effectiveness in organizing and producing essays, several voiced worries about over-reliance on artificial intelligence technologies as too much usage may impede their capacity to acquire autonomous writing abilities. Many participants also noted that ChatGPT's material does not always fit academic criteria, hence originality and depth of arguments must be manually changed. Notwithstanding these issues, students evaluated ChatGPT as a tool rather than a substitute for conventional writing education, therefore highlighting the need of balancing artificial intelligence help with critical engagement and self-revision.

Table 5.

Results for Second Research Question

Samples from Interviewees' Quotations	Identifying Codes	Themes
<i>"My instructors warned me that relying on ChatGPT too much might affect my ability to construct arguments independently. I try to use it in moderation."</i>	- AI as a supplementary tool, not a replacement - Balancing human vs. AI-generated content	Learner's Beliefs

<p><i>“While ChatGPT helps with writing, I don’t think it is as effective as interacting with a native speaker for pronunciation and speaking skills.”</i></p>	<ul style="list-style-type: none"> - Limitations in oral communication improvement 	<p>Learner’s Experience</p>
<p><i>“While experienced students like myself require more customized and expert-level feedback from real teachers, I believe ChatGPT is helpful for beginners.”</i></p>	<ul style="list-style-type: none"> - AI as a beginner-friendly tool - Human feedback remains essential 	
<p><i>“ChatGPT doesn’t teach writing originality; it is helpful for grammar and vocabulary. I still have to develop my individuality.”</i></p>	<ul style="list-style-type: none"> - AI does not enhance creativity - Need for self-generated ideas 	
<p><i>“I have trouble coherence in my articles sometimes. I examine my paragraphs using ChatGPT and propose changes in the transitions.”</i></p>	<ul style="list-style-type: none"> - Improving coherence - Transition structuring 	
<p><i>“ChatGPT lets me examine an issue from many angles, therefore broadening my perspective.”</i></p>	<ul style="list-style-type: none"> - Expanding perspectives - Encouraging critical thinking 	
<p><i>“When I’m stuck on how to begin an academic essay, ChatGPT inspires ideas. However, sometimes the concepts are too broad, therefore I have to personally polish them.”</i></p>	<ul style="list-style-type: none"> - AI-generated content sometimes lacks specificity - Need for manual refinement 	
<p><i>“Sometimes I create an outline using ChatGPT, but when I compare it to what my teacher expects, I see that artificial intelligence cannot totally replace human direction.”</i></p>	<ul style="list-style-type: none"> - AI-generated work may not align with academic expectations 	

The Challenges Students Face While Using ChatGPT

The results in Table 6 show that students utilizing ChatGPT for academic writing face many difficulties mostly linked to over-reliance on AI, cost restrictions, and accuracy problems in specialized settings. Although ChatGPT provides organized writing help and efficiency, too much reliance on artificial intelligence might reduce critical involvement and independent thought. Some students claimed that depending on artificial intelligence for content organization and grammatical correction limits self-learning and reduces their own writing ability development likelihood. Another important challenge is financial accessibility, especially in Türkiye where expensive membership fees restrict access to premium artificial intelligence capabilities. Many

students pointed out that financial constraints limit them from fully using sophisticated AI capabilities, thereby leaving them with just the fundamental characteristics of free versions, which may not always deliver accurate or high-quality feedback. This restriction shapes students' academic growth by creating differences in their potential to benefit from artificial intelligence-assisted writing tools. Moreover, students have raised concerns about ChatGPT's accuracy in academic writing, particularly in terms of subject-specific language. Although the program is great for general language assistance, students found that sometimes it employs technical jargon or lacks clarity in certain disciplines; therefore, human editing is necessary to guarantee conformity with academic standards.

Table 6.
Results for Third Research Question

Samples from Interviewees' Quotations	Identifying Codes	Themes
<i>"Sometimes, I depend on ChatGPT too much. I realize that I don't always critically analyze the responses it gives me."</i>	- Over-reliance on AI - Reduced independent thinking	Challenges
<i>"Although I would like to utilize ChatGPT in its whole, the high exchange rate makes it too costly for Turkish students. This makes access to more sophisticated AI capabilities challenging."</i>	- Limited access due to economic barriers - High subscription cost in Türkiye	
<i>"ChatGPT sometimes makes mistakes in word choice, especially when I need to use subject-specific terminology in my academic field."</i>	- AI-generated language may lack subject-specific accuracy	

Discussion

This study shows students' benefits as well as drawbacks of using ChatGPT for academic writing. Many students remain worried about over-reliance, financial accessibility, and the legitimacy of AI-generated work even as they understand its ability to boost their writing speed, organization, and fluency. These results align with Yuan et al's (2024) research on ChatGPT's impact on EFL learners, which highlighted both the benefits and drawbacks of incorporating artificial intelligence technologies into educational settings.

One of the most notable findings is that ChatGPT helps students improve their writing confidence. The tool's ability to offer immediate feedback, restructuring and strengthen grammatical structures allows students to approach academic writing more

confidently. As one of the participants (Ayşe) mentioned *“I now grasp difficult grammar rules thanks to ChatGPT. When I need help with grammar, I ask for examples....”* This is consistent with findings of many scholars, which shows that chatbots may boost learner confidence by giving perpetual, accessible feedback (Algerafi et al., 2023; Chen et al., 2020; Kim & Kim, 2022). ChatGPT’s organized writing support helps students connect with their writing more effectively, making the process less intimidating, particularly for those with lower competence levels. Furthermore, ChatGPT’s systematic writing assistance improves students’ capacity to plan and arrange their tasks more efficiently. Participants often used the tool to create outlines, enhance their ideas, and maintain consistency within paragraphs. Participant Zeynep stated that *“...I have trouble coherence in my articles sometimes. I examine my paragraphs using ChatGPT and propose changes in the transitions...”* This is consistent with results of Kim and Kim (2022), who contend that AI-driven writing assists enable students to concentrate on content development instead of struggling with surface-level language issues. Furthermore, students indicated that ChatGPT increased lexical diversity and sentence variation, making their academic writing more interesting. Zeynep once again mentioned: *“...ChatGPT rewrites academic phrases I struggle with. It reduces repetition and clarifies my ideas...”* This could demonstrate how AI-generated paraphrases enhance students’ academic tone and language, resulting in a more polished final product. As Zhai and Nehm (2023) point out AI tools such as ChatGPT may provide students instant feedback on grammar and structure, therefore supporting their autonomous development of their writing abilities and easing their writing process.

Notwithstanding its benefits, the research also raises questions about pupils’ excessive reliance on ChatGPT. According to research findings, some students start depending too much on ChatGPT, which reduces their involvement in self-learning and independent writing growth. Among participants Mehmet stated that *“..Sometimes, I depend on ChatGPT too much. I realize that I don’t always critically analyze the responses it gives me....”* which may impede their capacity to independently refine their ideas and construct arguments. This aligns with the concerns expressed by Lee, Luco, and Tan (2023), according to which leaning too much on artificial intelligence might impede students from evaluating and enhancing their own ideas, therefore impacting their critical thinking and writing independence. Moreover, too much reliance on grammatical corrections produced by artificial intelligence might hinder long-term language acquisition. Although ChatGPT helps students improve sentence clarity and coherence, depending too much on it might restrict their motivation to actively study grammatical norms and academic traditions (Bearman et al., 2023). If students depend only on AI-generated edits, they may fail to learn grammatical structures and writing processes, posing problems to establishing true, self-sufficient writing abilities.

Another significant problem discovered in this study is ChatGPT’s accuracy when used for subject-specific academic writing. The tool’s ability to provide instant

feedback, rephrase sentences, and refine grammatical structures enables learners to approach academic writing with greater assurance. However, as one of the participants (Kerem) pointed out that “...*ChatGPT sometimes makes mistakes in word choice, especially when I need to use subject-specific terminology in my academic field...*” which may also consistent with the Dergaa et al.’s (2023) idea that while ChatGPT can assist new researchers by generating ideas and providing writing support, it may also produce content that lacks precision and context-specific relevance, which is crucial in specialized fields. Similarly, Rahman et al. (2023) note that although ChatGPT is a valuable resource for academic writing, its limitations in generating accurate and contextually appropriate language can lead to challenges in maintaining academic integrity and clarity. Particularly in difficult academic environments, this duality emphasizes the need of utilizing ChatGPT as a supplemental tool instead than a main source of writing assistance. Additionally, one of the participants (Ece) mentioned that “...*Sometimes I create an outline using ChatGPT, but when I compare it to what my teacher expects, I see that artificial intelligence cannot totally replace human direction...*”. Although the tool is helpful for basic English assistance, students noted that, particularly in specialized academic fields, it sometimes results in poor word choice and imprecise or vague language. This emphasizes the need for human supervision in academic writing, as artificial intelligence-generated material might not always fit institutional requirements (Amirjalili et al., 2024).

Lastly, financial accessibility restricts students’ access to premium AI capabilities. Many students said they depend on the free ChatGPT version, which might not always offer the most advanced writing guidance or accurate feedback. One participant (Derya) expressed frustration over this limitation: “...*Although I would like to utilize ChatGPT in its whole, the high exchange rate makes it too costly for Turkish students. This makes access to more sophisticated AI capabilities challenging...*” This draws attention to the problem of unequal access to artificial intelligence technologies as certain students cannot completely benefit from digital writing help due to cost restrictions. As noted by Mun (2024), reliance on free versions of AI tools can hinder students’ writing development, as these versions may lack the comprehensive features necessary for effective academic writing. Additionally, Sallam (2023) emphasizes that while AI tools can significantly support students in structuring coherent writing, the limitations of free versions may lead to inadequate support for more complex writing tasks. Technology should serve as a bridge to learning opportunities, not a barrier that reinforces existing inequalities. The findings highlight the need for more affordable or institutionally provided AI support systems, ensuring that all students, regardless of economic background, have equal access to digital learning resources.

Implications for Pedagogy and Policy

The use of ChatGPT in academic writing calls for a rethinking of traditional teaching practices and policy frameworks. Hwang and Nurtantyana (2022) have argued for the blended application of AI tools. Teachers, for example, may use ChatGPT much like

a junior faculty member in providing initial feedback, while reserving the tougher and more nuanced commentary and discussion to themselves. This allows the student to make use of the benefits of AI efficiency and human depth.

Since AI in education raises ethical concerns, policy matters should also address them. Institutions must create formal guidelines regarding the use of AI tools, ensuring that learners understand their responsibilities in maintaining academic integrity. Moreover, teacher training programs should embed educational AI technologies in skills development for educators to support diverse learner needs while harnessing AI (Zawacki-Richter et al., 2019).

Limitations and Suggestions for Further Research

There are several limitations that need to be taken into account while interpreting the findings from this study. First of all, the sample size of students was small, with only 12 of them sampled from a single Turkish university, limiting the ability to generalize the findings to the larger student populations in different contexts of education. Second, it relied on participants' self-reported data from semi-structured interviews. If so, bias could have been introduced in that the participants' perceptions may not reflect how they performed in writing. The qualitative analysis was the main focus of the study, although it did not include objective measures to ascertain students' writing improvement, such as pre-and post-writing assessments. And lastly, the study did not examine the long-term influences of ChatGPT use upon development of academic writing, hence why questions concerning the sustainability of anyways learned and possible dependencies in regards to time remain unanswered.

Regarding the suggestions, further quantitative research, along with qualitative studies, needs to be carried out to have a fuller understanding of the efficacy that AI can offer within academic writing. Cross-institutional comparative studies do need to be done whereby the comparison would occur with respect to various universities, levels of language proficiency, and academic disciplines, as this could give an insight into the way in which the ChatGPT benefits in many/varied learning contexts. There is also ample room to inquire into how the two (namely, AI tools and traditional writing instruction) may be integrated to benefit learning. Finally, inquiries into faculty perspectives and institutional policies toward AI-assisted writing would provide a broader picture of how educational institutions could undertake students' ongoing support in the proper and effective use of AI.

Conclusion

The present study explored how ChatGPT affected academic writing of students, therefore exposing both advantages and drawbacks. Students expressed worries about over-reliance, subject-specific correctness, and financial accessibility even as they noted advances in writing confidence, fluency, structural organization, and lexical variety. Though its shortcomings in producing exact academic material and its ability

to impede autonomous writing growth emphasize the necessity of responsible and balanced use, ChatGPT proven to be a great tool for brainstorming, developing ideas, and getting rapid feedback.

These results highlight the need of teachers encouraging AI literacy so that students may learn how to utilize ChatGPT efficiently without sacrificing their critical thinking or self-revisioning ability. Institutions should also take into account granting access to AI-supported learning materials, especially in areas where budgetary constraints restrict students' capacity to gain from first-rate artificial intelligence technologies. Students may maximize AI's benefits and preserve academic integrity, creativity, and self-sufficiency by carefully integrating it into their writing education. Future studies should look at long-term consequences of AI-assisted writing on students' learning outcomes and the creation of AI tools customized to academic writing requirements, therefore guaranteeing a more inclusive and efficient approach to technology-enhanced language acquisition.

Conflict of Interest Declaration

All authors cited herein declare that they have no conflicts of interest to disclose.

Compliance of Ethical Standard Statement

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee. In this context, ethical permission was obtained from ethics committee approval with the decision number, 2024/05. Document Number:16.07. 2024- E-81570533-604.01.01-2400005563.

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Genişletilmiş Özet

Son yıllarda yapay zekâ destekli dil modelleri eğitimde önemli tartışmalara yol açmaktadır. ChatGPT gibi araçlar, öğrencilerin yazma süreçlerine destek olma potansiyeline sahip olup fikir oluşturma ve metin geliştirme alanlarında yeni olanaklar sunmaktadır (Dubey & Mishra, 2024). Bu tür araçlar, bilgiyi hızlı bir şekilde işleme ve kişiselleştirilmiş geri bildirim sağlama özellikleriyle eğitim ortamlarında dikkat çekmektedir. Ancak akademik yazma bağlamında bu araçların kullanımı hem fırsatlar hem de riskler içermektedir. Yazılı akademik ifade becerilerini güçlendirme umuduyla başvuru ChatGPT, bazen yanlış veya eksik bilgiler üretebilmekte ve intihal kaygılarını gündeme getirebilmektedir. Küresel ölçekte hızla benimsenen ChatGPT'nin Türkiye'deki yazma becerilerine etkisinin yeterince incelenmemiş olması bu araştırmanın motivasyonunu oluşturmaktadır. Bu araştırmanın amacı, ChatGPT kullanımının Türkiye'deki üniversite öğrencilerinin akademik yazma becerilerine katkılarını ve sınırlılıklarını belirlemektir.

Bu çalışma, ChatGPT'nin akademik İngilizce yazma süreçlerindeki etkilerini derinlemesine incelemek amacıyla nitel bir araştırma deseniyle yürütülmüştür. Veri toplama aracı olarak, Yuan ve ark. (2024) tarafından geliştirilen sorulardan uyarlanan yarı yapılandırılmış görüşmeler kullanılmıştır. Sorular demografik bilgiler ve tematik boyutlar olmak üzere iki bölümde yapılandırılmıştır. Katılımcıların düşüncelerini daha rahat ifade edebilmeleri amacıyla görüşmeler Türkçe gerçekleştirilmiştir. Toplamda 12 katılımcıyla Zoom üzerinden yapılan görüşmeler yaklaşık 30–40 dakika

sürmüştür. Elde edilen ses kayıtları yazıya aktarılarak transkribe edilmiş ve analiz sürecinde kullanılmıştır. Transkripsiyon verileri, Braun ve Clarke'ın (2006) betimlediđi indüktif tematik analiz yöntemiyle değerlendirilmiştir. Kodlama ve tema oluşturma süreçlerinde Atlas.ti yazılımı kullanılmış, veriler sistematik olarak işlenmiştir. Kodlamanın güvenilirliđi için verilerin %25'i ikinci bir nitel araştırmacı tarafından bağımsız biçimde kodlanmış ve Cohen's Kappa değeri 0.625 olarak hesaplanmıştır.). Hesaplanan Kappa değeri $\kappa = 0.625$, "önemli düzeyde uyum" aralıđında yer almakta olup, iki kodlayıcı arasında rastlantısal olmayan yüksek düzeyde bir tutarlılık olduđunu doğrulamaktadır (Landis & Koch, 1977).

Araştırma bulguları, ChatGPT'nin akademik yazma sürecinde öğrenciler tarafından en çok hızlı geri bildirim alabilme, fikir üretme, metin organizasyonu ve dilbilgisel doğruluk sağlama açısından yararlı bulunduđunu göstermektedir. Öğrenciler, ChatGPT'nin yazma sürecini daha akıcı, erişilebilir ve özgüven artırıcı hale getirdiđini belirtmiştir. Katılımcılar, özellikle yazma sürecinin başında fikir üretmekte zorlandıklarını, bu aşamada ChatGPT'nin yönlendirici olduđunu ifade etmiştir. Bu bulgular, önceki literatürle (Algerafi vd.,2023; Chen vd.,2020; Kim & Kim, 2022) örtüşmekte olup yapay zekâ destekli araçların yazma sürecine entegrasyonunun öğrencilerin motivasyonunu artırdığına işaret etmektedir.

Öğrenciler ayrıca ChatGPT sayesinde sözcük çeşitliliğinde artış yaşadıklarını ve cümle yapılarını daha etkili kurabildiklerini belirtmiştir. Metin bütünlüğünü artırmaya yönelik öneriler, fikirler arası geçişleri düzenleyen yapılar ve örnek cümlelerle desteklenen öneriler, öğrencilerin yazma sürecine dair içgörülerini güçlendirmiştir. Ancak bu olumlu yönlerin yanında bazı sınırlılıklar da dikkat çekmektedir. Katılımcıların bir kısmı, ChatGPT'ye aşırı bağımlılığın eleştirel düşünme ve özgün metin üretme becerilerini olumsuz etkileyebileceđini vurgulamıştır. Bazı öğrenciler, yapay zekânın sunduđu önerileri sorgulamadan kabul ettiklerini ve bu durumun kendi fikirlerini yapılandırma yetilerini köreltebileceđini ifade etmiştir.

Bir diđer önemli sorun, ChatGPT'nin konuya özgü terim kullanımındaki yetersizliktir. Özellikle akademik uzmanlık gerektiren alanlarda, yapay zekânın sunduđu içeriklerin bağlam açısından eksik ya da hatalı olabileceđi görülmektedir (Amirjalili vd., 2024). Bu durum, öğrencilerin üretilen metinleri manuel olarak gözden geçirmesi ve akademik doğruluđu sağlaması gerektiđini ortaya koymaktadır. Bu bulgu, ChatGPT'nin insan rehberliđini tamamen ikame edemeyeceđini, ancak destekleyici bir araç olarak kullanılabilmeceđini göstermektedir.

Ek olarak, finansal erişim konusu da öğrenciler tarafından sıklıkla dile getirilen bir diđer sınırlılıktır. Türkiye'deki ekonomik koşullar göz önünde bulundurulduğunda, ChatGPT'nin ücretli sürümüne erişim sağlayamayan öğrenciler sadece temel özelliklerle sınırlı kalmakta; bu da gelişmiş dil desteđi ve bireyselleştirilmiş geri bildirim alınamamasına yol açmaktadır. Bu durum, dijital öğrenme araçlarının kullanımında fırsat eşitliđini tehdit eden önemli bir unsur olarak değerlendirilmektedir (Mun, 2024; Sallam, 2023).

Bu bağlamda, ChatGPT'nin etkili bir şekilde kullanılabilmesi için öğrencilerin yapay zekâ okuryazarlığı düzeylerinin artırılması, AI araçlarının sorumlu kullanımı konusunda farkındalık kazandırılması ve akademik etik çerçevesinde yönlendirilmesi büyük önem taşımaktadır. Eğitim kurumları, öğrencilerin teknolojiden en üst düzeyde yararlanabilmesi için hem pedagojik destek mekanizmalarını güçlendirmeli hem de ekonomik engelleri azaltacak politikalar geliştirmelidir. ChatGPT gibi araçların eğitime entegrasyonu, ancak bu çok boyutlu yaklaşımla sürdürülebilir bir başarı sağlayabilir.

Sonuç olarak, bu çalışma ChatGPT'nin öğrencilerin akademik yazma süreçlerinde hem destekleyici hem de sınırlayıcı bir araç olabileceğini göstermektedir. Bu bağlamda, yapay zekâ okuryazarlığı kavramı öne çıkmaktadır. Öğrencilerin ChatGPT gibi araçları bilinçli, eleştirel ve dengeli bir şekilde kullanmaları, yazma becerilerinin gelişimi açısından büyük önem taşımaktadır. Yapay zekâ destekli araçların öğretim programlarına entegre edilmesi, yalnızca teknik kullanım becerilerini değil, aynı zamanda etik, eleştirel ve pedagojik perspektifleri de kapsayan çok boyutlu bir eğitim anlayışıyla gerçekleştirilmelidir.

Gelecek araştırmalarda ChatGPT'nin uzun vadeli etkilerine odaklanmak; özellikle farklı disiplinlerdeki, yeterlilik seviyelerindeki ve sosyoekonomik arka planlardaki öğrencilerle yapılan karşılaştırmalı çalışmalar yürütmek anlamlı olacaktır. Ayrıca, öğretim elemanlarının ve yöneticilerin bu araçlara bakış açılarını analiz etmek, yapay zekâ destekli yazmanın kurumsal düzeyde nasıl düzenlenebileceğine dair daha somut politika önerileri geliştirilmesine katkı sağlayacaktır. ChatGPT ve benzeri yapay zekâ araçları, uygun pedagojik rehberlikle kullanıldığında öğrencilerin yazılı iletişim becerilerini destekleyebilecek güçlü araçlar olabilir. Ancak bu araçların sorumlu, eleştirel ve bağlamsal kullanımı teşvik edilmediği takdirde, öğrenme süreçlerine katkıdan çok zarar verme potansiyeli de bulunmaktadır.