

**Exploring the Role of ChatGPT in Language and Literacy Practices in an EMI
University: Voices of Kazakhstani Students**

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Dear Beyza Aypay

This letter now confirms that your research project titled **Undergraduates Students' English as a Foreign Language (EFL) Language Strategy Use: Exploring the role of ChatGPT as tool-mediated literacy practices** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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Abstract

Exploring the Role of ChatGPT in Language and Literacy Practices in an EMI University: Voices of Kazakhstani Students

Artificial intelligence (AI) technologies rapidly evolve and revolutionize various domains, including higher education. Due to the recent emergence of generative artificial intelligence (AI) technologies and large language models (LLM), its potential benefits and challenges are leading debates and concerns about ethical issues. Thus, these concerns influence higher education policies, which either restrict or ban the use of AI tools. Although various research studies have focused on AI's impact on the English as a foreign language (EFL) field, AI's role as a language strategy has not been deeply explored in relation to literacy practices. In addition, academic reading and writing with AI are frequently examined from a skills-based perspective focusing on cognitive aspects of literacy, which do not recognize the students' literacy events and literacy practices shaped by different factors such as culturally valued practices and power relations. Therefore, the study draws on Street's (1984) literacy as a social practice theoretical framework to explore the influence of institutional and social practices on how first-year university students use ChatGPT, one of the most frequently used and advanced AI tools, for literacy practices from student perspectives. The study also focuses on students' language learning strategy use, employing Oxford's (1990) classification to identify how they utilize AI for language learning.

This study adopted a qualitative phenomenological research design. Data were obtained from nine first-year students at an EMI university in Kazakhstan through diverse data collection instruments, including focus group interviews, two art-based research instruments (image-based reflections and significant circles), and qualitative questionnaires. The results indicated that participants used ChatGPT to navigate institutional and social literacy practices in various ways to be ethical scholars and to represent their voices and

scholarly identities. Moreover, artificial intelligence offered participants opportunities to socialize in academic practices and discourses while they tried to acquire the EMI university's institutional and social practices. The study also found that first-year students use ChatGPT as a language strategy, which results from the influence of institutional and social literacy practices. The findings of this study may provide insights to policymakers and university instructors about how first-year students utilize AI for literacy practices and how it can foster students' socialization to academic literacy. In addition, this study may offer language teachers a perspective of artificial intelligence's potential in scaffolding student learning.

Keywords: ChatGPT, artificial intelligence, literacy as a social practice, academic literacies, language learning strategies.

Аңдатпа

Сауаттылық тәжірибесіндегі ChatGPT рөлін зерттеу: Қазақстандық ЕМІ университеті студенттерінің дауыстары

Жасанды интеллект (AI) технологиялары қарқынды дамып, әртүрлі салаларда, соның ішінде жоғары білім беруде төңкеріс жасауда. Жақында генеративті жасанды интеллект (AI) технологиялары мен ірі тілдік модельдердің (LLM) пайда болуына байланысты оның әлеуетті артықшылықтары мен қиындықтары этикалық мәселелер бойынша пікірталастар мен алаңдаушылықтарды тудырады. Осылайша, бұл алаңдаушылықтар ЖАСАНДЫ ИНТЕЛЛЕКТ құралдарын пайдалануды шектейтін немесе тыйым салатын жоғары білім беру саясатына әсер етеді. Әр түрлі ғылыми зерттеулер ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ шет тілі ретінде ағылшын тіліне (EFL) ӘСЕРІНЕ бағытталғанымен, ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ тілдік стратегия ретіндегі рөлі сауаттылық практикасына қатысты терең зерттелмеген. Сонымен қатар, ЖАСАНДЫ ИНТЕЛЛЕКТ арқылы академиялық оқу және жазу сауаттылықтың танымдық аспектілеріне бағытталған дағдыларға негізделген тұрғыдан жиі зерттеледі, олар студенттердің сауаттылық оқиғалары мен мәдени тұрғыдан бағаланатын тәжірибелер мен билік қатынастары сияқты әртүрлі факторлармен қалыптасқан сауаттылық тәжірибесін мойындамайды.. Сондықтан, зерттеу Стриттің (1984 ж.) сауаттылығын әлеуметтік тәжірибенің теориялық негізі ретінде университеттің бірінші курс студенттерінің ең жиі қолданылатын ЖӘНЕ жетілдірілген ЖАСАНДЫ ИНТЕЛЛЕКТ құралдарының бірі ChatGPT-ті қалай қолданатынына институционалдық және әлеуметтік тәжірибелердің әсерін зерттеуге негізделген. студенттердің көзқарасы бойынша сауаттылық тәжірибесі. Зерттеу сонымен қатар Оксфордтың (1990) классификациясын қолдана отырып, СТУДЕНТТЕРДІҢ ТІЛДІ үйрену стратегиясын

қолдануға БАҒЫТТАЛҒАН, олардың ТІЛДІ үйрену үшін ЖАСАНДЫ ИНТЕЛЛЕКТТІ қалай қолданатынын анықтау үшін.

Бұл зерттеу сапалы феноменологиялық зерттеу дизайнын қабылдады. Деректер қазақстандағы ЕМІ университетінің бірінші курсының тоғыз студентінен әртүрлі деректерді жинау құралдары, соның ішінде фокус-топтардағы сұхбаттар, екі көркем зерттеу құралы (кескінге негізделген рефлексиялар және маңызды шеңберлер) және сапалы сауалнамалар арқылы алынды. Нәтижелер көрсеткендей, қатысушылар chatgpt-ті институционалдық және әлеуметтік сауаттылық тәжірибелерін этикалық ғалымдар болу және өз дауыстары мен ғылыми ерекшеліктерін көрсету үшін әртүрлі тәсілдермен шарлау үшін пайдаланды. Сонымен қатар, жасанды интеллект қатысушыларға ЕМІ университетінің институционалдық және әлеуметтік тәжірибесін меңгеруге тырысканда академиялық тәжірибелер мен дискурстарда әлеуметтенуге мүмкіндік берді. Зерттеу сонымен қатар бірінші курс студенттері chatgpt-ті институционалдық және әлеуметтік сауаттылық тәжірибесінің әсерінен туындайтын тілдік стратегия ретінде пайдаланатынын көрсетті. Бұл зерттеудің нәтижелері саясаткерлер мен университет оқытушыларына бірінші курс студенттерінің сауаттылық тәжірибесі үшін ЖАСАНДЫ ИНТЕЛЛЕКТТІ қалай пайдаланатыны және оның студенттердің академиялық сауаттылыққа әлеуметтенуіне қалай ықпал ететіні туралы түсінік бере алады. Сонымен қатар, бұл зерттеу тіл мұғалімдеріне оқушылардың оқуын қамтамасыз етудегі жасанды интеллекттің әлеуеті туралы түсінік бере алады.

Кілт сөздер: ChatGPT, жасанды интеллект, сауаттылық әлеуметтік тәжірибе ретінде, академиялық сауаттылық, тіл үйрену стратегиялары.

Аннотация

Изучение роли ChatGPT в практике повышения грамотности: мнения студентов Казахстанского университета ЕМІ

Технологии искусственного интеллекта (ИИ) быстро развиваются и революционизируют различные сферы, включая высшее образование. В связи с недавним появлением технологий генеративного искусственного интеллекта (ИИ) и больших языковых моделей (LLM), их потенциальные преимущества и проблемы вызывают споры и озабоченность по этическим вопросам. Таким образом, эти опасения влияют на политику высшего образования, которая либо ограничивает, либо запрещает использование инструментов искусственного интеллекта. Хотя различные исследования были посвящены влиянию искусственного интеллекта на изучение английского языка как иностранного (EFL), роль искусственного интеллекта как языковой стратегии в практиках повышения грамотности глубоко не изучалась. Кроме того, академическое чтение и письмо с использованием искусственного интеллекта часто рассматриваются с точки зрения навыков, с упором на когнитивные аспекты грамотности, которые не учитывают мероприятия по повышению грамотности учащихся и практики грамотности, формируемые различными факторами, такими как культурные ценности и властные отношения. Таким образом, исследование опирается на теоретическую основу "Грамотности как социальной практики" Стрита (1984), чтобы изучить влияние институциональных и социальных практик на то, как студенты первого курса университетов используют ChatGPT, один из наиболее часто используемых и продвинутых инструментов искусственного интеллекта, для обучения грамоте с точки зрения студентов. Исследование также фокусируется на использовании студентами стратегии изучения языка, используя Оксфордскую классификацию (1990), чтобы определить, как они используют искусственный интеллект для изучения языка.

В этом исследовании применялся качественный феноменологический подход. Данные были получены от девяти студентов-первокурсников университета ЕМІ в Казахстане с помощью различных инструментов сбора данных, включая интервью с фокус-группами, два инструмента исследования, основанных на искусстве (размышления на основе изображений и значимые круги), и качественные анкеты. Результаты показали, что участники использовали ChatGPT для того, чтобы различными способами ориентироваться в практике институциональной и социальной грамотности, чтобы быть учеными-этиками и представлять свои мнения и научную идентичность. Кроме того, искусственный интеллект предоставил участникам возможность участвовать в академических практиках и дискурсах, в то время как они пытались освоить институциональные и социальные практики университета ЕМІ. Исследование также показало, что студенты-первокурсники используют чат в качестве языковой стратегии, что является результатом влияния институциональных и социальных практик повышения грамотности. Результаты этого исследования могут дать политикам и преподавателям университетов представление о том, как студенты-первокурсники используют искусственный интеллект для обучения грамоте и как это может способствовать приобщению студентов к академической грамотности. Кроме того, это исследование может дать преподавателям иностранных языков представление о потенциале искусственного интеллекта в обучении студентов.

Ключевые слова: Общение в чате, искусственный интеллект, грамотность как социальная практика, академическая грамотность, стратегии изучения языка.

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Chapter 1: Introduction

In recent years, various artificial intelligence (AI) software technologies have swiftly emerged and become accessible to the public. These emerging AI technologies vary in functions and purposes; some directly focus on generating human-like written texts, while others translate, paraphrase, and check grammatical errors, read articles, provide summaries, or answer user's questions. Although one of these AI software technologies, ChatGPT, is not explicitly designed for educational purposes, it can do many things, including generating texts that mimic human writing, reading and discussing papers and improving language use. Moreover, even the freely accessible version of ChatGPT can analyze given data or information to discuss or provide feedback further. Thus, it became a highly used artificial intelligence tool by teachers (Ruiz-Rojas et al., 2023) and students (Dewi et al., 2021; Malik et al., 2023).

However, this also has led to ethical concerns among scholars, educators, and educational policymakers. For example, a prominent scholar and linguist, Noam Chomsky, stated that using ChatGPT is a way to bypass learning, and it allows the grounds for plagiarism through the use of advanced technologies (Stewart, 2023, as cited in Kostka & Toncelli, 2023). Other scholars mentioned concerns that students may use ChatGPT and other artificial intelligence tools to do their assignments and graded tasks (Cotton et al., 2024). Conversely, some scholars acknowledged ChatGPT as a tool that could foster student learning and argued that it could be a scaffold for student learning (Grassini, 2023).

Some scholars have focused on ChatGPT from a language learning perspective; however, no research has used ChatGPT to explore EMI university students' language learning strategy. Moreover, only one scholar (Anson, 2024) theoretically discussed the impact of ChatGPT from the literacy as a social practice theory; however, the literature still lacks research that examines

the use of ChatGPT from literacy as a social practice perspective, which holds the potential to reveal policies and cultural values of the context and trace the links between the mutual influence between the policies and students' use of ChatGPT at an EMI university context. For this reason, the present study uses Street's (1984) literacy as a social practice theory to explore Kazakhstani EMI university students' perspectives and experiences of using ChatGPT in their language and literacy practices.

1.1 Background and Context

After the collapse of the USSR, five Central Asian countries, namely Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, gained independence and introduced significant educational reforms (Hajar et al., 2023). As a multicultural and multilingual country, Kazakhstan became the first Central Asian country to implement a trilingual education policy after gaining independence (Hajar et al., 2023). Before the new educational policies, Kazakh and Russian were used as the medium of instruction (Kerimkulova et al., 2023). In 2004, the former president of Kazakhstan declared the "Trinity of Languages policy," which was implemented in 2007 to make citizens proficient in Kazakh, Russian, and English (Nazarbayev, 2007). Furthermore, internationalization is a strategic aim of Higher Education (HE) institutions worldwide due to globalization, and Kazakhstani universities are no exception (Baldauf, 2012; Kuzhabekova, 2020; Wihlborg & Robson, 2017). For this reason, Kazakhstan joined the Bologna Process in 2010 (Turumbetova, 2014) to enhance the English language proficiency of students, laying the groundwork for multilingual programs in education and fostering greater collaboration with foreign universities (Sadykova, 2023). The Ministry of Education and Science (MoES) developed the State Program for Education Development 2011-2020 to achieve the desired outcomes for internationalization and raising a trilingual nation. This program indicated the shift

towards English Medium Instruction (EMI), which led to English being used as the medium of instruction and taught as a subject in some secondary schools and universities (Karabassova, 2020). As a result, in Kazakhstan, university departments that offer undergraduate and graduate programs in EMI increased from 42 in 2015 to 57 in 2018 (Seitzhanova et al., 2015; Tajik et al., 2023).

However, a global issue is that the outcomes of EMI do not meet expectations and goals, as students struggle with learning and experience challenges in subject matter due to their low proficiency and insufficient English language skills (Belhiah & Elhami, 2015). For example, research in Kazakhstan revealed EFL students' challenges and strategies in EMI contexts. Similarly, a study on EMI high school students indicated that they experience challenges with vocabulary and learning new terminologies (Hajar et al., 2023). Another research study, Kuttubayeva (2022), focused on Kazakhstani university students' language learning strategy use in the EMI university context, which revealed that the students used cognitive, metacognitive, and social strategies to cope with academic challenges. Similarly, Tajik et al. (2023) found that EMI university students in Kazakhstan experienced challenges with comprehending academic subjects due to language proficiency. Lastly, Sadykova (2023), who focused on foundation-year EMI university students in Kazakhstan, revealed that students experience linguistic and academic challenges. Thus, research in Kazakhstan highlights that insufficient English proficiency is a challenge for EMI university students (Yessenbekova, 2022). Given this, the recent rise in artificial intelligence offers the potential to assist students in EMI university contexts due to their language learning affordances (Chen et al., 2020; Hwang et al., 2020; Yang, 2021).

1.2 Problem Statement

EMI programs require students to have a certain level of English proficiency, but research indicates academic language-related challenges while learning English (Soruç & Griffiths, 2018; Soruç et al., 2021). Some studies show that low language proficiency directly impacts students' academic success (Kamaşak & Sahan, 2023; Rose et al., 2019). The transition from high school to university in EMI contexts is a particular area of concern. For example, Sadykova (2023) revealed that Kazakhstani foundation-year EFL students experienced linguistic challenges. In addition, research on other contexts revealed that due to the difference between high school and university literacy practices, students experience literacy challenges such as "operational literacy, cultural literacies, and critical literacies" and using language for meaning-making and learning disciplinary knowledge (Bedeker & Gaye, 2022, 2023, p. 132; Gourlay, 2009).

The recent surge in AI use in higher education has become a common issue (Crompton & Burke, 2023). This rapid emergence and increase of AI technologies has led debates on its use, benefits, challenges, and ethical problems because university students are increasingly using AI tools in academic writing and assignments (Adams & Chuah, 2022; Črček & Patekar, 2023; Gao et al., 2022; Kostka & Toncelli, 2023; Kurban & Şahin, 2024; Malik et al., 2023; Ruiz-Rojas et al., 2023). For instance, research on 202 university students in Croatia revealed that more than half of the participants use ChatGPT in their assignments in various ways. Furthermore, despite being aware of ethical and unethical uses and recognizing some of the ways they use as unethical, they continue using ChatGPT in assignments (Črček & Patekar, 2023).

Two studies (Dergunova et al., 2022; Tapalova ve Zhiyenbayeva, 2022) focused on AI use in Kazakhstan and found that university students from different disciplines believe the use of

AI in education may contribute to digitalization and improvement of education. Kuttubayeva's (2022) research focused on first-year undergraduate students' language strategy use in an EMI university in Kazakhstan. The study did not investigate the use of AI for language learning strategies. Similarly, in the context of Kazakhstan, limited research has been conducted to explore students' language learning strategies and literacy practices.

Most studies on AI in higher education have focused on either language learning or ethical aspects (Casal & Kessler, 2023; Črček & Patekar, 2023; Dewi et al., 2021; Karataş et al., 2024; Kurban & Şahin, 2024; Malik et al., 2023; Yan, 2023). Since it is difficult to predict the pace of the developments in AI technologies, new opportunities and innovations for language learning and teaching may emerge. Accordingly, further research is needed to explore the depth and the extent of AI use by students in higher education (Adams & Chuah, 2022; Crompton & Burke, 2023; Sullivan et al., 2023). For this reason, this study explores foundation-year students' perspectives and experiences on navigating language strategies and literacy practices in an EMI university in Kazakhstan.

1.3 Purpose of the Study

The research literature points to the advantages and disadvantages of ChatGPT's educational uses (Karthikeyan, 2023). For example, on the one hand, some benefits of ChatGPT are its ability to develop literacy skills (syntactic knowledge), problem-solving and critical thinking, and provide personalized feedback (Kasneci et al., 2023). On the other hand, the disadvantages are that ChatGPT is relatively new and under-researched, which could result in students' plagiarism or providing students with incorrect information, which may negatively affect EFL students' problem-solving and critical thinking skills (Rahman & Watanobe, 2023). However, limited studies have focused on student perspectives and experiences using ChatGPT

for academic language and literacy practices. For this reason, this study used phenomenology design to explore Kazakhstani EFL students' perspectives and experiences with ChatGPT and investigates how institutional practices influence their use of and the development of AI literacy.

Research Question

1. How do institutional practices shape EFL students' use and navigation of ChatGPT?

Sub-questions

1. What are EFL students' experiences and perspectives on using ChatGPT?
2. Why do EFL Foundation students use ChatGPT?

1.4 Significance of the Study

This study holds crucial significance across multiple dimensions of language education. From a policy perspective, its findings can inform guidelines for integrating ChatGPT and similar AI chatbots, shaping institutional approaches to technology in education. Theoretical contributions are evident in the study's unique interdisciplinary approach, combining language learning strategies, literacy practices, and ChatGPT, thereby providing a novel theoretical lens that enriches the broader field of language education. Methodologically, the study can offer valuable insights into researching the impact of ChatGPT, laying the groundwork for refining methodologies in this emerging field as well as existing language learning strategy use and literacy fields. On a practical level, understanding EFL students' perceptions about the impact of artificial intelligence on students' learning and practices can contribute to new teaching and assessment methods, meeting students' evolving needs and enhancing the practical application of language and literacy practices. Lastly, it focuses on an under-researched context and the perspectives and experiences of the foundation year program at an EMI university in Kazakhstan.

1.5 Definition of Terms

Various concepts underpin this study, and this section presents the list of key terms with their definitions and specific meanings in the context of this study.

The foundation-year program Is an intensive preparatory year offered by universities to equip students with personal development, study skills, and academic language proficiency through courses such as English for Academic Purposes and mathematics, preparing them for a smooth transition to undergraduate university studies in an EMI university.

Literacy as a social practice is a theory developed by Street (1984). The theory suggests that the dominant discourse of literacy perceives literacy from a narrow and contextually isolated perspective. However, literacy is a broad concept with varying practices influenced by the context, cultural values, power relationships, and policies. This theory aims to reveal the invisible practices that affect literacy. This study uses literacy as a social practice theory as the theoretical frame to explore EMI university literacy practices and their influence on students' utilization of ChatGPT for academic purposes.

The autonomous literacy model is the formal and most common understanding of literacy skills, such as reading and writing, that a person may or may not have (Perry, 2012; Street, 1985). In the present study, these skills will be referred to as technical or cognitive literacy skills, which are the ability to read and write by decoding the letters and combinations of words. This model isolates literacy from its context and considers a person literate or illiterate.

The ideological literacy model focuses on social, cultural, and power relations within literacies and considers literacy a set of practices (Perry, 2012; Street, 1985). In the present study, ideological literacy means how students engage in reading, writing, and texts and factors influencing their literacy practices within the context of EMI university studies.

Literacy events are the tangible and observable aspects of literacy that show what people do with a text (Barton & Hamilton, 2000; Perry, 2012; Purcell-Gates et al., 2011). In this study, literacy events refer to students reading and writing for academic purposes, the texts they used, read, write (produced) as assignments, or graded/non-graded academic works.

Literacy practices are the unobservable and abstract aspect of literacy that focuses on attitudes, beliefs, values, and power relations that can be inferred from how people engage in literacy (Barton & Hamilton, 2000; Perry, 2012; Purcell-Gates et al., 2011). In this study, literacy practice refers to the institutional policies, requirements, rubrics, and other cultural values and rules that shape the students' reading and writing in an MI university.

Literacy as a situated social practice refers to people's everyday literacy practices and how they are affected by social aspects of real life. This view perceives what people do with the texts and what knowledge they need to engage in literacy practices. In this study, literacy practices refer to texts that EFL students read and produce as a part of their studies and how they experience challenges while studying academic texts.

Language Learning Strategies are purposeful actions learners conduct to control and facilitate language learning (Griffiths, 2018). In this study, LLS refers to using ChatGPT to learn and improve academic English for academic literacy practices.

Language practices are addressed across some sections of this research, and language learning strategies are also addressed as language practices.

ChatGPT is an artificial intelligence tool. The tool's name combines the word chat and the initialization of "Generative Pre-trained Transformer" (Tlili et al., 2023). It is a large language model (LLM) (De Angelis et al., 2023) and a chatbot that can analyze input and

produce texts that mimic human-written texts (Floridi & Chiriatti, 2020). In other words, ChatGPT is a generative artificial intelligence chatbot that can simulate human cognitive processes to analyze data and generate texts that are identical to human-written texts.

1.6 Outline of the Thesis

This thesis consists of six chapters. Chapter one provided information on the research's background, problem, purpose, significance of the study, and the research questions that show the aim of the study. The next chapter reviews the literature, namely literacy as a social practice, language learning strategy use, and the use of artificial intelligence in language learning. The third chapter describes the methodology of this thesis and consists of the research design, research sample and site, data collection tools and analysis, and ethical considerations. The fourth chapter will present the findings of the study. The fifth chapter will discuss the findings regarding the literature and the theoretical framework. Finally, this thesis will be concluded in the sixth chapter, which will include a summary of the thesis, its results, limitations, and recommendations for further research.

Chapter 2: Literature Review

The study aims to explore foundation-year EFL students' usage of ChatGPT for academic language and literacy practice purposes and the influence of institutional practices on their use of ChatGPT. The previous chapter introduced the study background, purpose, and research questions. This chapter reviews the existing literature on different factors affecting language learning, language learning strategy use, and literacy practices to shed light on how the institutional community of practice shapes EFL students' use and navigation of artificial intelligence (AI) to understand the emerging language learning strategies and literacy practices. There are three main research questions underpinning this study:

Main Research Question

1. How do institutional practices shape EFL students' use and navigation of ChatGPT?

Sub-questions

1. What are EFL students' experiences and perspectives on using ChatGPT?
2. Why do EFL Foundation students use ChatGPT?

This chapter is structured as follows: 1) artificial intelligence and ChatGPT in EFL context, 2) language learning strategies (historical overview and taxonomies, 3) Literacy and literacy as a social practice perspective, 4) theoretical background and analytical framework.

2.1 Artificial Intelligence

Technological advancements have revolutionized the education landscape in recent years, offering innovative digital tools and platforms and, more recently, artificial intelligence to support students' learning (Williamson & Eynon, 2020). The term artificial intelligence (AI) refers to “the computer systems that can perform tasks that usually human intelligence can

perform” (Joiner, 2018, p. 2), such as perceiving, recognizing, reasoning, learning, interacting, decision-making, problem-solving, and translating between languages (Collins et al., 2021). One groundbreaking development in the field is ChatGPT, an AI language model designed to engage users in natural language conversations. Its advancements have revolutionized customer service, virtual assistance, and content generation, enhancing platform user experiences (Kalla et al., 2023).

AI’s integration into education, notably higher education, presents a more complex landscape due to the intricate interplay of pedagogical, ethical, and administrative considerations, as well as the diverse needs of students and educators (Kohnke et al., 2023; Rudolph et al., 2023). Several studies have demonstrated AI’s potential to reshape education, particularly with the proliferation of generative models like ChatGPT, poised for widespread adoption (Bates et al., 2020). Despite debates and limitations, AI’s impact on teaching and learning methodologies is evident (Jeon, 2021; Karataş et al., 2024; Kostka & Toncelli, 2023; Schmidt & Strasser, 2022). For example, ChatGPT prompts a reevaluation of teaching and assessment strategies, highlighting the need for professional development to leverage it for enhanced learning outcomes. Alongside its benefits come challenges, including privacy concerns and biases in language generation, necessitating responsible implementation in educational settings. For this reason, concerns about its misuse have led to proposals for bans on AI tools like ChatGPT in universities and schools, with many institutions implementing policies to ensure safe and effective AI tool use (Hui et al., 2023; Karataş et al., 2024; Mohamed, 2024).

ChatGPT’s influence has been significant among other AI software, offering innovative personalized learning and language acquisition opportunities. For example, as traditional approaches to language learning continue to evolve, its conversational capabilities provide

students with interactive language practice. At the same time, educators explore its potential in tutoring, feedback provision, and content (Adiguzel et al., 2023). With its remarkable capabilities in generating human-like responses and providing instant feedback, ChatGPT has emerged as a promising avenue for enriching students' language learning and university practices (Yan, 2023). The rise of AI in personalized learning evidences its transformative potential, redefining educational experiences through evolving and more effective integration. The following section explores ChatGPT's transformative potential in language learning, academic writing, and feedback (Annamalai et al., 2023; Liu et al., 2021).

Artificial Intelligence and ChatGPT Use in EFL Context

OpenAI's release of a generative artificial intelligence tool (a large language model), ChatGPT, was a game changer in 2022 (Tlili et al., 2023). ChatGPT is a generative artificial intelligence chatbot that uses large language models; in other words, it can understand and produce human-like language due to its vast access to data (Kasneci et al., 2023). As such, artificial intelligence tools have gathered attention from various domains, including education (Kasneci et al., 2023). ChatGPT has facilitated innovation and opportunities, but scholars have raised serious concerns in the education field (Kostka & Toncelli, 2023; Cotton et al., 2024). For example, one of the most prominent linguists, Noam Chomsky, argued that using ChatGPT in higher education incorporates advanced technology for plagiarism and avoidance of learning (Stewart, 2023). The concerns associated with academic integrity and plagiarism resulted in some institutions developing AI plagiarism detection software like Turnitin. However, neither linguists nor AI detectors can correctly identify the texts written by ChatGPT because both linguists and AI detectors can misidentify human or AI-generated texts (Casal & Kessler, 2023; Dalalah & Dalalah, 2023). Another reaction to ChatGPT is changing assessment methods, such

as switching to classical pen-paper or oral-based exams to prevent plagiarism (Hamilton, 2023; Tlili et al., 2023). However, AI technologies can improve education through advantages such as student engagement and personalized feedback (Adiguzel et al., 2023; Annamalai et al., 2023; Liu et al., 2021). In EFL university contexts, students confront many challenges that impede their language development and academic success (Belhiah & Elhami, 2015; Griffiths, 2018; Kamaşak & Sahan, 2023; Lasagabaster & Doiz, 2021; Macaro et al., 2018; Rose et al., 2019; Soruç et al., 2021; Soruç & Griffiths, 2018). For example, limited exposure to English and reading and writing hindered by unfamiliar vocabulary and complex sentence structures can contribute to EFL students' stressors (Karimi & Esfandiari, 2016). As a result, EFL students use AI tools to cope with foreign language learning (Dewi et al., 2021; Malik et al., 2023).

Several studies used quantitative and mixed methods approaches to investigate the effect of AI tools on EFL students' attitudes, writing outcomes, feedback literacy, and self-regulated learning. For example, Liu et al. (2021) conducted a quasi-experimental study to understand the impact of AI-automated writing feedback on 104 EFL undergraduate Chinese students' writing. The study used the double-loop learning model to determine the drafting stages and integration of AI-automated feedback. The results showed that the experimental group received additional input from the AI system, which decreased their cognitive load, helped them to score higher in the post-test writing, and contributed to their self-regulated learning and self-efficacy. Similarly, Rad et al. (2023) conducted a mixed-methods study in a Persian-speaking context to understand the impact of AI writing feedback on 46 EFL university students' writing engagement. The quantitative data indicated that AI-facilitated personalized learning provided more autonomy opportunities because it provided real-time feedback that focused on grammar, vocabulary, tone, and organization. However, these studies did not include students' interactions

with AI tools or their perceptions and the social or academic identities emerging within their specific cultural and educational contexts.

In their quantitative study, Malik et al. (2023) focused on student perspectives, exploring 245 Indonesian undergraduate EFL students' views and attitudes on using AI tools in their academic writing. The results indicated that the participants' positive views were associated with AI tools offering grammar, spell check, text organization, and academic integrity support. Moulieswaran and Kumar (2023) studied 130 second-year engineering ESL students' perceptions and challenges of AI-assisted English language learning in India. They found that students positively perceived AI-assisted English language learning because it offered flexibility (anywhere and anytime), reliable language input, time-saving, and interactive activities. However, the results also revealed several AI-assisted English language learning challenges, such as limited support for language learning AI-assisted apps, problems when using the apps from a smartphone, the students' unfamiliarity with AI-assisted apps, and high subscriptions and data usage costs. While these studies provide valuable insights into students' perspectives and experiences with AI tools in academic writing and English language learning, they primarily focus on student perceptions and challenges without exploring the broader contextual factors that may influence the adoption and effectiveness of these tools.

There is a growing interest in examining how AI tools, specifically chatbots, improve English learning experiences for undergraduate EFL students through qualitative methods to assess their impact on language skills and learning. For example, Annamalai et al. (2023) qualitative case study with 25 undergraduate EFL Malaysian students indicated that AI chatbots developed participants' grammar and vocabulary skills, increasing their learning motivation and decreasing their foreign language anxiety. Similarly, Dewi et al. (2021) used qualitative methods

to investigate the potential role of AI platforms in student performance. Through qualitative methods, including in-depth interviews, the results highlight the beneficial role of AI-based applications such as Duolingo, Google Translate, and Grammarly in assisting students with various English language skills, including writing, listening, speaking (especially pronunciation), and language translation. Nonetheless, there is a limited exploration of how these AI tools interact with sociocultural and contextual factors, such as students' cultural backgrounds and educational settings, which may influence their effectiveness and implementation in EFL learning environments. This section reviewed several studies to explore EFL students' AI use for language learning and academic purposes, and the following section will focus on EFL students' use of ChatGPT.

EFL Students' Use of ChatGPT

Several studies have demonstrated ChatGPT's ability to improve writing performance by offering immediate feedback and suggesting grammatically correct alternatives (Abdullayeva & Muzaffarovna, 2023; Huang & Tan, 2023). Nazari et al. (2021) observed positive impacts on EFL learners' writing proficiency, with the AI group surpassing their peers and demonstrating heightened behavioral, cognitive, and emotional engagement. In another notable study, Karataş et al. (2024) used a qualitative case study to investigate ChatGPT's influence on EFL students' language learning experiences. The study included 13 high school students transitioning to university in preparatory-year studies in Turkey. The findings indicated that ChatGPT positively impacted vocabulary learning, grammar knowledge, and writing skills. Participants mentioned that using ChatGPT saved time, increased their creativity, and provided scaffolding for their writing, increasing their engagement and motivation. However, it had limited influence on their speaking and listening skills, highlighting the need for a deeper understanding of how the

integration of ChatGPT may shape students' literacy practices and social interactions in language learning contexts.

In addition, Yan (2023) investigated how ChatGPT's text generation feature influenced Chinese undergraduate EFL students' attitudes and learning behaviors towards academic writing skills through a multi-method qualitative approach. Employing Kolb's (2017) experiential learning cycles approach, the study explored reflective learning and peer scaffolding in the context of applying ChatGPT in L2 writing. Participants reported the usefulness of ChatGPT in various aspects of academic writing, including ensuring vocabulary and grammar accuracy, coherence, paraphrasing to prevent plagiarism, and providing feedback for improvement. Furthermore, the participants reported that ChatGPT aided them in conforming to academic writing standards by verifying in-text citations and references, adjusting the academic tone of their texts, and leveraging its multilingual capabilities. However, EFL students also voiced concerns regarding potential breaches of academic integrity, plagiarism, and obtaining an unfair advantage. Nonetheless, the findings suggest that ChatGPT plays a crucial role in helping EFL students develop technical skills and uphold academic standards in their writing. Still, the study did not consider ChatGPT's implications for language learning as a socially situated activity embedded within broader cultural and institutional contexts.

Ho's (2023) qualitative study explored how ChatGPT could serve as a virtual paraphrasing tutor for Malaysian ESL students' academic writing. The study assessed ChatGPT's reliability across three dimensions: clarity of explanations, provision of examples of sufficient and insufficient paraphrases, and enhancement of students' initial paraphrased sentences through a series of prompts. The results indicated that ChatGPT could understand the prompts of students with students with low English proficiency when they practiced paraphrasing with the tool. The

findings showed that ChatGPT has the potential to aid students in developing paraphrasing skills by offering a diverse range of options for comparison and learning. Additionally, ChatGPT provided feedback on students' paraphrasing clarity, originality, and accuracy. However, the focus was on decontextualized literacy skills and ignored the broader sociocultural implications of ChatGPT as a social practice. Finally, Song and Song's (2023) study investigating the effects of AI-assisted language learning on Chinese EFL students showed significant improvement in their writing skills and motivation.

To sum up, this review of the impact of ChatGPT in various EFL university contexts revealed that it is a valuable tool for language learning and academic writing. However, these studies merely examined the role of ChatGPT in developing students' cognitive and literacy skills necessary for academic success. They did not engage with the ideological literacies model proposed by Street (1984), which incorporates literacy's sociocultural and ideological dimensions, including power dynamics, social practices, and the influence of dominant discourses. For this reason, it is imperative to revisit developments in language learning strategies to gain deeper insights into the sociocultural dynamics shaping students' language learning strategies and shed light on the interaction between sociocultural factors, technological advancements, and effective language learning practices.

2.2 The History of the Language Learning Strategy

The notion of language learning strategy has been gathering the attention of researchers since its emergence in the 1970s when Rubin (1975) defined the characteristics of good language learners and presented a list of several LLSs used by successful language learners (Macaro, 2006; Wray & Hajar, 2015). Researchers started seeking explanations for one challenge of the field: despite being exposed to similar quality and amounts of linguistic inputs, some learners

accomplish their linguistic goals more successfully than other learners (Gass & Selinker, 2008; Rubin, 1975; Wray & Hajar, 2015). Due to the need to understand this challenge, researchers focused on individual factors that lead to different levels of achievement in language learning.

Various taxonomies have been developed based on different perspectives and purposes (Gao, 2010; Hardan, 2013; Kuttubayeva, 2022; Vlčková et al., 2013). Although the literature primarily draws from three well-known classifications: Rubin's (1981), O'Malley and Chamot's (1990), and Oxford's (1990) taxonomies. First, Rubin (1981) offered two main categories: direct (deductive reasoning, guessing/inductive inference, clarification/verification, practice, memorization, and monitoring) and indirect strategies (creating practice opportunities), consisting of eight strategies that contribute to good language learning and learners. Secondly, O'Malley and Chamot (1990) classified three categories consisting of cognitive strategies that "act directly on incoming information, modifying it in ways that facilitate learning," metacognitive strategies (planning, monitoring, and evaluation), and socio-affective strategies (questions for clarification, cooperation, and self-talk) (O'Malley & Chamot, 1990, p. 44).

Finally, Oxford's (1990) taxonomy classifies language learning strategies into direct (cognitive, compensation, and memory) and indirect (metacognitive, affective, and social) approaches. Cognitive strategies involve learners' thinking processes during the learning episode. Analyzing and practicing language structures and features are among the most significant examples of these strategies. Compensation strategies help bridge knowledge gaps by leveraging contextual clues for accurate inference, guessing unknown words based on context, and rephrasing words and phrases, especially in spoken and written language production. Memory strategies facilitate the creation of mental associations and linkages, using auditory or visual elements, mostly to learn new words effectively. While direct strategies focus on the active

learning and use of language, indirect strategies emphasize the support mechanisms that facilitate effective language learning.

Metacognitive strategies focus on planning, managing, and evaluating learning efforts to determine future learning objectives and activities. Affective strategies address learners' emotions throughout the learning journey, fostering positive thoughts, feelings, and attitudes while aiming to mitigate negative ones. Social strategies emphasize the importance of interpersonal interaction in language acquisition, offering access to cultural understanding and practice opportunities through engagement with knowledgeable peers, native speakers, or teachers. Oxford's (1990) language learning strategy classification is the "most comprehensive and detailed taxonomy which approaches language learning strategies systematically; for this reason, it is the most frequently used language learning strategy taxonomy (Hsiao and Oxford, 2002).

Although O'Malley and Chamot's (1990) and Oxford's (1990) classifications overlap in some aspects, O'Malley and Chamot's (1990) cognitive strategies are distinguished in Oxford's taxonomy as cognitive, memory, and compensation (inferencing from the context) (See Table X). Similarly, Oxford's taxonomy separates O'Malley and Chamot's (1990) socio-affective strategies. Also, there is agreement between two taxonomy classifications of metacognitive strategies (Hsiao and Oxford, 2002). Moreover, in both taxonomies, the influence of three research directions is evident from the classification patterns. Furthermore, Lee (2023) noted that Oxford (1990) is still a valid source for language learning strategy research because the study results included all six categories.

Language Learning Strategy Research Directions

The literature highlights that research has three directions: cognitive, metacognitive, and sociocultural (Wray & Hajar, 2015). First, the cognitive perspective defines language learning strategy as “special thoughts and behaviors that individuals use to help them comprehend, learn, or retain new information.” Therefore, this perspective is interested in understanding how individual differences, such as learner experience, abilities, and motivations, influence language learning strategy use (Parks & Raymond, 2004). For example, successful learners use a broad range of LLSs flexibly and appropriately in their contexts (Vann & Abraham, 1990, as cited in Hajar, 2019). Second, the metacognitive perspective defines language learning strategy use as “deliberate, goal-directed attempts to manage and control effort to learn” Oxford (2011, p. 12). Therefore, it explores how learners consciously choose “activities to regulate their language learning” Griffiths (2013, p. 15). In addition, the metacognitive perspective of language learning strategy research focuses on how good language learners facilitate their learning, which enables learners to plan, monitor, manage, and evaluate their learning and transfer language learning strategies to different settings (Wray & Hajar, 2015). Criticisms about the individual nature of cognitive and metacognitive perspectives contributed to research studies focusing on the social environment in language learning strategy research Gao, 2010; Norton & Toohey, 2001.

Despite this social turn, the field has been criticized for heavily relying on quantitative research methodologies and questionnaires primarily focusing on strategy use frequency rather than the efficacy or quality of the strategies without investigating whether learners use those strategies in a particular context (Dörnyei, 2005; Gao, 2004; Hajar, 2019; Radwan, 2011; Wray & Hajar, 2013; 2017). For example, research employing specific questionnaires may generalize statements and overlook the impact of context on learners' strategies, which could cause

misinterpretation and hinder a nuanced understanding of the impact of context on learners' strategies. For this reason, the over-reliance on general inventories contributed to limited theoretical rigor, and the validity of results may not be valid for all sociocultural domains in the LLS field (Macaro, 2006; Oxford et al., 2004; Wray & Hajar, 2015).

The sociocultural perspective emerged from Vygotsky's (1978) sociocultural theory about the social context of learning and how learner agency can play an essential role in language learning strategy use and choice (Gao, 2010; Norton & Toohey, 2001; Wray & Hajar, 2015). Norton and Toohey's (2001) findings underline the importance of the learner's "situated experiences" and social environment as the factors influencing language learning strategy choices. Two studies (Gao, 2006; Hajar, 2017) illustrated the importance of social context in understanding Arab and Chinese international students' language learning strategies changes after moving to Britain. Both studies showed that the social context, changes in the medium of instruction (EMI), and assessment methods impacted international students' language learning strategies.

Similarly, Lee's (2023) study focused on Taiwanese digital native EFL students' language learning strategy uses. The findings showed that the study participants' social context directly impacted determining their language learning strategy choices. For example, high and medium digital fluency groups preferred using more direct strategies. In contrast, the low digital fluency groups preferred social and affective strategies more. The researcher suggested that Taiwan's comparatively conservative context might have influenced the high and medium digital fluency groups to use less social and affective strategies.

In Kazakhstan, Kuttubayeva (2022) aimed to identify the contextual factors that affect Kazakhstani EMI university students' language learning strategy choices. The findings showed

that participants' English learning background: studying in Kazakh and Russian medium of instruction schools, the social context of participants, the challenges posed by studying at EMI university, and the mediating social agents: influence of tutors, teachers, peers, and family members played a crucial role in participants' language learning strategy uses. For example, the participants used direct language learning strategies to promote learning during their study period at EMI university. Similarly, the participants actively used social strategies such as obtaining help from English private tutors, instructors, and peers when they experienced grammar rules and content learning challenges. In conclusion, in addition to individual differences, various factors within a learner's social context may influence language learning strategy choice, and the preferred language learning strategies may change depending on conditions.

As Perry (2009) explained in her framework for effective literacy practices, "aspects of knowledge that adults need to engage in literacy practices effectively" linguistic and technical skills are still necessary to engage in literacy. In higher education, students are assumed to have acquired skills and background knowledge (academic proficiency and genre knowledge) to write in academic subjects (Bailey, 2018). Thus, the literature highlights that in higher education, advanced academic writers are expected to write various types of essays and research papers and demonstrate a good command of discourses, genres, and academic knowledge (Lea & Street, 1998). However, the language learning strategy research gap does not provide information on university social literacy practices and how language learning strategy can help students meet the requirements of university literacy practices. For this reason, it is essential to examine the interplay between student language learning strategy use and social literacy practices within the university context.

In summary, developments in the language learning strategy field indicate that the social context is crucial in determining EFL students' language learning strategy use. The research gap lies in the oversight of language learning strategy use research in considering academic literacy development. While general and domain-specific academic vocabularies are recognized (Baumann & Graves, 2010), academic language, primarily derived from written language, is pivotal for learning in academic settings (Corson, 1997; Grabe & Stoller, 2001; Köse et al., 2019). Academic writing is a social tool for conveying scientific knowledge, establishing intertextual links within disciplines, and shaping disciplinary discourses and genres (Hyland, 2010). Academic literacy is crucial for language and cognitive development, facilitating higher-order thinking and knowledge exchange between disciplines (Li, 2022). However, developing academic language skills alone does not guarantee successful academic literacy; it necessitates utilizing academic language to learn content effectively (Bailey et al., 2007, as cited in Li, 2022). For this reason, it is critical to shift from AI research in educational contexts that merely describe the positive and negative factors of students' AI usage. Accordingly, the present study examines foundation-year program students' use of ChatGPT from a socio-cultural perspective to reveal their language strategy uses and the literacy practices that emerge in an EMI university as a social context.

2.3 From Literacy as Skill to Literacy as a Social Practice

During the late 20th century, there was a prevalent belief in education that learning could be broken down into discrete, teachable skills. This approach, influenced by behaviorist principles, emphasized the role of learning and acquiring specific techniques or strategies to improve academic performance. Also referred to as the psychological model, which conceptualizes literacy as decontextualized technical skills that can be applied in every literacy

situation; this perspective has dominated literacy policies and programs and set standards for academic skills (Barton, 2001; Papen, 2023; Perry, 2012). However, the cognitive psychology perspective poses problems for individuals and communities because individuals might be considered illiterate despite being literate in different contexts (Perry, 2009, 2012).

In university contexts, a psychological view of literacy, known as the study skills approach, often labels EFL students as having a deficit or lacking knowledge of academic writing discourse under continuous assessment, which is considered a problem (Lea & Street, 2006). According to Lea and Street (2006), the study skills model focuses primarily on the superficial aspects of written language, emphasizing the teaching of formal language features like sentence structure, grammar, and punctuation. Moreover, Perry et al. (2018) argue that this autonomous literacy model refers to the most commonly accepted view in teaching academic writing, the formal, decontextualized, cognitive or technical skill, in which individuals are considered either literate or illiterate depending on exercising literacy across all situations (Perry, 2012; Perry et al., 2018; Street, 2005). Therefore, it tends to overlook contextual factors and is influenced by behaviorism, which prioritizes the transmission of knowledge. For example, students are inducted into sentence-level grammar, encompassing form and meaning, and the text level, which transcends individual sentences (Larsen-Freeman & DeCarrico, 2013; Larsen-Freeman et al., 2016). As a result, in a skills-based literacy model, the focus is on imparting formal language aspects, like sentence structure, grammar, and punctuation, at a surface level where students engage in activities to identify and correct errors, master punctuation, and hone sentence construction skills through structured exercises (Larsen-Freeman, 2015; Pawlak, 2020). The assumption is that mastering these foundational skills enhances writing competence.

A second literacy approach to academic writing, academic socialization, involves students' integration into the discourses and genres specific to their academic disciplines or subjects. It encompasses language acquisition, writing styles, thinking, and discursal patterns characteristic of members within a disciplinary or subject community (Lea & Street, 2006). This model considers disciplinary discourses and genres as fixed, and once students grasp and internalize the conventions of a particular academic discourse, they can easily follow it. This model argues that students must demonstrate academic proficiency and that they need to be socialized into knowledge and understanding of academic language and the specialized subject matter of their disciplines (Krashen & Brown, 2007).

However, different academic disciplines require different disciplinary language and literacy skills due to different beliefs and attitudes toward using English as a medium for instruction (Kuteeva & Airey, 2013). Therefore, the academic socialization view induces students into the communities of practice rather than academic literacy because it identifies the writing problems and offers English for Academic Purposes (EAP) to socialize EFL students into the academic conventions across levels such as grammar, rhetorical structure, genre, or discourse (Lea & Street, 2006). Thus, the focus is on exploring how students can learn to become proficient or 'expert' in these conventions and developing EAP materials that explicitly guide students to become part of academic communities by adopting their language, practices, and disciplinary ways of thinking and doing writing (Bedeker & Gaye, 2023). Consequently, the study skills view academic literacy as a set of language skills consisting of discipline-specific vocabulary and grammar in spoken and written language (Grigorenko, 2015).

Lea and Street (2006) suggest that higher education demands a shift in learning approaches involving new comprehension methods, critical analysis, and knowledge

organization. They argue that a practice-oriented view of literacy considers the cultural and contextual aspects of writing and reading essential for EFL student learning. Their argument gave rise to the third framework, academic literacies, which focuses on interpreting meaning, identity formation, power dynamics, and institutionalized knowledge within specific academic environments (Lea & Street, 2006; Lillis et al., 2015; Perry, 2012; Street, 2015). Thus, academic literacies comprise critical research and pedagogical methodologies concerning literacy and writing to reveal how it is inherently rooted in power dynamics and identity relations (Lillis et al. 2015). Furthermore, it is similar to academic socialization but considers literacy acquisition more complex, dynamic, and socially situated, involving power dynamics and institutional influences. The academic literacies approach incorporates elements from both the skills and academic socialization models but extends beyond both frameworks by focusing on meaning-making, authority, power dynamics, and identity inherent in literacy practices within institutional contexts (Street, 1998; 2015). As a result, unlike the academic socialization model, it recognizes that literacy practices are influenced not only by disciplinary communities but also by practices from other institutions such as government, business, and university bureaucracy, which together shape students' learning requirements (Lea & Street, 2006; Perry, 2012; Street, 2015).

Recently, Anson (2024) theoretically examined the implications of large language models (ChatGPT) by drawing on Lea and Street's (2006) academic literacies framework. The author argues that the large language models present varying levels of risk to students' development across different aspects of literacy outlined in the framework: study skills are the least vulnerable, academic socialization is the most vulnerable, and academic literacies fall in between. Instructors should consider dedicating instructional time and supporting students to engage in reading and writing practices without relying on LLMs initially before gradually

incorporating them into their literacy skills (Anson, 2024). Overreliance on LLMs from the outset may hinder students' cultural assimilation and cognitive growth, which are needed for success in university settings (Anson, 2024). For this reason, the following section looks at literacy as situated social practice.

Literacy as Situated Social Practice

Literacy and literacy acquisition have traditionally been framed as reading and writing linked with print-based materials, often neglecting personal, historical, social, and cultural factors (Barton & Hamilton, 2000; Perry, 2012; Street, 2015). Thus, literacy was viewed as an individual, psychological activity where meaning was extracted from printed text. However, with the dissatisfaction and criticism of reading and writing from cognitive psychological perspectives, Lea and Street (2006) argued for a shift from the decontextualized and skills-based autonomous model of literacy to an ideological model where literacy practices are understood as pluralistic social activities (Lea & Street, 2006; Street 2015). The ideological perspective was influenced by Vygotsky's (1978) sociocultural theory, signaling a shift from the cognitive psychology perspective focusing on the acquisition of technical skills (Perry et al., 2018) to embrace the contextual understanding of literacy as a situated social practice (Barton, 2001; Perry, 2012). Thus, the ideological model acknowledges literacy as a set of social practices, where the emphasis shifts from skills to a set of practices depending on social, cultural, and historical contexts (Street, 2006).

A view of literacy as socially situated acknowledges that literacies are inherently political and intricately interwoven with social, cultural, and historical factors and power relations (Gee, 2000; Luke, 2004). Barton and Hamilton (2000) further argue that “social practices are more sufficiently understood from the relationship between people and communities than individuals”

(Barton & Hamilton, 2000, p. 8). Thus, a social practice view centers around everyday uses of literacy and its purposes in real contexts and is interested in the way people engage with texts rather than the skills they have (Barton & Hamilton, 2000; Perry, 2012; Street, 2015); in other words, it seeks to investigate “what people do with reading, writing, and texts” (Perry, 2012, p. 54). As Barton and Hamilton (2000) acknowledge, various literacies exist and can be associated with different domains, and the plural expression "literacies" may sometimes denote prevailing literacy practices, offering valuable insights into institutional literacy dynamics influenced by institutional policies (Papen & Thériault, 2016). In their literacy framework, Barton and Hamilton (2000) define literacy through six propositions to explain its nature.

Table 1.

Barton and Hamilton's (2000) Literacy Framework (p. 8)

1. Literacy is best understood as a set of social practices; these can be inferred from events that are mediated by written texts.
2. Literacy practices are patterned by social institutions and power relationships, and some literacies become more dominant, visible, and influential than others.
3. Literacy practices are purposeful and embedded in broader social goals and cultural practices.
4. Literacy is historically situated.
5. Literacy practices change, and new ones are frequently acquired through processes of informal learning and sense-making.
6. There are different literacies associated with different domains of life.

Furthermore, a social practice view about literacy led to the emergence of the New Literacy Studies, advocating the need to understand the literacy events and practices that shape individuals' interactions with written language (Barton & Hamilton, 2000; Gee, 1990; Street,

1984). Literacy events encapsulate the routines and dynamics surrounding literacy activities within society. These are specific instances of reading and writing, such as perusing a book or composing an email, reflecting practical literacy applications. Conversely, literacy practices encompass broader patterns and behaviors within a context or community, including social, cultural, and historical elements. Recognizing the distinction between literacy events and literacy practices is paramount for adopting a social practice lens in understanding literacy (Barton & Hamilton, 2000; Perry, 2012; Purcell-Gates et al., 2011; Street, 2001). However, the advancement of technology and the World Wide Web has expanded conceptualizations of literacy to include various modes of communication, such as visuals, sounds, words, movements, and others used individually or together to create effects in texts, requiring different interpretations from written texts (Cope & Kalantzis, 1996).

New Literacy Studies introduced the term multiliteracies to address two significant shifts in communication (New London Group, 1996). Firstly, it acknowledges the proliferation of communication channels and media due to advancements in mass media, multimedia, and the internet. Secondly, it recognizes the growing significance of cultural and linguistic diversity resulting from migration and globally marketed services. Viewed as a dynamic social practice, multiliteracies are situated within the broader cultural milieu, manifested through the construction of meaning in social interactions and language usage within specific contexts (Kress & Van Leeuwen, 2021). Thus, multiliteracies mirror the realities and identities pertinent to each context, with literacy users continually adapting their practices to meet evolving needs amidst changing landscapes. As a result, literacy as a social practice lens and its use of multiliteracies will be helpful in the present study to illustrate students' use of ChatGPT for academic writing or language learning. It offers a space to study literacy events as specific instances of interaction

with the AI model, like seeking writing suggestions, clarifying grammar, or practicing language exercises. Meanwhile, literacy practices include broader behaviors, such as scheduling regular ChatGPT sessions, incorporating its feedback into writing, or applying recommended language learning strategies, which will be essential for my study about the influence of institutional literacy practices on students' utilization of ChatGPT for academic language and literacy practices.

2.4 Theoretical and Analytical Frameworks and Considerations

The theoretical framework adopted in this study is based on Street's (1984) literacy as a social practice theory. The choice of literacy as a social practice as the theoretical framework for investigating EFL students' language strategies and academic writing literacy is justified by the shortcomings identified in traditional literacy models, particularly the psychological and skills-based approaches. For this reason, this study approaches the research problem using Street's (1984) literacy as a social practice theory because EFL students' ChatGPT navigation functions as a literacy event that can be best understood from the social practice perspective (Barton & Hamilton, 2000). As mentioned earlier in this chapter, this theory incorporates the contextual and socio-cultural dimensions of literacy, offering a lens for analyzing the literacy events and literacy practices associated with students' navigation of ChatGPT (Barton, 2001; Papen, 2023; Perry, 2012).

In addition, the participants of this study were foundation year students, a transition group, at an EMI university in Kazakhstan. During their study period, while getting used to studying at an EMI university, foundation-year students experience linguistic and academic challenges (Sadykova, 2023). The existing literature shows that EFL students studying in EMI universities adapt and develop strategies to overcome these linguistic and academic challenges

(Kuttubayeva, 2022). In addition, the literature also highlights the importance of the literacies approach for EMI university students' meaning-making and learning disciplinary knowledge (Bedeker & Gaye, 2022, 2023). To deeply understand ChatGPT's impact on EMI university students' language and literacy practices, it is crucial to investigate participants' language learning strategy uses with ChatGPT.

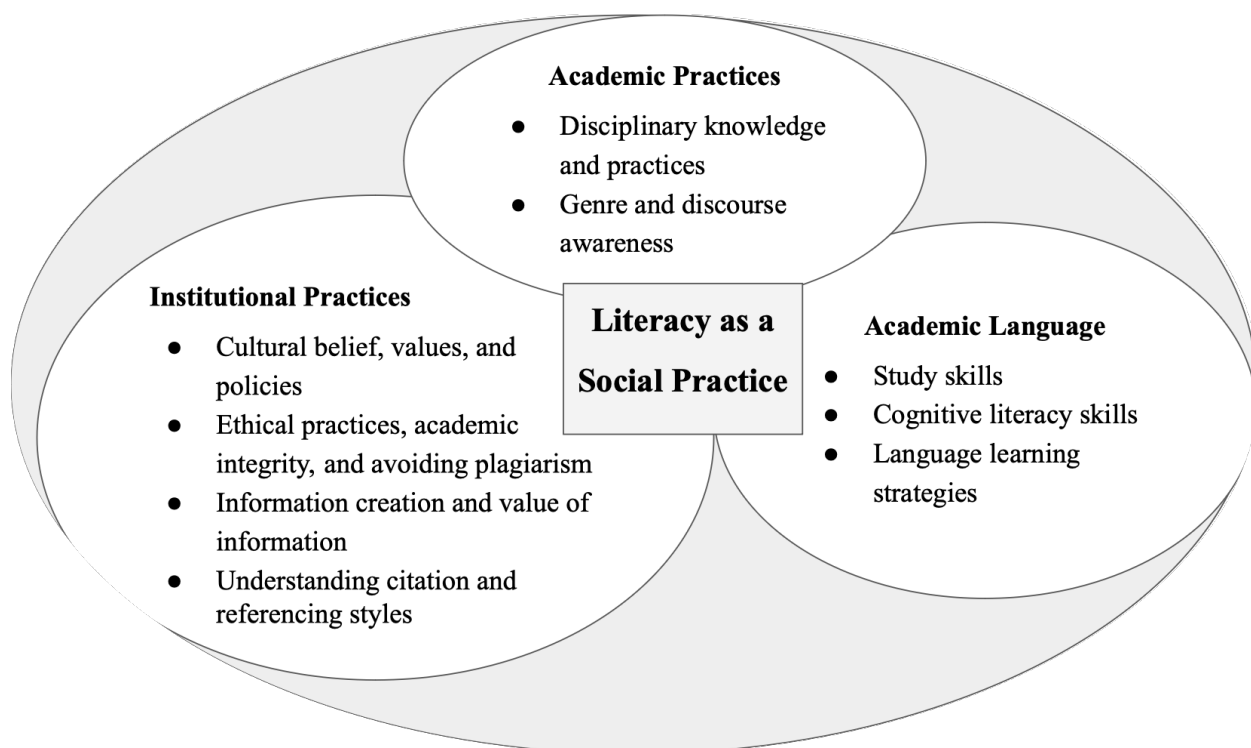
This study uses Oxford's (1990) language learning strategy classification within the analytical framework. Oxford's (1990) language learning strategy classification divides language learning strategies into direct and indirect strategies, depending on their impact on language learning. It identifies six strategy groups under the direct and indirect strategies: cognitive, compensation, memory, metacognitive, social, and affective. Secondly, to better understand literacy events, literacy practices, and the complex interplay between them, this study's analytical framework draws on Perry's (2009) conceptualization of the "aspects of knowledge adults needed to engage in literacy practices." This highlighted the uses of literacy to achieve specific social goals and identified the overlapping knowledge and skills literacy areas: register semantic and pragmatic knowledge. The register knowledge represents the situational language varieties within lexico-syntactic and genre knowledge. Semantic knowledge represents meaning-making processes using lexico-syntactic skills and cultural knowledge. Pragmatic knowledge represents the purpose of texts within the genre and cultural knowledge. For this reason, this study's analytical framework combines Perry (2009) and Oxford (1990) and focuses specifically on the context of one (EMI) university.

In summary, the present study is underpinned by Street's (1984) literacy as social practice theory, which allows me to explore the EMI university students' utilization of ChatGPT for academic language and literacy practices while also gaining insights into the influence of

EMI university's literacy practices on the students' literacy events and literacy practices. The analytical framework clearly explains the types and purposes of language and literacy practices. Oxford's (1990) LLS taxonomy addresses the EMI university's requirements for language proficiency as a part of Perry's (2009) framework's lexico-syntactic knowledge aspect. On the other hand, Perry's framework focuses on the types of literacy knowledge that engage in literacy. Hence, my study's framework is influenced by Perry (2009). However, the framework's adopted version divides the types of necessary literacy knowledge, skills, and requirements into university literacy practices (see Figure 1). This study's framework also draws from Lea and Street's (2006) academic literacies framework in addition to the framework for information literacy for higher education (Association of College and Research Libraries [ACRL], 2016).

Figure 1.

Theoretical Framework



Note: Figure 1 provides Street's (1984) Literacy as Social Practice Theory in combination with Perry's (2009) Aspects of literacy skills and Oxford's (1990) Language Learning Strategies

2.5 Conclusion

This chapter thoroughly explained the concepts of LLS and literacy in the literature, including empirical evidence from students' and instructors' perspectives. The chapter also reviewed the literature on AI and ChatGPT concerning language learning and academic literacy practices to understand the existing literature. Finally, the chapter also presented the theoretical and analytical framework that guided this study. The next chapter will present the research design and methodology.

Chapter 3: Methodology

The previous chapter reviewed the literature on AI technologies and ChatGPT concerning language learning. Later, it provided an overview of the language learning strategies research field about sociocultural perspectives and the context of English medium instruction. Moreover, it focused on literacy and literacy as a social practice theory about academic learning. Lastly, it introduced the theoretical framework of literacy as a social practice (Street, 1984). This chapter will explain the research design, sampling strategies, data collection tools and procedures, data analysis, risks, and benefits of this research.

3.1 Research Design

This study aimed to interpret students' viewpoints to develop a deep understanding of the research topic. According to Creswell (2013), qualitative research methodology aims to explore research problems in-depth, understand complex issues, and identify variables that cannot be quantitatively measured. Similarly, Merriam and Tisdell (2016) stated that a qualitative inquiry is rich in description because the data is usually presented in quotes, and the investigator spends time in the field for observations. For the present study, a qualitative research methodology approach was more appropriate to answer the research questions thoroughly because it aimed to identify and explore EFL university students' perspectives on how a generative AI tool, ChatGPT, influences their language learning strategy use and literacy practices at an EMI university. This qualitative study adopted an interpretive phenomenological research design because it aims to explore a phenomenon and how individuals experienced it, what is the meaning of the experience, and how it is reflected from the participants' perspectives (Beck, 2021; Moustakas, 1994, as cited in Creswell, 2013, p. 79). Therefore, interpretive phenomenological research can help the researcher explore individuals' perspectives on their

experiences of using ChatGPT in their language learning strategy use and literacy practices (Wojnar & Swanson, 2007).

3.2 Research Sample

In qualitative research and interpretative phenomenology specifically, the research participants should be selected from representative and relevant individuals with the potential to provide rich data (Johnson & Christensen, 2012). In this regard, sampling strategies for qualitative research need to differ from quantitative research sampling strategies by using non-probability sampling, which means not all individuals have an equal chance of being selected (Luborsky & Rubinstein, 1995). In qualitative research, the sample should be non-random, limited to a small population, and based on criteria shaped by the research questions (Merriam & Tisdell, 2016).

In this study, the participants were selected based on purposive sampling because this sampling strategy aims to recruit samples that can provide firsthand and detailed information on the researched phenomenon (Creswell, 2013). The sampling criteria for this research were as follows: 1) Being a present student at the chosen EMI university's foundation year program; 2) using ChatGPT for language learning and literacy purposes; 3) being a speaker of at least one of the official languages of the Republic of Kazakhstan; 4) having at least an overall 6 IELTS score (or equivalent); 5) being 18 years old or older.

Phenomenology, as defined by van Manen (2017), is “the science of examples” (p. 814) because, as a research design, it aims to explore peoples' lived experiences from their perspectives. Therefore, to be eligible for selection, individuals should have experienced the phenomenon (van Manen, 2017). In other words, selecting the lived examples of the phenomenon is crucial, which also aligns with the non-probability purposive sampling strategy

requirements because the participants must be selected among those who can provide detailed information for valid and reliable qualitative research (Creswell, 2007). In the present study, nine participants were recruited according to the sampling criteria and aims of the present research.

Table 2.

Participants' Demographic Data 1

Participant No	Gender	Ethnicity	First language	Region
Participant 1	Male	Kazakh	Russian	Akmola
Participant 2	Female	Kazakh	Kazakh	Akmola
Participant 3	Female	Uzbek	Uzbek	Turkistan
Participant 4	Female	Uzbek	Uzbek	Turkistan
Participant 5	Female	Kazakh	Kazakh	Turkistan
Participant 6	Female	Kazakh	Russian	Almaty
Participant 7	Male	Kazakh	Kazakh	Akmola
Participant 8	Male	Kazakh	Kazakh	Atyrau
Participant 9	Female	Kazakh	Russian	Jambyl

Note: Table 1 provides demographic information of participants' data 1

Table 3.*Participants' Demographic Data 2*

Participant No	IELTS scores	Type of high school	Intended Discipline
Participant 1	Overall 7 Reading 7 Writing 7	Mainstream	Economics
Participant 2	Overall 7.5 Reading 7.5 Writing 6	Mainstream	Biology sciences
Participant 3	Overall 7.5 Reading 7.5 Writing 7.5	Mainstream	Computer sciences
Participant 4	Overall 6 Reading 5.5 Writing 5.5	Mainstream	Mathematics
Participant 5	Overall 6 Reading 6 Writing 5.5	Mainstream	Computer sciences
Participant 6	Overall 7.5 Reading 8 Writing 6.5	NIS	Languages and literature
Participant 7	Overall 7 Reading 8 Writing 6	NIS	Computer sciences
Participant 8	Overall 6.5 Reading 7 Writing 5.5	NIS	Computer sciences
Participant 9	Overall 6.5 Reading 6 Writing 5.5	Mainstream	Mathematics

Note: Table 1 provides demographic information of participants' data 2

3.3 Research Site

Given the purpose of the study, the research site needed to have a foundation year program that prepares students for the required English language proficiency and academic demands of university before they start their first year of undergraduate degree courses. For this reason, an EMI university in the Central Kazakhstan region that demonstrates the appropriate criteria was selected as the research site.

3.4 Data Collection Instruments

In phenomenological research, the phenomenon and the research questions are the initial criteria for data collection methods (Vagle, 2018). Furthermore, phenomenological research allows the use of multiple sources of data collection methods for triangulation purposes (Yuksel & Yildirim, 2015). Accordingly, the present study's data collection methods included focus group interviews, questionnaires, and arts-based research tools. The research instruments were a questionnaire, two art-based research tools, image-based reflections and significant circles, and a focus group interview.

The first research instrument was a qualitative questionnaire. Questionnaires are written instruments that consist of several questions/statements in which respondents either select the answer or respond by writing their answers. They are among the frequently used data collection methods in L2 research (Brown, 2001, as cited in Dörnyei & Taguchi, 2009). Generally, questionnaires explore factual, behavioral, and attitudinal data and help researchers gather versatile and large amounts of data (Dörnyei, 2007; Dörnyei & Taguchi, 2009). In qualitative research design, questionnaires can be used to collect data on sensitive topics or personal information while ensuring the anonymity and confidentiality of the participants (Braun &

Clarke, 2016). The present study used a questionnaire to explore EFL students' perceptions and experiences using ChatGPT.

In qualitative research, both closed-ended and open-ended questions can be used for data collection (Braun & Clarke, 2016). Open-ended questions allow researchers to obtain detailed data, whereas closed-ended questions address overlapping themes (Creswell, 2014).

Furthermore, open-ended questions can be useful when the possible responses are unknown (Bailey, 1994, as cited in Cohen et al., 2007). Since this study drew on phenomenology, open-ended questions were appropriate for gathering data from small-scale research because they give participants an opportunity to answer questions freely (Cohen et al., 2007).

The second and third research instruments were art-based research tools tailored to this study's purposes. Art-based research methods can be used for data collection in social science because using art may lead to further discussions about the research topic, facilitate awareness of self/other knowledge, and function as a verbal way of knowing (Leavy, 2017). In phenomenological research design, arts-based data collection instruments allow participants to express their experiences in ways that cannot be expressed verbally (Marques-Zenkov, 2007, as cited in Vagle, 2018). Furthermore, if the research is not conducted in the participants' native language, they may feel overwhelmed about expressing themselves in a second language. Art-based data collection tools can help overcome challenges and complex feelings (Greenwood, 2019). In the present research, this art-based method aimed to get participants mentally ready to express their experience with the phenomenon while helping them overcome the challenges of expressing themselves in a foreign language.

For this reason, an art-based research tool, image-based reflections, was used to explore EFL students' perceptions and experiences of using ChatGPT. In the image-based reflections, a

deck of cards with images was presented to each participant. The participants were given four prompts addressing different focuses of the research and asked to choose 1-3 cards with images that represent their experiences in using ChatGPT in language and literacy practices. Then, the participants were asked to elaborate on why they chose these cards.

The third data collection instrument was a significant circle, another type of art-based data collection instrument. It is derived from a relational map, a drawing task data collection method (Copeland & Agosto, 2012; Guitart & Moll, 2014; Leavy, 2019). Using drawing tasks helps people bring up unvocalized thoughts and feelings (Kearney & Hyle, 2004) and is specifically complementary to focus group and individual interviews (Copeland & Agosto, 2012). Some studies have used significant circles along with interviews for data triangulation purposes (Banegas, 2020; Banegas et al., 2021; Copeland & Agosto, 2012).

In this study, it was utilized for four main purposes: firstly, at the beginning of the interview, to provoke participants' thoughts by making them visualize their steps of completing assignments; secondly, to triangulate data on participants' purposes when using ChatGPT in academic literacy practices; thirdly, to gain valuable insights into the participants' study procedures and how they integrated ChatGPT within their literacy events; lastly, to gain an understanding of the social literacy practices that shaped participants' literacy events; this point stands out as the most critical aspect of the data collection instrument's purpose.

The final research instrument was focus group interviews. A focus group is a type of interview where multiple participants are interviewed together; generally, the number of participants ranges between four and six (Creswell, 2014). One reason for choosing focus group interviews is that focus group interviews can provide more information despite asking a limited number of questions (Creswell, 2014). It can also be useful for researchers who do not know all

the issues related to the research topic by helping them explore it inductively (Hesse-Biber, 2017). In addition, focus group interviews are useful when the interviewees have similar experiences that could enrich or provide diverse data (Creswell, 2013; Kamberelis & Dimitriadis, 2013). Moreover, due to the interaction between participants, focus group interviews can obtain more data when the interviewees are similar (Cresswell, 2014). For these reasons, a focus group interview was conducted to collect rich data by getting a group understanding (Creswell, 2014) of exploring foundation-year students' perceptions of language learning strategy use and literacy practice with ChatGPT and their experiences.

3.5 Data Collection Procedures

This section describes the procedures executed to collect data using four data collection instruments. I started the participant recruitment process after obtaining ethical approval from the GSE Ethics Committee. First, I emailed the program director of the foundation year program of the chosen research site. The email contained information describing the research purposes, data collection instruments, an ethics approval letter, and a request for permission to access potential participants' corporate email address lists. The program director invited me to discuss the research further, ask questions, and explain the concerns about the participants' ages. I assured the foundation year program's director that I would strictly follow ethical principles. After I was given permission and access to the corporate email addresses of the foundation year program students. I sent the invitation letter to foundation year program students about participant recruitment, research purposes, data collection methods, and age restrictions. The email also included a warning for potential participants to reach the researcher from a separate individual email and not to reply to the participant recruitment email they received. The potential participants who are interested in participating in this research study contacted me by sending

individual private emails. As a result, the potential participants' identities were protected and remained confidential because all the procedures were conducted between the researcher and the potential participants. Thus, the director of the foundation year program did not know which students contacted the researcher. Later, I sent emails to potential participants who were 18 years old or older. The email described further details of the research, data collection procedures, participants' rights to withdraw, potential risks and benefits of the research, and the informed consent forms. The participants were also informed that the data collection could be provided in three languages, namely English, Kazakh, and Russian, based on participants' convenience and preferences. The participants said they would be comfortable participating in English, so the data was collected in English.

Nine participants volunteered to participate in this research. The data collection occurred between mid-November and mid-December, based on participants' availability and schedules. Before collecting data, I piloted the data collection tools with three individuals and made necessary changes accordingly. First, the participants were given the qualitative questionnaire form in electronic format, which aimed to gather participants' background information and the research data for triangulation purposes. Second, the participants were sent the electronic art-based research instruments for image-based reflection forms to understand participants' uses of ChatGPT along with their thoughts and feelings about it. The form included 40 image cards and four prompts. The participants read the instructions and four prompts, chose the image cards for their perspectives, and explained their reasons for selecting the specific cards and their meanings to themselves.

Before the last data collection procedure, the participants were reminded about the focus group interview, its potential risks for anonymity, and the precautionary measures to decrease the

risks and their rights to ask questions about their concerns regarding their participation in this research (Cohen et al., 2007; Creswell, 2014). Firstly, the participants were divided into two groups to decrease the risks. Additionally, in case of concerns, they were offered semi-structured face-to-face interviews (Creswell, 2013; Merriam & Tisdell, 2016). Secondly, they used pseudonyms during the interview to ensure they did not know other participants' names. Before the interviews, the researcher also reminded participants that they could completely withdraw or not answer the question if it was sensitive to them. The interview date, time, and venue were scheduled based on the participants' convenience and confidentiality.

The participants came to the venue on the day of the focus group interviews. Once again, they were given the informed consent forms, which provided detailed information about the purpose of the study, their rights, and the risks and benefits of the research. The form also included information about what will happen to their data during and after the research. After carefully reading and understanding the informed consent forms, they signed and took their copies, while a second copy remained with me.

The last data collection started with the significant circles. Significant circle data collection instruments were used to prepare participants mentally for the interview. First, the participants were asked to visualize their steps when doing assignments; then, they wrote those steps inside the significant circle layers. After the significant circles, the focus group interviews started. The participants were asked six questions, and the interviews took 30 to 40 minutes; the participants answered the questions by taking turns. In some cases, they took turns twice to comment on each other's perspectives. The focus group interviews were the last data collection procedure.

3.6 Data Analysis Procedures

In qualitative research, coding is used as a strategy to transform data into more organized and manageable units (Saldana & Omasta, 2016). In qualitative research, a code means researcher-generated words or short phrases obtained from the data to reveal themes and patterns for further steps of data analysis (Saldana, 2013). The coding process establishes critical links between the data collected and how the data is interpreted (Charmaz, 2001, as cited in Saldana, 2013). This study used various coding techniques to analyze the data because each data collection tool explored different aspects of participants' language and literacy practices. In order to ensure the reliability and validity of this study's findings, the data analysis was conducted through a hybrid coding strategy that combined inductive and deductive coding processes (Xu & Zammit, 2020).

Table 4.

Coding and Data Analysis Procedures

Excerpts	Inductive codes	Deductive codes	Themes
<p>In my writing process, ChatGPT plays roles at various stages: I begin by inputting assignment details for initial guidance. Drafting suggestions based on ChatGPT's input helps structure my ideas. ChatGPT aids in enhancing vocabulary for refined language use. As I come closer to completion, I check for a logical coherence review. For the final touch, I cross-verify compliance with guidelines using ChatGPT's initial suggestions (Participant 2).</p>	<p>-Value: -Attitude: <i>Verifying rubric and ChatGPT suggestions</i> -Belief: -Process: <i>Drafting</i></p>	<p>-Literacy practice: <i>Coherence, Language enhancement</i> -Language learning:</p>	<p>-Language enhancement</p>
<p>I just write my own ideas to ChatGPT. Ask it to write a sample by using my ideas. I can see text organization and grammar. It generates a good sample of how it can be written so I can write myself (Participant 7).</p>	<p>-Value: -Attitude: <i>Using own ideas</i> <i>Writing his version after analyzing ChatGPT's sample</i> -Belief: -Process: <i>Drafting, Generating sample</i></p>	<p>-Literacy practice: <i>Study skills</i> -Language learning: <i>Cognitive language strategy use</i></p>	<p>-Cognitive language strategy use</p>

Prior to the coding procedure, I transcribed the audio-recorded interviews with the assistance of the audio transcribing software Sonix.ai. Then, I checked the accuracy of the audio recordings' transcripts. The interview transcripts and the data collected through qualitative questionnaires, image-based reflections, and significant circles were gathered in one document to see all the data and ensure the coherence of the coding (Creswell, 2014). Then, I familiarized myself with the data by reading and making notes of the raw data several times "actively, analytically, and critically" (Clarke & Braun, 2013, p. 205). Since this study used a phenomenology design, it aimed to explore participants' perspectives and experiences. For this reason, the member-checking method (a crucial technique for data credibility) was used when I needed to clarify the raw data (Creswell & Miller, 2000).

This research's initial coding was completed using an inductive coding strategy that values coding and process coding techniques. In the first phase, values coding was used because it assists researchers in identifying participants' attitudes, beliefs, and values (Cresswell, 2014). This technique provides insights into the separate components of the value system and their relationships (Saldana & Omasta, 2017). Thus, value coding was used to identify the participants' values, attitudes, and behaviors toward using ChatGPT for language and literacy practices. It also provided insights into the EMI university's policies and social literacy practices. The value coding was followed up with process coding, which is a type of code that captures the actions, emotions, reactions, and interactions that occur in response to problems or situations to get a sense of the complex interplay between processes that occur because of something (Corbin & Strauss, 2008; Saldana, 2013). This study used process coding to identify the participants' procedures and actions while using ChatGPT for academic purposes.

In the second phase, the deductive coding strategy was used. The codes emerged from the theoretical and analytical frameworks, the literature review, and research questions (Xu & Zammit, 2020). In the third phase, the dominant themes emerged across data: the inductive and deductive sets were gathered and triangulated. In order to ensure the quality of the codes, the participants' permission was obtained to share the transcripts and codes with the researcher's supervisor for the reliability check (Creswell, 2014). However, the document did not contain the participants' real names; instead, the given pseudonyms were used. Finally, the themes emerged from the data representing a meaningful pattern (Braun & Clarke, 2006). Four main themes emerged from the data analysis: 1) students' perspectives about ChatGPT experiences, 2) ChatGPT and students' language strategy use, 3) the role of ChatGPT in students' academic practices, 4) institutional social practices shaping students' AI literacy practices.

3.7 Ethical Considerations

In qualitative research, adhering to ethical principles throughout the research procedures is crucial (Creswell, 2014) because ethical principles protect the participants, institutions, and researchers by minimizing the risks of research and avoiding physical and emotional harm (Creswell, 2014; Merriam & Tisdell, 2016).

Anonymity and Confidentiality Procedures

Anonymity and confidentiality were critical throughout each stage of data collection. First, the participants' anonymity and confidentiality were protected during the recruitment process because the potential participants emailed the researcher privately. For this reason, the director of the foundation year program and other potential participants did not know who contacted the researcher to participate in the study and who was selected as a participant. Secondly, during the data collection phase, the questionnaire, arts-based instrument, and focus

group interviews did not have any identifiers because participants used pseudonyms, which protected my participants' identities during coding and analysis. However, the anonymity of participants could not be guaranteed during the focus group interviews. To protect the participants, the researcher offered several options to ensure ethical conduct: 1) explain the focus group process and the anonymity issues to my participants by informing them about their right to withdraw or have individual, face-to-face semi-structured interviews if needed (Creswell, 2013; Merriam & Tisdell, 2016); 2) offer to divide the interviews into smaller groups to decrease this risk; 3) offer individual semi-structured interviews for participants who do not feel comfortable in a group.

During the data analysis, the researcher transcribed the data into written form without any identifiers to protect the participants' identities. In addition, nobody else had access to the data or participants' personal information because the data was stored in a password-protected device. When the data analysis was completed, the files containing real names, emails, or other information about the participants were anonymized. Then, I will destroy all data obtained from the participants two to three years after completing the research. Until then, I may use the data to publish articles in the future. Two to three years is a recommended period for research projects.

Risks of the Research

While this research intended no harm, there are minimal risks for participants. Prior to data collection, the researcher completed the Collaborative Institutional Training Initiative (CITI) and obtained ethical approval from the NUGSE Ethics Committee to conduct research. To prevent potential risks, the researcher considered the potential risks to participants and took some precautions, such as excluding any identifier information from the finalized research project (Clarke & Braun, 2013; Wendler & Miller, 2008). Consequently, there was a minimal risk for

participants. Since one of the data collection methods was focus group interviews, the participants could possibly identify each other. To prevent this, the focus groups were divided into three groups, and participants used pseudonyms during the interviews. However, anonymity was not guaranteed, and the participants were informed about this several times before, during, and after the data collection. Furthermore, the participants were reminded about their right to withdraw from participation at any point without any consequences and preferred not to answer questions if they did not feel safe (Dörnyei, 2007). This research protected the confidentiality of participants by taking some precautions, such as assigning participants pseudonyms (Clarke & Braun, 2013; Cohen et al., 2007). The researcher also explained that their identities would not be revealed to the researcher's supervisor and other participants.

Secondly, as stated in the research problem section, generative AI technologies such as ChatGPT are new, and the guidelines regarding ethical uses are not clearly defined in most tertiary-level educational institutions. For this reason, using ChatGPT for graded academic work or exams might be considered as breaching academic integrity or plagiarizing. The researcher did not include questions about using ChatGPT for graded or non-graded academic work, exams, or other ways of breaching academic integrity. Instead, the research focused on the ways participants used ChatGPT for language learning and literacy purposes. The researcher also ensured that no one other than the researcher and the researcher's supervisor would have access to the data. Furthermore, the researcher's supervisor only accessed data with pseudonyms of participants. Regarding the other risks, the study did not mention the name of the institution and the names of the participants or information that could reveal the participants' identities of the institution.

Benefits of the Research

While there were no direct benefits from this research, there were two potential benefits. Firstly, it explored how AI technologies such as ChatGPT impact EFL students' language learning strategy use and literacy practices, which might help language learners reflect on new ways they developed to scaffold their language learning strategies and literacy. Secondly, it gave students an opportunity to express their changing practices and needs while using ChatGPT and generative AI technologies. I could represent voices in the current scholarly debates on using ChatGPT in universities. Therefore, an indirect benefit of the study was that it might help university policymakers understand the students' perspectives and experiences to deeply understand the ethical uses of ChatGPT and other generative AI, which may influence university policies about using artificial intelligence technologies and ChatGPT.

3.8 Conclusion

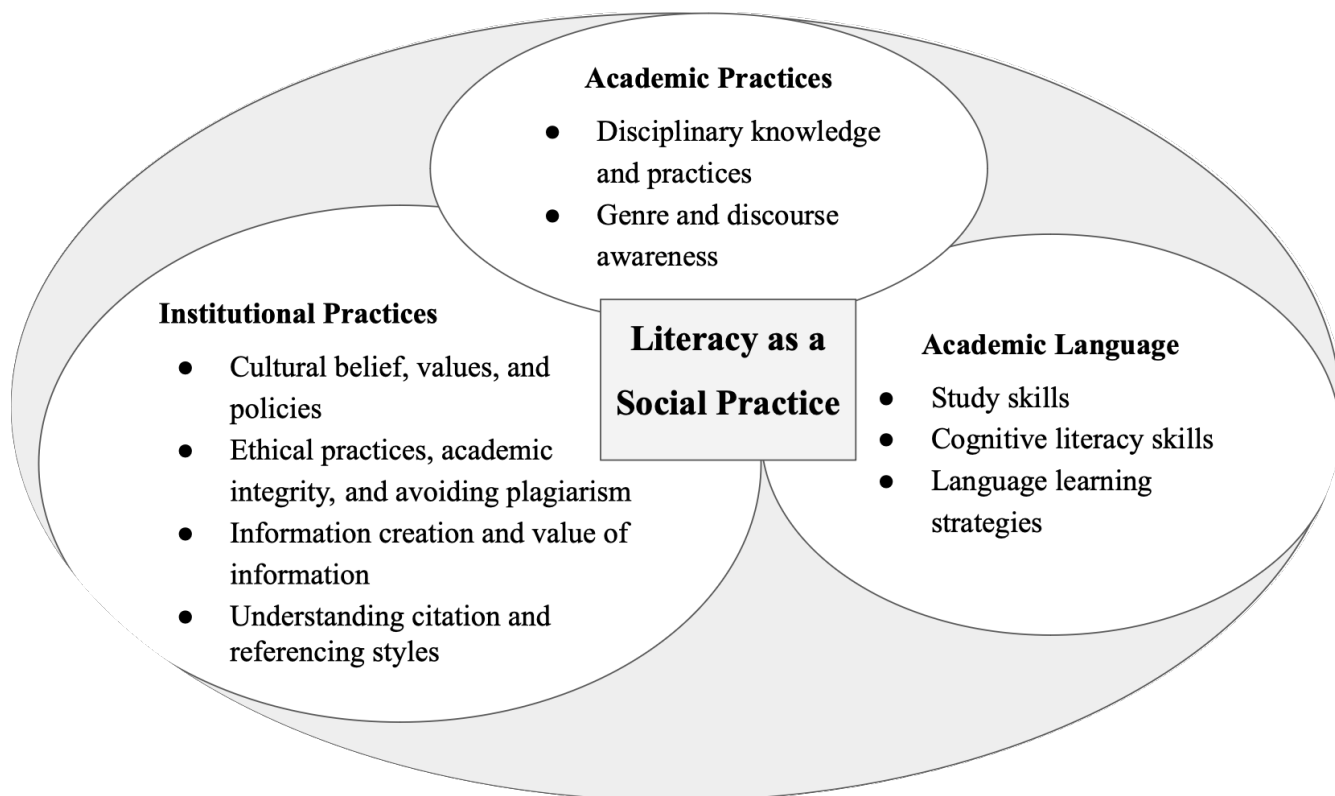
This chapter described the research methodology of this study. More specifically, this chapter provided information about the research design, site, sample, data collection methods, instruments, and procedures. The chapter addressed the data analysis procedures and ethical considerations. This study used a phenomenology design to explore nine foundation-year EFL students' perspectives and experiences of using ChatGPT in academic language and literacy practices. Multiple data collection instruments (qualitative questionnaire, image-based reflections, significant circles, and focus group interviews) were used to collect data. The next chapter will present the findings of the study.

Chapter 4: Findings

This thesis investigates the influence of institutional practices on foundation-year EFL students' use of ChatGPT while studying at an EMI university in Kazakhstan. The previous chapter presented the research methodology, sampling, data collection tools, and the ethics that underpin the research. This study was underpinned by Street's (1984) literacy as social practice theory to formulate the theoretical framework; Perry's (2009) literacy framework and Oxford's (1990) language learning strategies classification were combined to identify and classify participants' language and literacy practices. This theoretical frame and the language strategies taxonomy were useful in revealing participants' experiences and reasons for using ChatGPT (See Figure 2).

Figure 2.

Theoretical Framework



Note: Figure 1 provides Street's (1984) Literacy as Social Practice Theory in combination with Perry's (2009) Aspects of literacy skills and Oxford's (1990) Language Learning Strategies

This chapter presents the findings that emerged from: 1) an inductive analysis along with deductive coding drawing on the theoretical and analytical framework; 2) triangulation of the codes obtained through the four data collection tools; 3) synthesizing the common themes emerging across the questionnaire, image cards, and interviews. The study sought to answer the following research questions:

RQ1. How do institutional practices shape EFL students' use and navigation of ChatGPT?

Sub-questions

SQ1. What are EFL students' experiences and perspectives on using ChatGPT?

SQ2. Why do EFL Foundation students use ChatGPT?

The data analysis revealed four well-defined themes across the three data, which were 1) students' experiences and perspectives of using ChatGPT; 2) students' utilization of ChatGPT as a language strategy; 3) the role of ChatGPT in students' academic practices; 4) institutional practices shaping students' utilization of ChatGPT and AI literacy practices.

4.1 Students' Perspectives About ChatGPT Experiences

The data revealed valuable insights into how students interact with AI-powered platforms like ChatGPT. The participants' perspectives revealed that they have positive and negative experiences with using ChatGPT.

Students' Positive Perspectives and Experiences about ChatGPT experiences

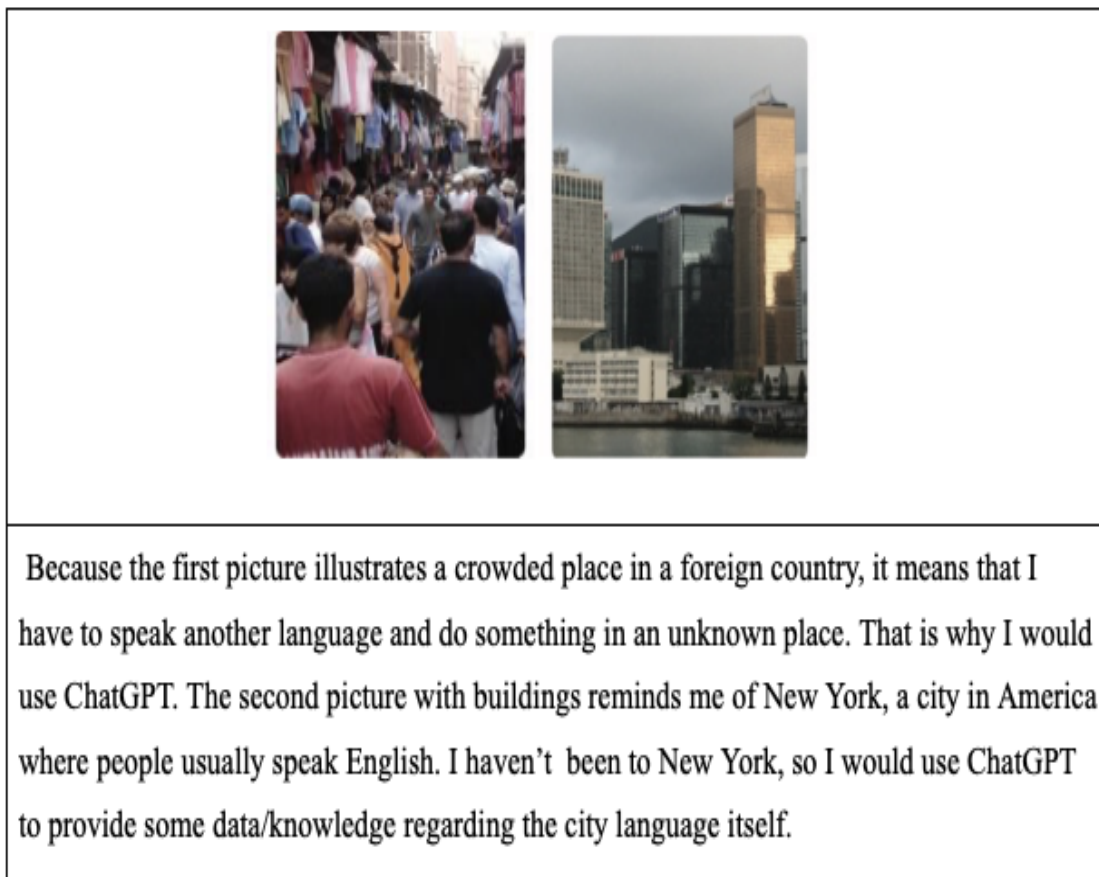
The participants' viewpoints revealed several positive encounters with ChatGPT that directly influenced their academic learning and language learning experiences and perceptions during their foundation year studies. These positive experiences and perspectives revealed ChatGPT's role as a reliable language enhancement resource offering access to academic support. On this point, Participant 2 mentioned, "I immersed myself with language through ChatGPT for language enhancement." Similarly, Participant 3 noted, "My IELTS writing score improved due to practicing with ChatGPT." Interestingly, ChatGPT functioned as more than a language tool because the data revealed it offered sentence-level and paraphrasing support, often leading to student autonomy.

It makes tasks and assignments less challenging and much easier. ChatGPT serves as a guide to enhancing my language, and it helps me learn more about how to refine my language and decorate it with different synonyms, sentence structures, and new phrases (Participant 2).

Similarly, Participant 3 explained:

Paraphrasing is very difficult for me. I am aware that I must practice on my own, but when I fail to paraphrase a sentence or a paragraph properly, I seek guidance from ChatGPT to see what sentences and structures I can use to paraphrase sentences or paragraphs.




Furthermore, ChatGPT as a source for language development and cultural understanding also emerged in Participant 1's image cards and reflections (Figure 3).

Figure 3.*Leveraging ChatGPT for Language Acquisition and Cultural Understanding*

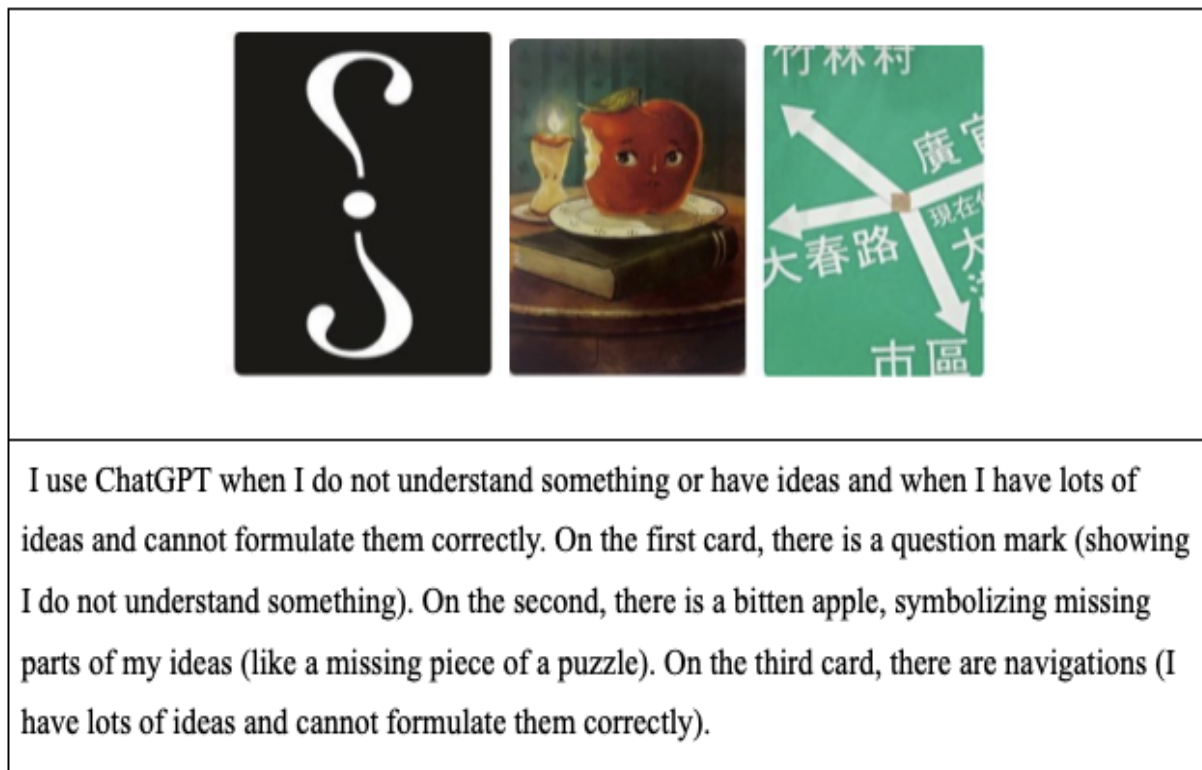
Another positive experience emerging across the data sets was that ChatGPT contributed to EFL students' autonomy and accessibility, enabling them to work independently and conveniently access support whenever needed. The students' perspectives and experiences revealed ChatGPT's advantages and gave students "more freedom because ChatGPT supports" them in gaining autonomy (Participant 1, Participant 4, and Participant 5).

Figure 4.

Image card choice and reflection on ChatGPT experience (Participants 1, 4, and 5).

		
<p>This flying bird reminds me of freedom. I think that nowadays the internet provides us a lot of opportunities to achieve freedom, especially with the use of helpful AI tools, such as ChatGPT. It can enhance our capabilities.</p> <p>(Participant 1)</p>	<p>I chose this card because ChatGPT is free to use, and no one forbids it. The seagull in the third photo is freely flying anywhere.</p> <p>(Participant 4)</p>	<p>It is such a freedom for any questions and ideas.</p> <p>(Participant 5)</p>

In addition, ChatGPT's multifunctionality and versatility emerged as a dominant theme across the data sets, offering diverse language and literacy support, ranging from language organizing their time and providing brainstorming assistance: “I ask ChatGPT for help organizing my work process. It tells me how to organize my time efficiently and suggests what I do for the assignment,” (Participant 2) and “ChatGPT makes assignments easier and saves time.” (Participant 7). Regarding paraphrasing, Participant 9’s image card illustrated ChatGPT’s role in brainstorming to generate clear ideas and develop his ideas:

Figure 5.*ChatGPT's Multifunctionality and Versatility*

Participant 2 elaborated on how ChatGPT organizes her ideas and thoughts:

I struggle with writing; it's the worst. It's not always easy to write a sentence and write it the way I want to convey exactly what I want to say. ChatGPT helps me to look at all the details thoroughly that I might want to use. So it's a very good tool to use. It keeps my thoughts organized and more well-collected in the language.

Participant 1 expressed a similar view when he selected an image card that relates to how ChatGPT's multifunctionality contributed to expressing his ideas in multiple ways, gaining more information and knowledge, thus scaffolding his understanding of topics:

Figure 6.

Participant 1's Image card and reflection


<p>I chose this card since it represents a lot of directions and movements. This is similar to the way I read and write the texts. I like to be versatile in my texts, touching on different areas or fields from one common topic. ChatGPT helps me express myself in different ways, it allows me to get more in-depth data about topics. In general, it makes me more knowledgeable about the topic for assignment.</p>

In addition, Participant 7 said, “When I am done with my essay or written work, I ask the ChatGPT to review whether it's grammatically correct or not.” Hence, a dominant theme across the research tools revealed ChatGPT’s accessibility and usefulness, as noted by Participant 5:

ChatGPT is useful because it is accessible. It is like having a personal teacher who is available 24/7. I can use it every day, at any time, to check for errors in my texts and ask for feedback. Also, it helps me understand my weak areas in academic English. I think it has positively impacted my approach towards assignments.

Thus, the data revealed that their positive experiences with ChatGPT are associated with not being time and space-bound, empowering them to work independently and efficiently on academic tasks and allowing them to seek assistance and feedback anytime, anywhere.

Finally, a noteworthy benefit was that ChatGPT's multilingual capabilities function as a multilingual tool. Participant 9 explained, "The best part of ChatGPT is that it helps me be more like a native in language, but I am still disadvantaged in language." Participant 7 explained how ChatGPT improved his grammar use: "Before using ChatGPT, my sentences would be wrong because I used to translate from Russian to English directly. Now, I write long sentences more fluently, and my grammar is improved." Participant 7 also elaborated further:

The main advantage of ChatGPT is its ability to communicate in many languages. It is a multilingual artificial intelligence tool that assists people who are not proficient in English. It can answer in Russian, English, and many other languages. It knows a lot of languages. It learns a lot of things because it accesses different information. Thus, people with lower proficiency or who are not fluent in English can use ChatGPT to understand how the language works.

Interestingly, the study results revealed that ChatGPT helps foundation-year students express concepts and understand terminology in English, particularly in subjects like history and mathematics, which require a strong grasp of discipline-specific vocabulary. On this issue, Participant 1 said, "Sometimes there are phrases that I can't express in another language because I don't understand specific vocabulary, for example, vocabulary related to history." In addition, Participant 5 mentioned, "Mathematics courses require good knowledge and skills in math, but I also struggle because of different terminology in English." Similarly, Participant 1 indicated using ChatGPT for terminologies in English:

ChatGPT helps me with different subjects, such as math. For example, I was taught math in the Russian language. I know many mathematical terms and different theories in

Russian, but I don't know them in English. I don't know how to explain them to my instructor. So, ChatGPT helps me express my point of view. (Participant 1)

Consequently, the data revealed that the participants of this study share positive perspectives and experiences about using ChatGPT for academic purposes, namely, a language enhancement resource that provides academic support, an accessible tool that facilitates learner autonomy, a versatile multifunctional tool assisting participants in various ways, a tool for scaffolding participant in academic reading and writing, and a multilingual tool for translations, and scaffolding subject-specific or disciplinary language barriers of EFL students. Despite participants' positive ChatGPT perspectives and experiences, the data also revealed negative experiences.

Students' Negative Perspectives About ChatGPT Experiences

The data also revealed instances where ChatGPT misunderstood the participants' prompts and provided incorrect outputs: "The disadvantage of writing is that if I write a text and ask ChatGPT whether it's clear or cohesive, it answers me but also generates a new text" (Participant 2). Similarly, Participant 7 explained, "While searching for sources for my academic paper, ChatGPT is unable to provide real sources, authors, and dates of some data, which made me concerned about using it." Another negative experience with ChatGPT was explained by Participant 7 regarding ChatGPT's lack of reliability and accuracy in searching for academic sources:

When I asked ChatGPT to find academic sources for a relatable topic, I thought it would cite someone's work. Unfortunately, ChatGPT wrote a random name and date with info from some other webpage. After that situation, I didn't ask ChatGPT for specific sources.

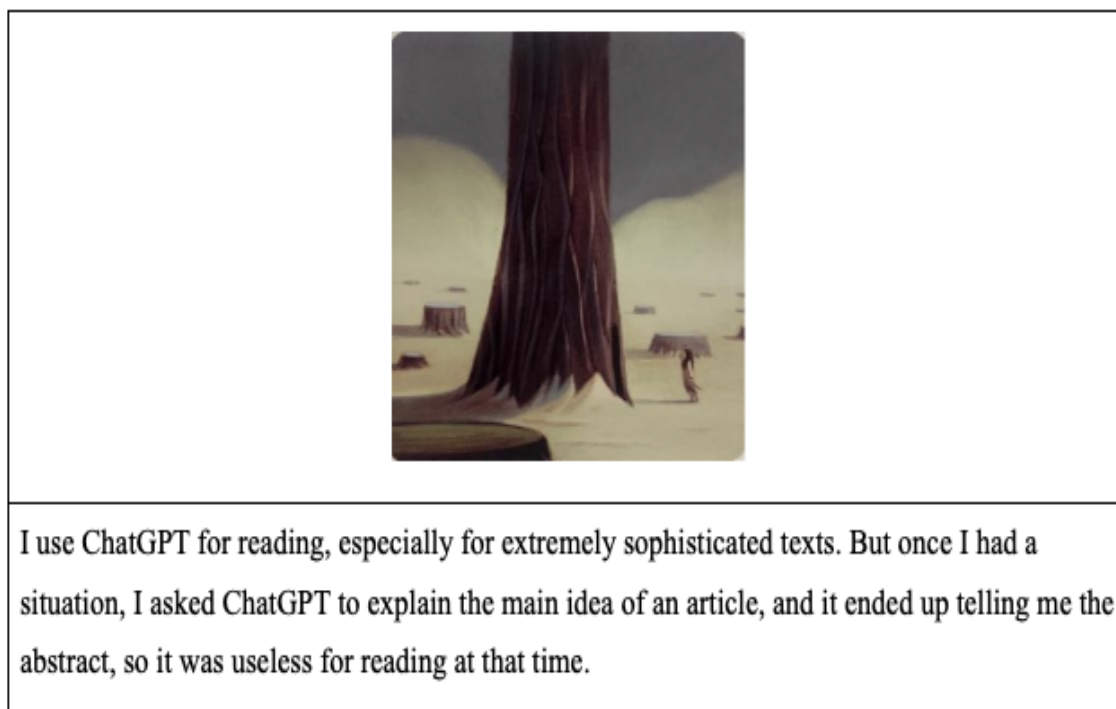
Moreover, Participant 7 shared information from ChatGPT's website: "As it is written on the website itself, ChatGPT can make mistakes. For example, it can explain some sentences in a wrong way." Similarly, Participant 1 also shared his experiences:

Sometimes, it kind of "lies" about information; when directly asked to write an academic work, it generates inaccurate information, an article, and authors that don't exist or do not differentiate the fake sources from the reliable ones. It may generate fake information to answer my question.

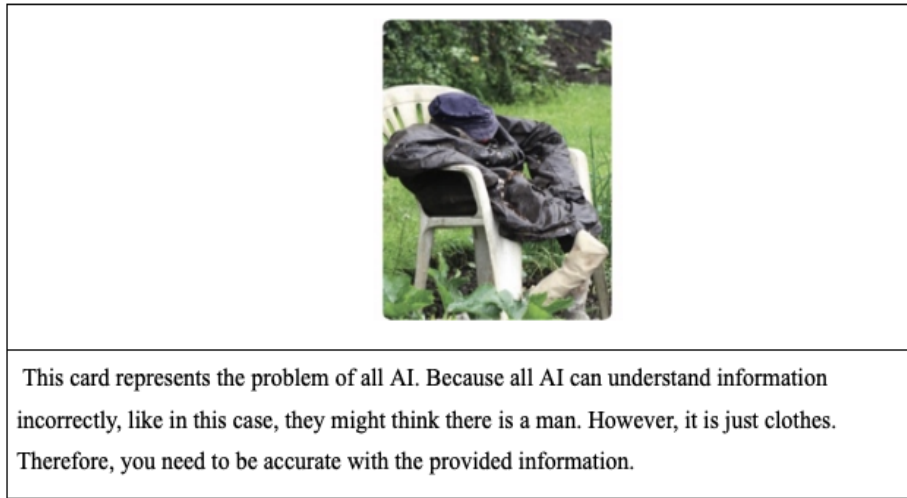
Another example of ChatGPT's unreliability is captured in Participant 3's image card:

Figure 7.

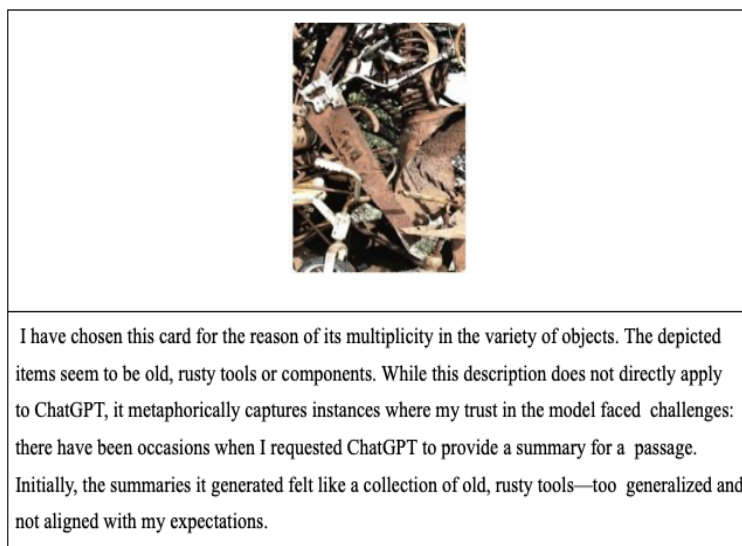
Image Card and Reflections on ChatGPT's Misinterpretation



Similarly, Participant 8 commented on ChatGPT's incorrect outputs in Figure X below,

Figure 8.*Image Card Choice and Reflections on ChatGPT's Incorrect Outputs*

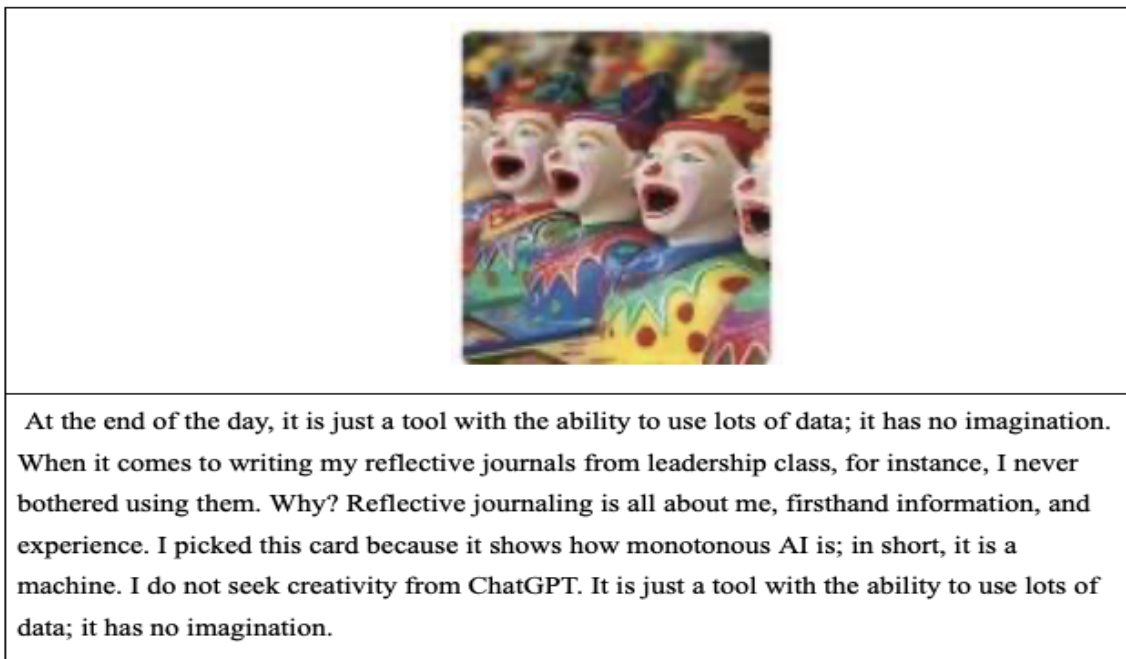
Furthermore, across the data sets, participants expressed limitations regarding ChatGPT's lack of critical thinking and creativity and its lack of appropriate outputs to their specific needs encapsulated in the image card below:

Figure 9.*Image card choice and reflections on ChatGPT's limitations in creativity*

Finally, Participant 3's image card below also vividly captures ChatGPT's lack of creativity and monotonous nature:

Figure 10.

Image card and reflections on ChatGPT's monotony



Another dominant theme across the research tools was the participants' concerns about equity associated with privacy, access limitations, information disparities, and unclear policies in ChatGPT Usage. For example, Participant 8: "Heavy reliance on ChatGPT for academic work may cause dependency and loss of abilities." Participant 5's observation adds another layer to the discourse: Excessively using ChatGPT may cause a behavior shift towards laziness." This comment highlighted concerns about ChatGPT potentially diminishing critical skills and concerns of dependency and negative habit formation. In addition, Participant 1 underlined another disadvantage:

One of ChatGPT's main disadvantages is its limited access to databases and the Internet. It can provide information until 2021. However, it cannot provide any information about recent events or occurrences that happened in 2022 and beyond.

Participant 3 remarked that it could widen the gap between the students who cannot access the upgraded version and the students who can access the upgraded version and that it could lead to unequal opportunities and achievements:

The negative side is that some students have ChatGPT's upgraded version, which artificial intelligence detectors cannot detect. Some students use it, and it feels unfair for those who cannot afford the upgraded version because it can give an advantage over others, which may cause inequality.

Lastly, students' negative experiences and perspectives about the disadvantages of ChatGPT revealed their concerns about data privacy and AI detector tools. For example, Participant 4 explained: "The problem is that I think it's very recognizable in different ways; for example, AI detectors or plagiarism checkers like Turnitin may detect AI use. Students can get caught for plagiarism although they didn't know it was plagiarism." This concern is also visible in Participant 1's extract below:

My second concern may be confidentiality because ChatGPT says it is not confidential. Anything you use or write to ChatGPT can be used by a third party or someone else, so users must be very cautious about the data.

In summary, the data revealed that students have negative perspectives about their ChatGPT experiences, such as generating unreliable information and citations, incorrect outputs, and ChatGPT lacking human abilities and creativity. In addition, access to paid subscriptions resulted in negative experiences associated with equity, and AI potentially developed students' dependency on its use. Nonetheless, the data revealed that their negative experiences or challenges in using AI contributed to an increased awareness of evaluating AI-generated information, which holds the potential for developing critical literacy skills.

4.2 ChatGPT and Students' Language Strategy Uses

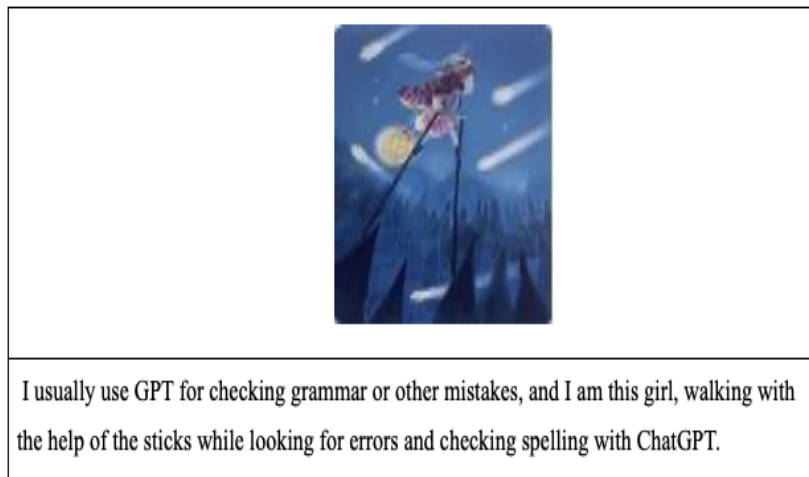
The data demonstrated that participants actively used ChatGPT as part of their language strategies to overcome linguistic and academic challenges they experienced during their foundation year program. Hence, the results indicate that participants used ChatGPT for language learning strategies, specifically cognitive, metacognitive, affective, and social strategies.

Cognitive Strategies

The data revealed that participants used ChatGPT cognitively to improve their academic language proficiency and skills. For example, they used ChatGPT to facilitate a type of direct language learning strategy, such as analyzing features of language and linguistic forms, searching, using synonyms, paraphrasing, and translating. In other words, conscious actions for acquiring linguistic input improve cognitive literacy skills, such as vocabulary, grammar, reading, and writing. For example, Participant 9 indicated, "I use ChatGPT to improve my skills in both grammar and vocabulary. I check my texts for grammar and search for synonyms for vocabulary." In fact, across the data sets, they preferred ChatGPT as the main tool for checking for grammar and spelling errors, as expressed in Participant 5's image card:

Figure 11.

Participant 5's Image Card Choice and Reflection



Participant 3 also explained ChatGPT's usefulness as a grammar and vocabulary enhancement tool; hence, the use of ChatGPT became a cognitive language strategy:

It helps me, especially when it comes to grammar and vocabulary. It uses very specific words that can be used in only very specific contexts, and it can easily pick up the right words because it has lots of data. It really improved my vocabulary. When it comes to grammar, it uses a good range of grammar. And sometimes, when writing essays first, I just give my own ideas for it to write, and I see the sentence structure. It has good organization and grammatical structure of sentences. ChatGPT shows me how it can be written so I can write myself.

The findings also showed that ChatGPT is frequently used as a part of cognitive strategies to assist with reading and writing in academic English, as captured in Participant 2's extract:

When I need to write an essay, I first draft my ideas. Then, I paste them to ChatGPT just to see how to write my ideas more academically and in an advanced structure. It provides a few alternatives, and I try to learn from them.

This cognitive language strategy is also visible in Participant 9's explanation of how she used ChatGPT to scaffold her reading and vocabulary,

I have this habit of using ChatGPT to clarify my understanding when reading passages. It has a positive impact on my reading comprehension. I paste hard readings and ask ChatGPT some questions to ensure that I understood them correctly. I also ask about unfamiliar words' meanings and their uses in different contexts, synonyms, and antonyms.

In addition, the participants mentioned consciously using ChatGPT to learn "contextual meanings of vocabulary." For example, Participant 2's use of ChatGPT as a cognitive strategy by asking about word-level meanings and their contextual uses can contribute to larger reading and writing tasks:

I rely on the AI tool to gain a full understanding of texts by asking for definitions for unfamiliar words. ChatGPT not only provides the general definition; it gives contextual meanings and even synonyms. This clarifies meanings and helps me connect with the words I am already familiar with.

Such language strategy related to context and purpose shows ChatGPT is not limited to decontextualized word-level tasks, but it also assists learners in contextualizing their learning:

I typed in the word and text to ChatGPT for the context, and then I asked what the word meant and its synonyms. ChatGPT gave me an answer, including the definition of the word, its meaning in the context, and ten synonyms.

Based on the findings presented above, it is evident that students' use of ChatGPT functioned as a cognitive language strategy that scaffolded their learning of linguistic information. However, the data also revealed that it went beyond linguistic support to academic support, such as paraphrasing, as Participant 2 explained:

Paraphrasing is very difficult for me. I am aware that I must practice on my own, but when I fail to paraphrase a sentence or paragraph properly, I seek guidance from ChatGPT on what sentences and structures can be used to make it accurate and contextual.

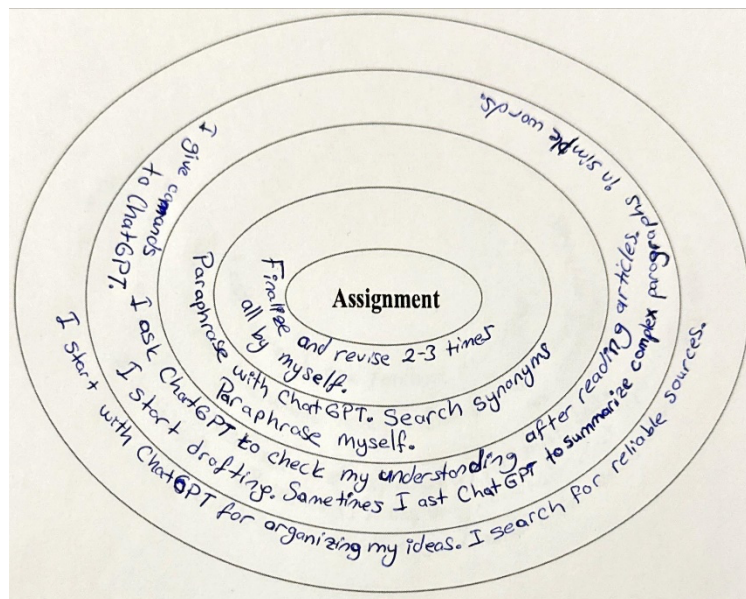
Correspondingly, Participant 7 also mentioned paraphrasing sentences with ChatGPT to learn which style would be more appropriate and to check his grammar and see errors.

Usually, when we are asked to do some research, we are required to paraphrase some sentences from other papers. I use ChatGPT to understand how paraphrasing works. It, because of its creativity, it can take one sentence and do many paraphrased sentences. I learn how to do it by myself.

The Participants described how they obtained help using ChatGPT as a cognitive strategy for reading. For instance, Participant 4 said, "If I need to read articles, I put the text to ChatGPT and generate pre-reading summaries." Similarly, Participant 3 said: "I ask ChatGPT to check my understanding after reading articles." In addition, Participant 2 explained how she used ChatGPT for her reading exam: "I was studying for my reading assessment, I read the text, and then I found the tricky words [and] I asked ChatGPT what those words mean." Participant 3's significant circle also captures this cognitive language learning strategy:

Figure 12.

Significant Circle Showing Stance Taking



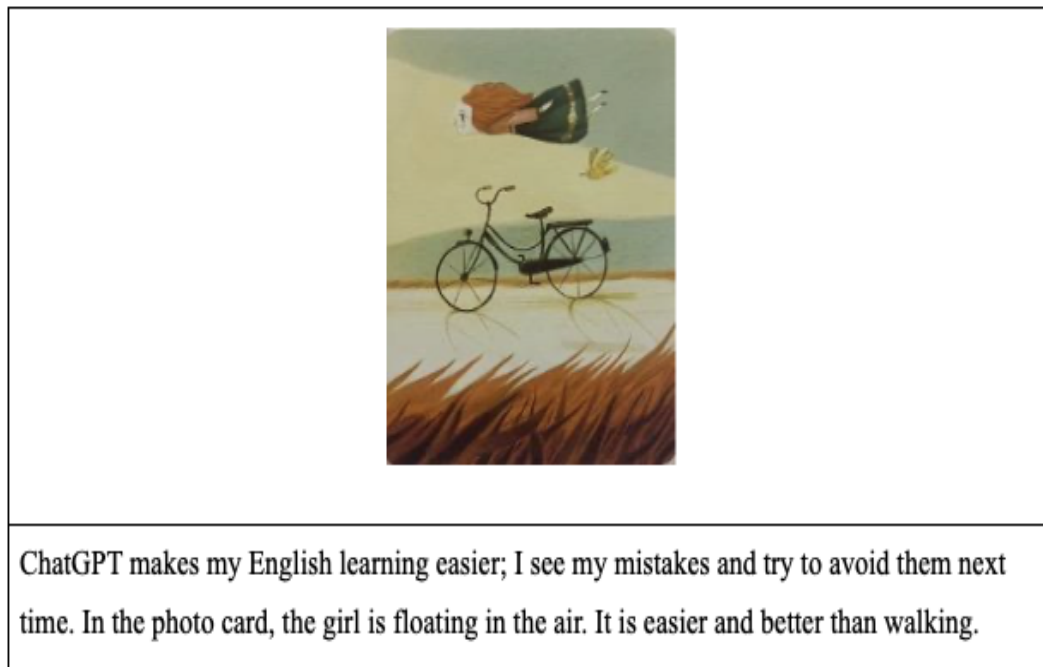
In summary, the data revealed that participants found various ways of using ChatGPT as cognitive language strategies to serve different language learning needs and purposes, such as generating samples to compare grammatical features, searching for the meaning of words and their contextual uses, generating pre-reading materials, or negotiating the meaning of readings, writing drafts, checking their errors to learn from ChatGPT.

Metacognitive Strategies

The findings showed that ChatGPT contributes to participants' metacognitive language strategy uses, which indirectly facilitates learning based on its purposes. For example, the following excerpt by Participant 9 highlights how participants used ChatGPT to make English learning easier:

Figure 13.

Indirect Metacognitive Strategy



Notably, Participant 2 stated that she used ChatGPT for the exam preparation as a metacognitive strategy:

For example, when I was studying for my reading assessment, I read the text and found the tricky words that might be asked in the vocabulary questions. I asked ChatGPT what those words meant or what words had the closest meaning. Also, sometimes exams may ask for some words that nobody has ever read before. I've tried to find those words.

In addition, the data revealed how the students used ChatGPT for metacognitive language learning strategies that increased their independence, reflection, and continuous learning for self-evaluation and language improvement, as noted by Participant 5:

After using ChatGPT, I reread my IELTS essay from September and realized so many errors. There were errors with prepositions, articles, -ing form, and all these grammar and

punctuation errors. I think after starting to use ChatGPT, I started to remember these errors, and now, they are less common. So, after seeing repeated errors, I kept them in mind, and these mistakes do not repeat.



In summary, this section illustrated participants' perspectives on ChatGPT's potential as a metacognitive strategy. The participants reported that ChatGPT can be used as a metacognitive strategy for exam preparation because it can provide feedback or opportunities for collaborative writing practice.

Affective and Social Indirect Strategies

These findings revealed that ChatGPT contributed to the participants' affective language learning strategies associated with their emotions:

Figure 14.

Participants' Image Cards and Reflections on Affective Strategy Use with ChatGPT

	
<p>The second card mainly describes my emotional state when I get stuck: when I spend the whole day and get nothing done, I freeze from the feeling of guilt (Participant 3)</p>	<p>Traffic jams represent how procrastination works: you are in a rush but cannot do anything. In my personal experience, sometimes I feel paralysis when I do not do work that needs to be done on a deadline for some reason (Participant 7)</p>

The data revealed that participants use ChatGPT as a social language learning strategy. For example, "Sometimes I just play with ChatGPT, like when I create a story, and I just write the beginning, then he continues, and then I continue. I like this kind of writing practice; it's like

playing” (Participant 4). In addition, the data illustrated they use and navigate ChatGPT as a knowledgeable partner for feedback. “It is like having a personal teacher who is available 24/7” or a peer for collaborative writing practices” (Participant 5), indicating how ChatGPT can be used as a social language strategy.

In summary, this section discussed how ChatGPT serves as a language learning strategy, targeting four key dimensions of learning: cognitive, metacognitive, affective, and social. The cognitive aspect involves analyzing and learning language features and enhancing comprehension and usage. Metacognitively, ChatGPT supports self-evaluation, offers feedback, and aids in planning future learning activities. From an affective perspective, it helps mitigate negative thoughts and feelings that could hinder learning progress. Socially, ChatGPT mimics interactions with native speakers and knowledgeable peers, allowing students to practice skills and gain insights into language use and cultural nuances.

4.3. The Role of ChatGPT in Students’ Academic Practices

The data underlined that the students used ChatGPT for two types of academic practices, namely, giving them access to academic knowledge and conventions and enhancing their text organization and writing skills.

Access to Academic Knowledge and Conversions

The results revealed how students navigate ChatGPT to access academic knowledge when reading academically dense texts. For example, Participant 3 explained, “It can also help me understand certain paragraphs using simple words. I copy and paste the text and command: explain with simple language. ChatGPT does a really good job of explaining it.” Participant 7 said, “While reading long academic papers, I experience trouble understanding some terms, facts about science, and complex sentences. ChatGPT makes it easier to read those papers: I can ask

for explanation, clarification, or even translation.” Similarly, Participant 1 explained how he used ChatGPT for reading: “I ask ChatGPT to provide me a summary of the text before reading so I understand it better or have some idea about its context. Also, I use ChatGPT to write out the key points of the text.” Participant 2 gave a similar account:

I ask ChatGPT to provide a more detailed explanation or context to understand any tricky or complex information thoroughly. Before reading, I asked ChatGPT to provide me a summary of the text to get some ideas about the context and deeply understand the text. Also, I use ChatGPT to identify key points in the text.

Thus, students’ positive experiences with ChatGPT related to the academic reading support it offers that extends beyond mere language assistance, serving as a tool that positively supports students’ academic practices:

Figure 15.

Positive academic reading and writing experiences

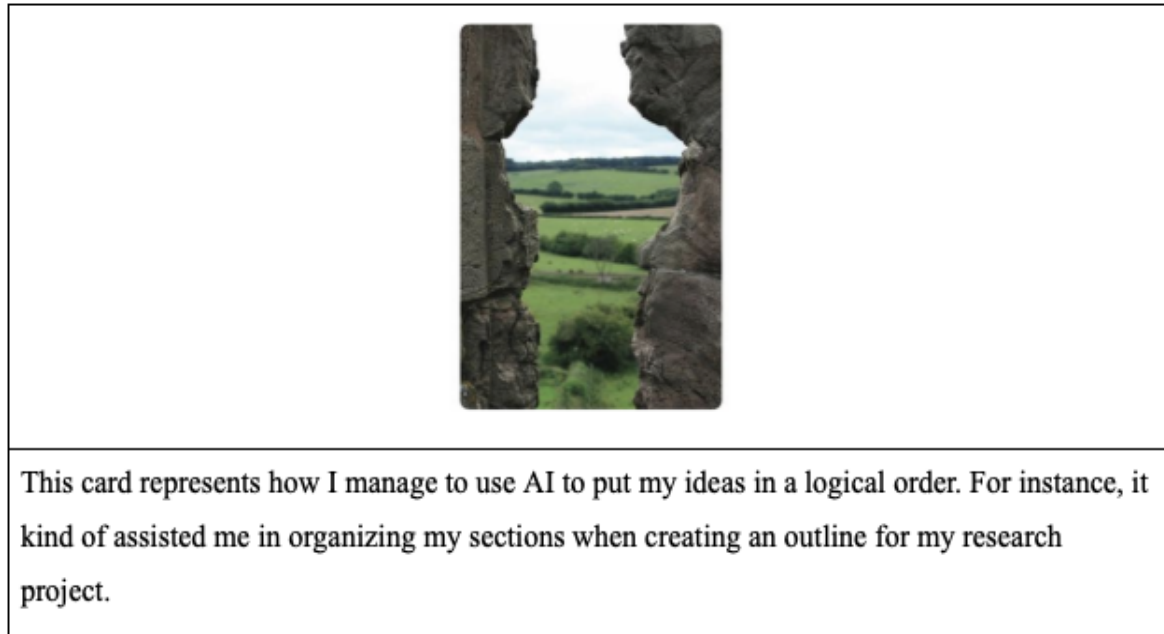


If I were to choose a card representing how I use ChatGPT for my academic reading and writing in the foundation year program, it would be one featuring a house with lit-up windows and a pond adorned with stones and beautiful flora. ChatGPT has proven invaluable in my writing and reading journey in the foundation year program.

Thus, ChatGPT facilitated the meaning-making of dense academic texts for EFL foundation students because of its multifunctionality in providing explanations and translation.

Enhancing Students' Text Organization and Writing

The data showed that students use and navigate ChatGPT to enhance text organization and coherence in their writing. For example, “to organize their texts logically” (Participant 6) and “improve coherence and cohesion in writing” (Participant 7). In addition, they used ChatGPT to craft “sentences that convey ideas clearly and concisely, and also adhere to academic conventions; organizing ideas in a logical and coherent manner; ensuring smooth transitions between different sections” (Participant 2). Additionally, the findings revealed that ChatGPT contributed to creating outlines for well-organized texts: “following structure and some nuances in the writing” (Participant 6). These comments highlight its versatility in supporting writing needs and academic conventions and ensuring smooth transitions between sections. Similarly, Participant 5 highlighted ChatGPT’s usefulness in creating outlines for texts to construct well-organized texts:

Figure 16.*Participant 5's Image-Card Choice*

In addition, Participant 2:

If I don't have any academic topics, I ask ChatGPT what is interesting and relevant.

Then, I ask it to brainstorm subthemes for this topic to understand it deeply. Sometimes, I use ChatGPT to restructure sentences to make them more understandable. While reading academic papers for research, ChatGPT helps me understand.

Participant 4 said: "Using ChatGPT has positively influenced my writing. In the past, my essays were not up to academic standards, but now, I am able to use academic words and phrases that are at a higher level." Similarly, Participant 2 explained ChatGPT's ability to provide writing assistance:

In my writing process, ChatGPT plays an important role in ensuring clarity and providing information for potential improvements or clarifications. ChatGPT serves as a guide to

enhancing my language: it helps me learn more about how to refine my language, and decorate it with different synonyms, sentence structures, and new phrases.

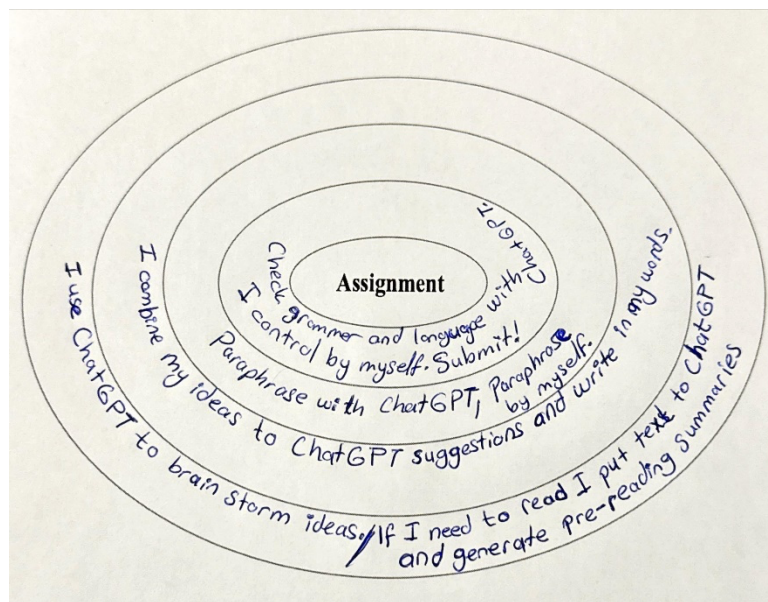
The participants also mentioned how ChatGPT facilitated their understanding of different stages of writing: “The most difficult part for me when I just start my assignment. When I have no idea how to start or what to write. I used ChatGPT to search for ideas and brainstorm” (Participant 5). The same participant also explained how she drafted many times and asked for feedback after each time,

I draft, and I ask ChatGPT for feedback and explanations for mistakes. I do this for all sections: introduction, body, and conclusion parts separately. Then, I put the whole text into ChatGPT to check for mistakes and coherence. Lastly, I ask for feedback to make changes.

ChatGPT contributed to the students' understanding of writing as an information-creation process, encapsulated in Participant 4's significant circle, which illustrates how she uses ChatGPT to complete her assignment writing tasks:

Figure 17.

Participant 4's Significant Circle: Academic Writing as Collaborative Information and Knowledge Creation



In summary, this section presented two types of findings: access to academic knowledge and conventions enhancing students' organization and writing skills and learning academic knowledge and academic writing practices. For academic knowledge and conventions, the findings revealed that participants used ChatGPT to turn complex academic knowledge into simple, more comprehensible knowledge. The participants also used ChatGPT to follow academic conventions and academic literacy practices. The study also revealed that the participants used ChatGPT in various stages of writing to enhance text organization and writing skills. The next section will focus on the role of ChatGPT in participants' institutional literacy practices.

4.4 Institutional Social Practices Shaping Students' AI Literacy Practices

The data revealed that various institutional, cultural, and social practices, such as academic integrity (referencing, understanding citation styles, avoiding plagiarism) and using

academic English (adjusting academic tone and accurate grammar use), significantly shaped how these EFL students use ChatGPT. For example, the participants used ChatGPT as a tool to navigate scholarly practices as FL students transitioning into a new space:

When doing assignments, we need to prepare citations and reference lists. I often make small errors without noticing when I write, which impacts my score, and it gets deducted. I use ChatGPT because I do not trust myself with citations.

Similarly, Participant 7 explained how the institutional practices shape his navigating and use of ChatGPT:

In the last stage of my assignments, I check citations with ChatGPT to see whether they are correctly used or need change. In the last two stages of assignments, I ask ChatGPT about feedback and coherence but not about content because of plagiarism.

Another finding about the power of institutional social practices was academic misconduct and its impact on shaping students' use and navigation of ChatGPT. Participant 3 explained how institutional assessment shaped her decision to use ChatGPT:

I had an experience when I didn't use AI tools; I paraphrased to avoid plagiarism, but my instructor deducted 10% of my total score. It was really painful for me. The next time, I tried to do better paraphrasing by using ChatGPT. It provided really good synonyms for the words; it was comfortable.

The data also revealed how institutional norms shaped the students' practices and perspectives of themselves as individuals and scholars. The following extracts illustrate how AI's evolving nature can create conflict between the institutional rules and students' individual agency.

Figure 18.*Image card (Participant 3)*

In the Foundation program, we need to paraphrase complex information to avoid plagiarism. I use ChatGPT for paraphrasing it tells the right synonym to replace the word as well. At the end I use it to make a paraphrasing with the right meaning. For sure, we are not allowed to use AI tools like that, yet I do not think others do the same. It makes me feel guilty although I know it is not cheating. I picked this picture because the girl is hiding her face, yet she is holding herself in the right place. It is me. I am doing everything according to the guidelines, yet having the feeling of shame, mainly because educators constantly remind us to avoid usage of any kind of AI tools.

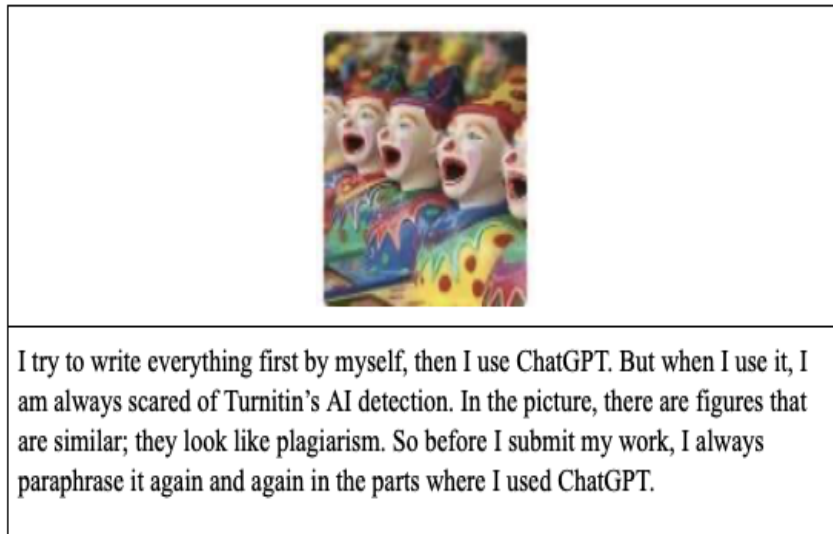
The data revealed that the use of AI, specifically ChatGPT, contributed to the participants' academic practices, particularly regarding ethical considerations. Across the data sets, participants frequently explained that they engaged in critical reflection on the role of ChatGPT in their academic work, recognizing that the ethical implications of their usage can vary depending on how they are employed. Participant 4 advocated that the ways of using ChatGPT can mean different things for academic integrity:

It really depends on how you use it. When using ChatGPT, students must consider the ethics of using it and whether they are cheating in their assignments. However, I believe using it only to get ideas or brainstorm is not a problem.

In her image card, Participant 4 perceives brainstorming with ChatGPT as an ethical practice. The same participant also mentioned her perception of using ChatGPT for writing and its ethical perspective.

Figure 19.

Participant 4's image card choice and reflection



Information Creation as a Process

The data revealed that ChatGPT contributed to institutional values about understanding the context in which information is created and that it is an ongoing process in which their writing became an information-creation process. Participant 2's excerpt revealed:

In my writing process, ChatGPT plays roles at various stages: I begin by inputting assignment details for initial guidance. Drafting suggestions based on ChatGPT's input helps structure my ideas. ChatGPT aids in enhancing vocabulary for refined language use. As I come closer to completion, I check for a logical coherence review. For the final touch, I cross-verify compliance with guidelines using ChatGPT's initial suggestions.

Similarly, Participant 1 indicated how ChatGPT helps with the information-creating processes:

Sometimes, I want ChatGPT to analyze the article, if it is related to my assignment or I want it to provide me studies regarding my assignment topic. Also, I use it to paraphrase sentences from articles or share some ideas and thoughts about the topic of the assignment itself. In addition, I use ChatGPT to write a text briefly about the topic, so I understand it better and include something in my assignment.

Similarly, Participant 7 said:

I just write my own ideas to ChatGPT. Ask it to write a sample by using my ideas. I can see text organization and grammar. It generates a good sample of how it can be written so I can write myself.

Therefore, the findings show that the process of information creation with ChatGPT involves dynamic interactions between individuals and the broader social context. For example, the participants engaged with ChatGPT to generate text, seek information, and communicate ideas, shaping and being shaped by institutional social norms, values, and practices in the process as exemplified in Participant 6' significant circles below:

Figure 20.

Significant circle (Participant 6)

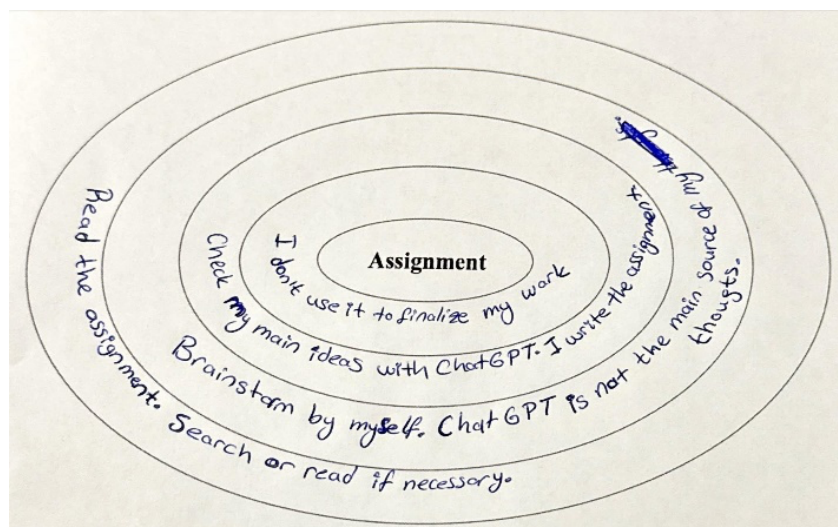
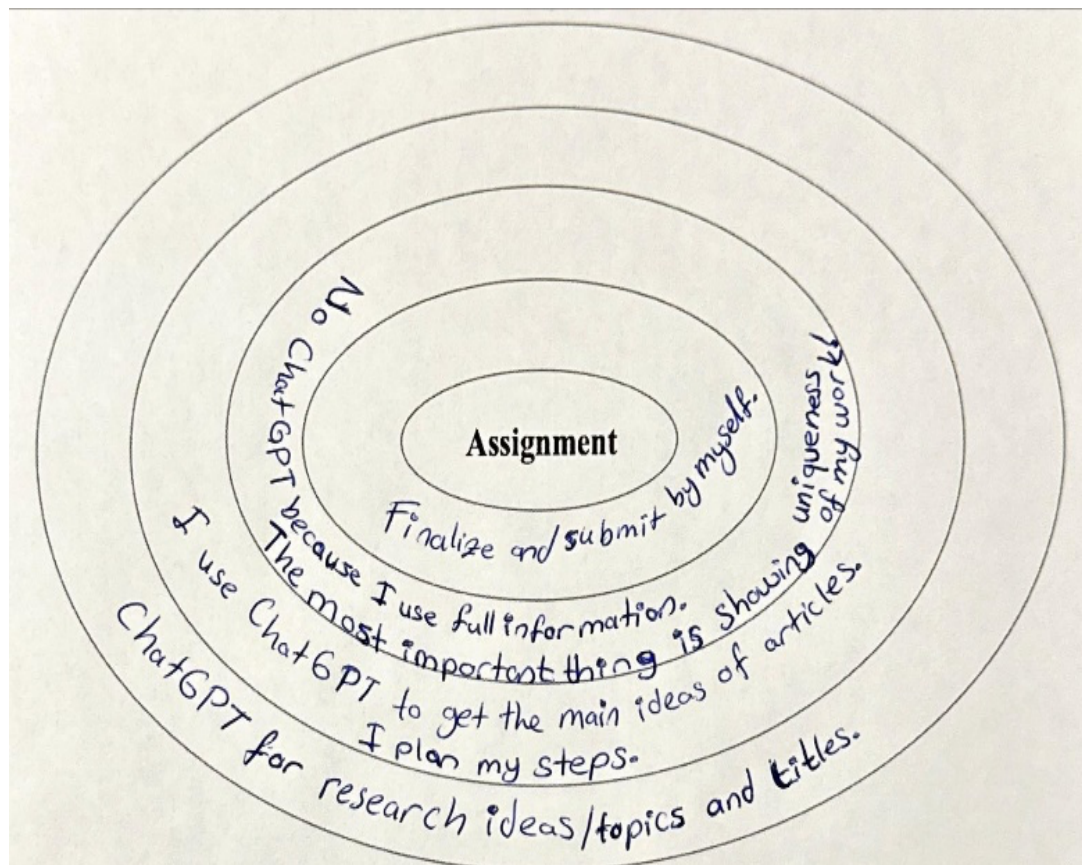


Figure 21.

Significant circle (Participant 8)



Overall, from the perspective of literacy as a social practice, the data revealed that participants discovered innovative methods for leveraging ChatGPT to enrich their linguistic and scholarly identities while safeguarding academic integrity. They achieved this by preserving their own voice and restricting the use of ChatGPT to ensure that their ideas aligned appropriately with the academic discourse.

Developing Stance as Ethical Scholars

The data also revealed how ChatGPT could be a facilitator providing clear communication that develops participants' understanding of their voices. Participant 2 said, "I haven't faced major issues using ChatGPT for my academic tasks. I'm mindful of its limitations

and use it to generate ideas and refine language. However, I prioritize my own knowledge and critical thinking.” Participant 2 also said: “I don’t follow all suggestions of ChatGPT blindly.” Participant 6 expressed a very similar stance: “ChatGPT almost does not affect my work. I always read the responses of ChatGPT carefully and do not use it blindly.” Participant 6 further explained, “I don’t like to depend on ChatGPT for the logical side of the flow because I think I have my own unique style of thinking, and I really want my work to represent that.” Participant 3 explained how ChatGPT helped preserve her own voice and scholarly identity:

I just write my own ideas to ChatGPT. Ask it to write a sample by using my ideas then I can see text organization and grammar. It generates a good sample of how it can be written so I can write myself.

The results suggest that ChatGPT contributes to developing a scholarly identity in students' attempts to navigate institutional cultural and social practices. For example, all the participants mentioned using ChatGPT for brainstorming to understand information: Participant 7 mentioned, “I ask ChatGPT what kind of academic topics are interesting and relevant if I don’t have any ideas. Then I ask it to brainstorm with me to identify sub-themes for this topic to understand the topic deeply.”

Another important institutional literacy practice that emerged from the data was the importance of understanding everything required in the guidelines and the rubrics. Because they helped participants to understand what was expected from them in assignments and to improve their academic achievements. Participant 2 stated, “I read the rubrics and the prompts as well as any other instructions for the assignment, and then I put them into ChatGPT. It makes some suggestions:” Participant 1 explained that he uses ChatGPT to understand the rubrics and

instructions: “First, I review the rubrics, and then I brainstorm about the topic. If I need help with these, I use ChatGPT for instructions and to ask related topic names.”

Participant 7 summarized the issue based on his experience:

When I asked ChatGPT to find academic sources for a relatable topic, I thought it could actually cite someone's work. Unfortunately, ChatGPT puts random names and dates with info from some other webpage. After that situation, I didn't ask ChatGPT for a specific source.

All the other participants also confirmed experiencing the same problem. For instance, Participant 6 said: “I didn't trust ChatGPT a few times, but I do not focus on that as my main priority when using ChatGPT is just to get some ideas.” Thus, the findings shed light on their ethical stance and attitudes, encapsulated in Participant 2's comment:

There were instances when I felt that I must be cautious about trusting the information generated by ChatGPT, particularly in situations where accuracy and reliability were critical. In those cases, I cross-checked the information by reading multiple sources or using reference materials. Additionally, I may seek guidance from experts in the field or verify the information through established educational resources.

From a literacy as a social practice perspective, these excerpts highlight how undergraduate students, as they navigate their scholarly identities, develop a critical awareness regarding the reliability of resources and the verification of information. They demonstrate an understanding of institutional literacy practices and AI, stressing the importance of verifying the accuracy of information sourced from ChatGPT. This recognition that AI, including ChatGPT, may misinterpret or generate inaccurate information underscores a burgeoning literacy in critically evaluating AI-generated content.

Crafting Prompts as AI Literacy

Regarding how to make these technologies more effective, three participants reported tailoring detailed prompts to receive the best results from ChatGPT. This indicates that with the use of ChatGPT, new literacy practices are starting to emerge. Participant 2 compared using ChatGPT with and without target-oriented prompts: “Initially, its summaries felt like old, generalized tools, but I learned to refine or use the tools for my needs by specifying them to get the correct output, showcasing the importance of clear communication in navigating the tool effectively.”

In alignment with this finding, Participant 3 explained, “When I struggle to get the main idea of a certain paragraph, I command the ChatGPT to tell the main ideas, and sometimes I put the limit of word count, so it truly tells me the main idea.” The data revealed that Participant 3 also crafted prompts for her academic literacy practices, as she said: “It can also help me to understand certain paragraphs by using simple words. I just copy and paste the text and command: explain with simple language. ChatGPT does a really good job of explaining it.”. On this issue, Participant 1 also mentioned that he gives prompts to ChatGPT based on his needs, for example, prompts with word limits to ensure the length of responses. Also, I ask ChatGPT to paraphrase or write texts with specific word limits.” These findings indicate that the participants use prompts to reach the best outcomes from ChatGPT, from literacy as a social practice lens, highlighting the emergence of new AI literacy practices.

4.5. Summary of Findings

In summary, this chapter presented the findings drawn from the main themes. Firstly, it revealed that students have both positive and negative perspectives about their ChatGPT experiences. The positive experiences with ChatGPT resulted from its ability to support

academic language in various ways, such as providing advanced language samples and enhancing student skills to help them navigate institutional practices. ChatGPT's multilingual capabilities also scaffolded students' acquisition of disciplinary knowledge by enabling translanguaging opportunities. However, the findings also revealed students' negative experiences, such as providing incorrect outputs and producing unreliable information and nonexistent references. Nonetheless, the data revealed that these drawbacks in using AI contributed to an increased awareness in evaluating AI-generated information, offering the potential for developing critical literacy skills.

Another important finding was that the students used ChatGPT as a language-learning strategy. Their strategies were cognitive, metacognitive, affective, and social language strategies. ChatGPT, as a cognitive language strategy, helped students improve their grammar and vocabulary knowledge by providing them with sample sentences where they can analyze language features and guide their reading and writing practices. ChatGPT also helped students evaluate their language abilities to plan future learning activities. The students used ChatGPT as an affective language strategy when they felt overwhelmed by the deadlines and used ChatGPT as a knowledgeable peer who can engage in collaborative writing activities.

The findings showed that the students also used ChatGPT for academic practices, to access academic knowledge and conventions, such as understanding academically dense texts, simplifying paragraphs, explaining complex terms, and even translating difficult sections. Findings also indicated that students used ChatGPT to improve the organization and coherence of their writing, enhance clarity, adhere to academic conventions, and create well-structured outlines.

Finally, the findings revealed that institutional social practices play a crucial role in shaping students' use and navigation of ChatGPT in their attempts to adhere to academic standards, such as clarifying rubrics, citations, and references. Furthermore, the findings showed that institutional practices developed students' awareness of culturally valued practices, such as adhering to academic integrity. That is, the students used ChatGPT from an ethical stance by prioritizing their knowledge, critically analyzing the accuracy of the information generated by ChatGPT, and as an integral part of the information creation process.

4.6 Conclusion

This chapter presented the findings that emerged from applying four research tools, namely focus group interviews, image-based reflections, significant circles, and qualitative questionnaires. Aiming to investigate the students' perspectives on using ChatGPT for language and literacy practices, the study revealed four key findings, namely, students' positive and negative perspectives and experiences with ChatGPT, students' utilization of ChatGPT for their language strategy uses, ChatGPT's role in students' access to academic knowledge and conventions, and the influence of institutional social practices on ways students use ChatGPT. The next chapter will discuss the findings in light of Street's (1984) literacy as a social practice theory, relevant literature, and the research questions.

Chapter 5: Discussion

This thesis explored ChatGPT's influence on nine foundation-year EFL students' language and literacy practices at an EMI university. The previous chapter presented the findings about students' perspectives on and experiences with using ChatGPT. This chapter discusses the findings guided by Street's (1985) literacy as social practice theory. This integrates Perry's (2009) framework, "aspects of knowledge that adults need in order to engage in literacy practices effectively," and Oxford's (1990) language learning strategies taxonomy to shed light on how the participants used ChatGPT in their language and literacy practices. Moreover, Lea and Street's (2006) academic literacies framework and the framework for information literacy for higher education (ACRL, 2016) influenced the theoretical frame and the data analysis procedures. This study used a phenomenological design that included four data collection instruments: focus group interviews, image-based reflections, significant circles, and qualitative questionnaires to answer the main research question, which was accompanied by two sub-questions:

Main Research Question

How do institutional practices shape EFL students' use and navigation of ChatGPT?

Sub-research questions (SQs)

SQ1. What are EFL students' experiences and perspectives on using ChatGPT?

SQ2. Why do EFL Foundation students use ChatGPT?

The chapter consists of three sections: 1) SQ1 discusses EMI university students' experiences and perspectives on using ChatGPT; 2) SQ2 their reasons for using ChatGPT; 3) the main research question discussing how the institutional practices shape EFL students' use and navigation of ChatGPT.

5.1 What Are EFL Students' Experiences and Perspectives on Using ChatGPT?

Drawing on literacy as a social practice framework, this study found that EFL students had varied perspectives and experiences with ChatGPT, which offered valuable insights into the complex interplay between students' agency, institutional practices, and constraints in navigating AI-mediated tools. The results indicated that the students' engagement with ChatGPT is not merely random individual acts; they are shaped by broader social dynamics such as institutional norms and disciplinary conventions. For example, the results suggest that the university's social practices, such as EMI, writing assignments and assessment, and cultural communities of practice (academic integrity, paraphrasing, and citations and referencing), shaped students' views, use, and navigation of ChatGPT. Therefore, although ChatGPT departs from established scholarly norms, the university's academic integrity norms, values, and professors' practices shaped the students' navigation and use of ChatGPT. Thus, their AI literacy practices were reinforced by power dynamics within universities (Barton & Hamilton, 2000). The literacy as a social practice perspective revealed that foundation-year students' engagement with ChatGPT reflects a negotiation between its affordances and limitations while navigating the social expectations and norms within their educational environment.

The findings firstly indicated that the students' positive experiences with ChatGPT relate to its ability to improve their grammar, academic vocabulary, and sentence structure: "I use ChatGPT to improve my skills in both grammar and vocabulary. I check my texts for grammar and search for synonyms for vocabulary." Similarly, "ChatGPT not only provides the general definition; it gives contextual meanings and even synonyms." That is, the results indicated that ChatGPT contributes to autonomous and cognitive literacy, which is the surface-level and decontextualized grammatical aspects of literacy, while the study skills approach solely focuses

on academic grammar, spelling, and punctuation (Lea & Street, 2006; Perry et al., 2018). These results align with Yan's (2023) study of undergraduate Chinese EFL students' ChatGPT experiences, which improved their grammar and academic writing.

In addition, the social practices lens highlights ChatGPT's broader impact beyond its technical grammar use. More precisely, it offered a cognitive scaffold that helped students go beyond their current English proficiency levels by helping them analyze grammar structures and contextual meanings. ChatGPT offered metacognitive strategy mediation to these students, which enabled them to reflect on their progress, identify areas for improvement through feedback, and plan further learning activities. Thus, students' perspectives and experiences shed light on how ChatGPT intertwines with the social and cognitive dimensions of their language learning, highlighting its role as a language tool and mediator in educational contexts (Kurban & Şahin, 2024; Liu et al., 2024). These findings concur with other studies reporting on EFL students' positive perspectives of using ChatGPT (Chan & Hu, 2023; Chan & Lee, 2023; Qiao & Zhao, 2023; Karataş et al., 2024; Liu & Ma, 2024; Nugroho et al., 2024; Xiao & Zhi, 2023) for their language strategy use and EFL instructors' views of AI's advantages and challenges (Bekou et al., 2024; Hatmanto & Sari, 2023; Jeon & Lee, 2023; Shaikh et al., 2023).

Second, the study revealed that ChatGPT went beyond functioning as a grammar enhancement tool because the students' comments revealed their navigation of ChatGPT as “purposeful and embedded in broader social goals and cultural practices” (Barton & Hamilton, 2000, p. 8). For example, ChatGPT facilitated their sense-making of academic reading and writing, scaffolded and contextualized English language concepts and metaphors, facilitated cultural knowledge (references, citations, academic tone, coherence, and cohesion), and introduced them to communities of practices (academic integrity) valued by their professors and

the institution (Anson, 2024; Barton & Hamilton, 2000; Church, 2024; Jacobs, 2005, 2013; Lave & Wenger, 1991; Wenger, 1998). These findings are also consistent with previous research reporting on ChatGPT's usefulness for language enhancement, academic reading (Liu & Ma, 2024), and academic writing (Chan & Lee, 2023; Liu & Ma, 2024; Lu et al., 2024; Marzuki et al., 2023; Nugroho et al., 2024; Yan, 2023).

In addition, the results reveal that ChatGPT functioned as a multilingual tool by offering an inclusive space to include students' linguistic repertoires, thereby reducing English language barriers (Godwin-Jones, 2024; Heugh et al., 2022). Thus, an unexpected finding across the data sets was ChatGPT's multilingual capabilities for transferring knowledge across linguistic repertoires: "I was taught math in the Russian language. I know many mathematical terms and different theories in Russian, but I don't know them in English. I don't know how to explain them" and "[the] advantage of ChatGPT is its ability to communicate in many languages [and it] assists people who are not proficient in English." Thus, ChatGPT's affordance as a multilingual linguistic tool extended beyond simple translations; it functioned as a translanguaging tool for meaning-making to give access to academic literacy practices (Curiel, 2017; García & Wei, 2018; Godwin-Jones, 2024; Stroud & Kerfoot, 2013; Vogel et al., 2018). Hence, ChatGPT contributed to academic translanguaging practices, which are the "complex discursive practices that enable bilingual students also to develop and enact standard academic ways of languaging" (García & Sylvan, 2011, p. 389), and the use of students' multilingual repertoires for "learning academic skills, and students' ability to transfer academic language practices across languages and contexts" (Goodman et al., 2021, p. 141). This suggests that ChatGPT significantly supports disciplinary terminology use and enhances academic comprehension across linguistic repertoires. Consequently, the students' navigation of ChatGPT shows how it is integrated into broader social

practices, accommodating linguistic diversity and reinforcing disciplinary norms, facilitating academic language and literacy development, and contributing to inclusive learning environments (Jacobs, 2005, 2006, 2015; Perry, 2009; Stroud & Kerfoot, 2013).

Third, drawing on literacy as a social practice perspective, the participants' perspectives and experiences revealed that the integration of ChatGPT into their academic tasks should be viewed as a manifestation of literacy practices within the social landscape of higher education. For example, their use of ChatGPT fits into the larger context of academic activities and interactions within the university setting; these include being a "personal teacher who is available 24/7," contributing to students' autonomy and highlighting not only their abilities but also the broader socio-cultural norms and expectations surrounding academic literacy. These findings about ChatGPT's feedback enhancing students' linguistic abilities, which positively changed their attitudes toward learning and doing assignments, are similar to those reported in previous studies (Kohnke et al., 2023; Song & Song, 2023) that it facilitates autonomous or self-directed language learning supports independent thinking and it integrates instructor feedback (Hatmanto & Sari, 2023; Liu & Ma, 2024; Song & Song, 2023).

Despite students' significant positive experiences, the findings also revealed negative perspectives while navigating ChatGPT for their academic tasks. For example, students were particularly concerned about the reliability of information and ChatGPT's lack of creativity and human-like capabilities. This result is consistent with previous research highlighting participants' negative experiences with ChatGPT's tendency to produce unreliable information and non-existent sources (Church, 2024; Mishra et al., 2024; Nugroho et al., 2024). However, the literacy as social practice lens offered an alternative view; rather than viewing this solely as a limitation, this study showed how these challenges prompted students to critically evaluate the information,

encouraging them to prioritize their ideas and voices in scholarly endeavors: “I’m mindful of its limitations and use it to generate ideas and refine language ... I prioritize my own knowledge and critical thinking,” similarly another participant addressed “I don’t like to depend on ChatGPT for the logical side of the flow ... I have my own unique style of thinking, and I really want my work to represent that.” Consequently, contrary to concerns about plagiarism or academic dishonesty (Karataş et al., 2024; Kasneci et al., 2023; Kurban & Şahin, 2024; Mohamed, 2024), the literacy as a social practice lens revealed how students’ navigation of ChatGPT was directly influenced by the institutional communities of practices, requiring deeper interrogation of how various institutions and contexts shape students’ ChatGPT practices and the potential for new literacies to emerge (Anson, 2024; French, 2019; Lave & Wenger, 1991; Lea & Street, 2006; Perry, 2012).

Interestingly, the results highlighted the students’ fear of developing a dependency on ChatGPT for reading, writing, and critical thinking as an impediment to their academic abilities. However, other research argues that when used wisely and with mindfulness, ChatGPT can foster independent critical thinking, improve the clarity and elaboration of ideas, and enhance writing skills, which aligns with this study’s findings (Essel et al., 2024; Kartal, 2024; Nazari et al., 2021; Niloy et al., 2023). Nonetheless, Anson (2024) warns that while large language models like ChatGPT offer convenient solutions for academic tasks, they may pose a threat if students are “skipping the cognitive work of understanding how to read strategically, how to form an argument, how to synthesize the evidence” because it can result in them “moving through their studies as academic imposters, relying on LLMs as a substitute for (rather than complement to) their own cognitive processes” (p. 9). The results of this study support this view because first-year students still need to be “apprenticed into an understanding of ... genres to succeed in institutional life” (Dreyfus et al., 2016, p. 7). This suggests that students transitioning from high

school to university require human intervention or instructors to socialize them into disciplinary discourse and genres. If not, “they will not be able to read and produce texts that are valued in their disciplines” (Dreyfus et al., 2016, p. 7; Russell et al., 2009; Tardy, 2012).

5.2 Why do EFL Foundation-Year Students Use ChatGPT?

Drawing on the analytical frame of the study, it became evident that these EMI university students used ChatGPT to meet academic standards for their language use because students are expected to have a certain level of proficiency in English (Griffiths, 2023). This study’s findings showed that the students used ChatGPT for cognitive, metacognitive, affective, and social language learning purposes, which, from the literacy as a social practice perspective, contributed to literacy practices as “purposeful and embedded in broader social goals and cultural practices” (Barton & Hamilton, 2000).

First, the findings revealed that the students use ChatGPT for cognitive reasons, such as analyzing and practicing language mechanics (Griffiths, 2018) to mediate cognitive language learning strategies like understanding contextual use of vocabulary: “I asked what the word meant and its synonyms. ChatGPT gave me an answer, including the definition of the word, [and] its meaning in the context,” likewise another student explained, “when I fail to paraphrase a sentence or paragraph properly, I seek guidance from ChatGPT on what sentences and structures can be used to make it accurate and contextual.” Similarly, a different participant mentioned how using ChatGPT improved grammar: “After starting to use ChatGPT, [and] after seeing repeated errors, I kept them in mind, and these mistakes I do not repeat.” The findings regarding students’ use of ChatGPT for cognitive learning strategies are consistent with recent research on AI and cognitive language skills (Abdullayeva & Muzaffarova, 2023; Ho, 2023; Karataş et al., 2024; Kurban & Şahin, 2024; Liu & Ma, 2024; Lu et al., 2024; Marzuki et al.,

2023; Nugroho et al., 2024). From a literacy as social practice frame, the results indicate that they use ChatGPT to develop decontextualized academic language skills associated with the autonomous literacy model (Lea & Street, 2006), suggesting that using ChatGPT for such coping strategies should be encouraged because it can reduce foreign language anxiety which is exacerbated in EMI university contexts (Karataş et al., 2024; Wei, 2023; Yan, 2023 in addition, it may increase their academic motivation to succeed (Annamalai et al., 2023).

Second, the participants used ChatGPT for metacognitive language learning strategies to plan the learning process, including self-evaluation and monitoring and seeking opportunities for practice and sources (Oxford, 1990). For example, the students use ChatGPT for self-monitoring, reflection, receiving feedback, and avoiding repetition of errors: “ChatGPT makes my English learning easier; I see my mistakes and try to avoid them next time ... It is easier and better,” another participant mentioned using ChatGPT for a similar purpose “Before Foundation year, I was preparing for IELTS, and I used to wait for my teacher's feedback. I don't know why I didn't use ChatGPT.” The findings reveal how AI contributed to the students’ metacognitive language learning strategies and reflective practices. These findings are aligned with Anson’s view (2024), who argues that university professors should be least concerned about large language models’ impact on skills-based literacy practices such as grammar, punctuation, spelling, editing, and proofreading.

Third, the results reveal that the students used ChatGPT for affective and social reasons. Affective factors such as thoughts, feelings, or emotional reactions about the language can impact their language learning, either negatively or positively (Gass & Selinker, 2008; Krashen, 1982). For example, the students used ChatGPT to plan the steps of their assignments to mitigate negative thoughts and feelings, such as anxiety and stress about completing assignments.

Attributing the positive impact of ChatGPT decreasing their stress, for instance, a student said: “I spend the whole day and get nothing done, I freeze from the feeling of guilt,” another participant also mentioned a similar experience: “... procrastination works: you are in a rush but cannot do anything ... I feel paralysis when I do not do work ... on a deadline”. In addition, the students used and navigated ChatGPT for social purposes in the language learning strategies research; it relates to interactions with other people, such as native speakers, teachers, and knowledgeable peers (Griffiths, 2018; Oxford, 1990), for example, an unexpected finding was that the participants engaged in language activities with ChatGPT as a knowledgeable peer or a tutor: “I create a story ... I write the beginning ... ChatGPT continues, then I continue [this] kind of writing practice” This suggests that ChatGPT offers the potential for new AI-augmented peer or collaborative writing literacy practices to emerge (Barton & Hamilton, 2000; Lea & Street, 2006; Street, 2015).

Interestingly, the study the literacy as a social practice lens offered insights beyond the students’ cognitive language strategy, revealing that they used ChatGPT as “a set of social practices” (Barton & Hamilton, 2000, p. 8) This was shown in the findings from the significant circle, which revealed how their use of ChatGPT contributed to their academic writing as a planning process: “I use ChatGPT when I do not understand something or when I have lots of ideas and cannot formulate them correctly,” another participant shared a similar reason for using ChatGPT “If I don’t have any academic topics, I ask ChatGPT what is ... relevant. Then, I ask it to brainstorm subthemes ... to understand it deeply ...” Another participant highlighted a different way of using ChatGPT for literacy practices: “In the last stage of my assignments, I check citations with ChatGPT to see whether they are correctly used or need change.” These findings resonate with several studies positively reporting on ChatGPT’s uses for brainstorming and

constructing ideas, improving arguments, and editing citations and references (Chan & Lee, 2023; Chiu, 2023; Nugroho et al., 2024; Xiao & Zhi, 2023; Yan, 2023). Thus, literacy as social practice reveals that the students' use of ChatGPT implicitly contributes to their understanding and practicing information creation as a process (ACRL, 2016; Burkhardt, 2016). The following section will discuss the results of the main research question.

5.3 How Do Institutional Practices Shape Students' Use and Navigation of ChatGPT?

This study explored EFL students' experiences with and perspectives on using ChatGPT for their academic language and literacy practices. From a literacy as social practice perspective, the study found that the institutional practices or academic requirements for successful graduation influence students' navigation and use of ChatGPT. More specifically, the results revealed three dimensions of how the institution shaped the foundation-year students' navigation of ChatGPT: 1) study skills, 2) academic socialization, and 3) academic literacies (Lea & Street, 2006; Anson, 2024).

Firstly, literacy as a social practice lens revealed that the students' use and navigation of ChatGPT should be seen as "a set of social practices; these can be inferred from events that are mediated by written texts" (Barton & Hamilton, 2000, p. 8). For example, academic writing is an important component in many university assessments. EMI requires such students to express their ideas in English, often leading to them being labeled as having a language problem, or professors may consider that "students cannot write well" (Castro & Chala, 2012, p. 26; Lea & Street, 1998). For this reason, the institution's use of EMI directly shaped and influenced the foundation-year students' navigation of ChatGPT for study skills purposes (Anson, 2024; Lea and Street, 2006) and for cognitive language learning strategies (Oxford, 1990) to improve their English grammar and academic vocabulary this is because the study skills contribute to them

“understanding the culture of university language use” (Anson, 2024, p. 7; Lea & Street, 1998, 2006).

In addition, literacy as a social practice lens revealed an unexpected finding: the institution’s EMI policy encouraged students to use ChatGPT as a translanguaging tool for navigation between their linguistic repertoires and EMI for academic knowledge transfer (Curiel, 2017; Godwin-Jones, 2024; Stroud & Kerfoot, 2013). For example, ChatGPT allowed the students to move between Russian and English to make sense of disciplinary terminology. Thus, the institutional practices contributed to the students’ use of ChatGPT “as situated action” (Castro & Chata, 2012, p. 41) for academic skills, linguistic inclusion, and social justice (Stroud & Kerfoot, 2013). In other words, the institutional practices associated with EMI and the academic and cultural contexts directly shaped students’ use and navigation of ChatGPT, affording them a space to improve their grammar, develop their academic English, and give them access to disciplinary concepts, which in an EMI university context probably contributed to reducing their language anxiety and cognitive load (Karataş et al., 2024; Wei, 2023; Yan, 2023).

Secondly, the institution shaped the students’ navigation of ChatGPT for academic socialization, such as AI for their reading and the assignment writing processes (Cooper, 2023; Su et al., 2023), which scaffolded their understanding to navigate “subject areas and disciplines use [of] different genres and discourses to construct knowledge” (Hyland, 2010; Lea & Street, 2006, p. 228; Jacobs, 2007). Thus, literacy as a social practice lens showed that the institutional requirements resulted in students’ use and navigation of ChatGPT being “purposeful and embedded in broader social goals and cultural practices” (Barton & Hamilton, 2000, p. 8). For example, across the data sets, the findings revealed that the students wanted to become members of the academic community by “internalizing (or, at least, learning to imitate) the practices of the

community – acquiring the cultural capital or perhaps academic capital ... valued within the institution" (Anson, 2024, p. 6). That is, ChatGPT functioned as a literacy broker “providing informal assistance about some aspect of a given text or literacy practice” (Perry, 2009, p. 256), causing a shift in how these EFL students acquire new knowledge.

However, “undergraduate students are the most vulnerable” (Bayyurt & Altinmakas, 2024, p. 87) within an academic discourse community because they have limited experience with academic and disciplinary knowledge and no prior knowledge to make sense of how disciplinary genres of writing encode knowledge through the English language (Anson, 2024; Bayyurt & Altinmakas, 2024). Using large language models may interfere with first students’ academic reading and writing, which is a crucial aspect of the cultural and academic capital that is valued by the institutions (Anson, 2024).

Accordingly, Anson (2024) argues that despite the vast advantages of ChatGPT, students entering their first year of studies need academic instructors to socialize them into the new language codes to adapt “... to new ways of knowing: new ways of understanding, interpreting, and organizing knowledge” (Lea & Street, 1998, p. 158; Lillis et al., 2015; Perry, 2009). Consequently, academic writing instructors need to understand how ChatGPT contributes to “new practices ... acquired through informal sense-making and learning” (Barton & Hamilton, 2000, p. 8) and potentially draw on them to scaffold AI-augmented literacy practices for “students [to] learn and develop their knowledge about new areas of study” in their disciplines (Lea & Street, 1998, p. 158).

Thirdly, the institutional norms and values about assessment of scholarly work aligned with academic integrity shaped the students’ use of ChatGPT to adhere to academic literacies such as being ethical scholars, as revealed by the participants’ quotes: “We need to prepare

citations and reference lists. I often make small errors without noticing [which] impacts my score” similarly, another participant mentioned how ChatGPT assisted with citation and referencing styles “I use ChatGPT because I do not trust myself with citations.” Another crucial literacy practice, avoiding plagiarism, is also revealed by participants' excerpts: “I didn't use AI tools, [but] I paraphrased [without AI] to avoid plagiarism ... my instructor deducted [from] my total score, I tried to do better paraphrasing by using ChatGPT.” Across the datasets, the students’ use of ChatGPT revealed their ideal selves as ethical scholars- a critical requirement and social practice in most academic and institutional contexts. For example, the students’ navigation of ChatGPT reflected their ethical use of information due to the research site’s stringent and clear academic integrity policies based on Western principles, which may not be the case in other universities in Kazakhstan. Thus, the results suggest that students’ navigation of ChatGPT is best “understood as a set of social practices" shaped by institutional power relationships (Barton & Hamilton, 2000, p.8) because institutional cultural and social practices shape “what counts as knowledge in any particular academic context” (Lea & Street, 2006, pp. 227-228; Anson, 2024; Kurban & Şahin, 2024). In short, the students’ AI use was significantly shaped by ethical values and the cultural expectations of the institution. (Barton & Hamilton, 2000; Lea & Street, 2006).

5.4 Conclusion

This chapter discussed the study’s findings regarding EFL foundation-year students’ use and navigation of ChatGPT and revealed the benefits of literacy as a social practice theory (Street, 1984). Firstly, the social practices of the institution influenced the utilization of ChatGPT for language and literacy practices. Using ChatGPT for these situated practices impacted the students' experiences and perspectives, which indicated various features of ChatGPT, such as

enhancing language by supporting reading and writing, offering feedback, multilingual abilities, and multifunctionality. The students used ChatGPT to scaffold themselves regarding academic language use and the skill-based cognitive aspects of literacy (Barton & Hamilton, 2000; Lea & Street, 2006; Perry, 2009).

Additionally, the students reported that using ChatGPT's multilingual capabilities was a positive experience that bridged the gap between their first language and English. It also helped them learn disciplinary content and present their knowledge by connecting their linguistic repertoires. Similarly, ChatGPT's multifunctionality in scaffolding the students in brainstorming procedures was reported as a positive experience since it allowed them to formulate their ideas in institutionally valued ways. Due to ChatGPT's ability to provide feedback, the students were able to evaluate and be more autonomous in their language and literacy practices when they used ChatGPT for language enhancement, disciplinary learning, and brainstorming.

The findings also revealed students' negative perspectives and experiences with ChatGPT, such as the fear of developing incorrect outputs and generating inaccurate information and non-existent references. However, literacy as a social practice lens also revealed that the negative experiences of the students' fear of dependence on AI and ChatGPT's unreliability in generating information also contributed to their ethical scholarship because it encouraged them to prioritize their own knowledge and be critical of external sources' reliability when information is presented. As the diverse positive and negative experiences revealed, literacy practices are not limited to language skills; they extend into deeper cognitive and cultural aspects of learning that is, "there are different literacies associated with different domains of life" which are "purposeful and embedded in broader social goals and cultural practices" and some of which can be "more dominant" (Barton & Hamilton, 2000, p. 8; Perry, 2009).

In particular, the cultural practices of the institution influenced the students' ways and purposes of using ChatGPT. As a group transitioning from high school to university, the foundation-year students need guidance to acquire disciplinary knowledge and institutional practices for which they used ChatGPT to socialize themselves to the institutions' practices to meet academic standards and become a part of the community (Anson, 2024; Bayyurt & Altınmakas, 2024; Bedeker & Gaye, 2023; Lillis et al., 2015). In my study, the students used ChatGPT as part of their "informal learning and sense-making" of varying literacy practices (Barton & Hamilton, 2000, p. 8).

The study also revealed that while the institutional practices played a crucial role in shaping the students' utilization of ChatGPT, they also impacted power relations within the institution and students' identities, thereby supporting the claim that "literacy practices are patterned by social institutions and power relations" (Barton & Hamilton, 2000, p. 8; Duff, 2010; Street, 1984; Wingate & Tribble, 2012). For example, several students used ChatGPT to adhere to citation and referencing rules to "internalize [or] imitate" the valued practices that form the cultural and academic capitals of institutions (Anson, 2024, p. 6). Several institutional practices, such as ethical principles and information, were also revealed in this study. The results indicated that, while using ChatGPT, the students critically analyzed the value and validity of AI-generated information and prioritized their own knowledge over AI-generated information. As a result, they developed their identities as ethical scholars. Using ChatGPT for language editing and adhering to institutional practices helped them own their voices and demonstrate their knowledge in institutionally valued ways. Using ChatGPT as a language scaffold also led the students to become more autonomous; thus, the institution is no longer the only source of knowledge.

The university's institutional practices played a crucial role in shaping the student's purposes and utilization of ChatGPT. For example, the EMI policy influenced students to focus on the cognitive and technical aspects of language to meet academic language standards. Thus, the students used ChatGPT to learn cognitive language. Similarly, the institutional practices that guide the ways of learning and meaning-making, text organization, and drafting procedures influenced students to use ChatGPT to scaffold their learning and socialize themselves into these findings reveal academic practices. These findings reveal the dual role of institutional practices in determining why and how students use ChatGPT. For example, the students used ChatGPT to adhere to academic integrity, avoid plagiarism, and properly use citations and references. The institutional practices also influenced students' ways of using ChatGPT by critically evaluating the value and reliability of AI-generated knowledge, prioritizing their knowledge over the knowledge generated by ChatGPT. In summary, the students used ChatGPT to develop their academic literacies based on institutional practices.

Lastly, the institution's Western-style principles shaped the ways in which the students used ChatGPT to adhere to the institution's ethical practices, which led to the emergence of new literacy practices. First, the students demonstrated critical evaluation of the value and validity of information, which has emerged as a new form of literacy, AI information creation, and evaluation literacy. Second, the students used ChatGPT with an ethical stance by adhering to ethical principles and academic integrity, such as using ChatGPT to scaffold themselves in learning rather than cheating. Thus, ethical AI-use literacy emerged from students' practices. Third, while the institutional practices influenced students to use ChatGPT to enhance their language use for academic standards, the students integrated ChatGPT into various stages of writing procedures, which led to AI-assisted writing literacy. In conclusion, the university's

institutional practices influenced the students to use ChatGPT in ways that enable them to perform in various types of literacy rather than in ways that the autonomous model suggests (Street, 1984). While this chapter discussed the findings from the literacy as a social practice (Street, 1984) theoretical lens, the next chapter will present the main conclusions along with the educational implications of the findings, future research recommendations, strengths and limitations, and my final reflection.

Chapter 6: Conclusion

The purpose of this thesis was to investigate how institutional practices shape foundation-year EFL students' use of ChatGPT at an EMI university in Kazakhstan. This study, grounded in the framework of Literacy as a Social Practice (Street, 1984), explored the usage of ChatGPT by nine foundation-year EFL students at an EMI university in Kazakhstan. The findings demonstrated that ChatGPT served as a multifaceted tool that scaffolded students in several aspects of language and literacy practices. This study employed a phenomenological research design and utilized a combination of data collection methods and instruments, including qualitative questionnaires, image card reflections, significant circles, and focus group interviews. Data analysis was conducted using both deductive and inductive approaches.

The study sought to answer the following research questions:

1. How do institutional practices shape EFL students' use and navigation of ChatGPT?

Sub-questions

1. What are EFL students' experiences and perspectives on using ChatGPT?
2. Why do EFL Foundation students use ChatGPT?

This chapter summarizes key findings and provides strengths, limitations, implications, and future research recommendations of the study.

6.1 Key Findings Conclusions of the Study

The study found significant findings regarding students' perspectives and experiences with ChatGPT, the role of ChatGPT in students' academic practices, and how institutional practices influenced students' use of ChatGPT.

Student Experiences with ChatGPT

The study revealed that foundation-year students had positive and negative experiences using ChatGPT in their language and literacy practices. Firstly, the positive experiences were associated with using ChatGPT for language enhancement, such as checking language errors, improving grammar and vocabulary use, and supporting reading and writing skills. In addition, feedback provided by ChatGPT was also considered a positive aspect, as it offered opportunities for increased autonomy. Secondly, the study also highlighted that ChatGPT's multifunctionality was a positive experience for foundation-year students because it allowed them to scaffold their learning in various ways to meet diverse needs. For example, foundation-year students utilized ChatGPT to brainstorm and enhance disciplinary learning experiences through its capabilities, such as translating texts and generating summaries. Thirdly, the study revealed that ChatGPT's multilingual capabilities contributed positively to their experiences by helping them bridge the languages in their linguistic repertoires and overcome linguistic barriers through its translations.

The study also reported two main negative experiences related to using ChatGPT. One concern was that heavily relying on ChatGPT might impede the development of academic skills. Additionally, the inaccuracy of information and lack of valid citations provided by ChatGPT were considered major drawbacks by foundation-year students. However, examining these issues through the lens of literacy as a social practice revealed that such drawbacks, coupled with the influence of institutional practices, compelled students to critically analyze the value and validity of external information and prioritize their own knowledge.

Reasons Foundation-Year Students Use ChatGPT

The study revealed that foundation-year students primarily use ChatGPT for skill-based cognitive aspects of literacy, including grammar, vocabulary, reading, and writing. As such, they employ ChatGPT to enhance their technical literacy skills, which aids in understanding grammatical features and the contextual meanings of vocabulary. The foundation-year students also indicated that receiving feedback on grammar and vocabulary use helped them avoid repetitive errors. Additionally, the perspectives of the foundation-year students suggested that they use ChatGPT to scaffold their learning in reading comprehension and academic writing, thereby becoming more autonomous.

Secondly, this study's findings illustrated that foundation-year students used ChatGPT for metacognitive strategy purposes, such as receiving feedback and planning future learning activities. A crucial finding was that ChatGPT's utility extends beyond language learning; foundation-year students also employ it for broader and deeper purposes, including academic socialization into academic knowledge and institutional practices.

Thirdly, the study revealed that foundation-year students utilized ChatGPT for affective and social reasons, leveraging its versatile capabilities to cope with academic stress and anxiety associated with assignment deadlines and time constraints. As a result, such affective and social language learning strategies contributed to effective time management, as ChatGPT provided support akin to that of an instructor or a knowledgeable peer, facilitating collaborative writing activities and the acquisition of cultural knowledge.

Institutional Social Practices Shaping Students' ChatGPT Practices

The study found that institutional practices significantly shaped how foundation-year students utilized ChatGPT. Firstly, the EMI policy influenced foundation-year students to use ChatGPT to enhance their vocabulary and grammar and to improve reading and writing skills to meet academic standards. Consequently, foundation-year students integrated ChatGPT into various stages of drafting assignments and other learning activities, such as reading.

Secondly, the university's emphasis on academic integrity and avoiding plagiarism guided foundation-year students in using ChatGPT. The foundation-year students elaborated on using ChatGPT to paraphrase sources and mitigate plagiarism risks. Additionally, foundation-year students reported further paraphrasing on their own to use ChatGPT more ethically.

Thirdly, institutional practices influenced foundation-year students' approaches to new information. As they elaborated on their use of ChatGPT, it became apparent that these practices led foundation-year students to develop a critical awareness of what is valued as knowledge. For example, foundation-year students emphasized their critical evaluation of the value and validity of AI-generated information; they refrained from using ChatGPT to generate information and instead prioritized their knowledge. Moreover, the foundation-year students used ChatGPT to present their knowledge in ways the institution values.

Fourthly, culturally valued practices, such as citation and referencing, prompted foundation-year students to use ChatGPT to ensure the correct application of these

practices. Consequently, foundation-year students utilized ChatGPT for proofreading and editing to produce texts that align with the institution's cultural norms.

Overall, the study revealed that institutional practices directly influenced foundation-year students' use of ChatGPT to navigate culturally valued practices such as preparing citations and references, avoiding plagiarism, adhering to academic integrity, presenting ideas in institutionally valued ways, and approaching new information critically.

6.2. Limitations of the Study

The study has several limitations, which should be taken into consideration in further research. Firstly, data was collected from a small sample of nine participants, which cannot be generalized to all foundation-year EMI university students' perceptions and experiences. Consequently, the findings might not completely represent the perceptions and experiences of all foundation-year EFL students in Kazakhstan and other countries.

Another noteworthy limitation of this study is generalizability because the research site in which this present study was conducted follows Western principles and standards for ethical policies and academic integrity. As a result, the present study revealed that institutional practices shaped the ways and purposes students use AI. However, the cultural values, ethical policies, and institutional practices are directly bound to contexts; thus, the findings of this research cannot be generalized to other universities in Kazakhstan because the influence of their cultural values and institutional practices may be different.

Lastly, this research focused solely on the foundation-year students' perspectives and experiences. As the discussion chapter addressed, AI tools risk first-year students' academic socialization in institutional and disciplinary practices. However, the findings of

this study cannot be generalized to the whole university context because other student groups, such as junior/senior year undergraduate students or graduate students, might have acquired literacy practices.

6.3 Implications of the Study

This study provided valuable insights for various stakeholders. Firstly, this study has implications for instructors and university professors. Since students develop their literacy repertoire during their first year of university, ensuring they acquire foundational skills before integrating AI is crucial. The results revealed that first-year students still need to be socialized into the genres and literacy practices of their disciplines. For this reason, it is imperative for instructors to dedicate guided class time to reading and writing practice without AI assistance, particularly for first-year students. Moreover, this study revealed the urgent need for instructor training in the ways of facilitating students' academic socialization through disciplinary and institutional practices to ensure students' academic literacy development. Additionally, the instructors must be trained in integrating AI into classroom practices to teach students how to approach AI-generated information. Furthermore, this study will be useful for instructors to understand how students use AI tools and to guide their integration into pedagogical practices, particularly for translanguaging purposes in the classroom, especially for non-English speakers or multilingual students.

The findings of this study also revealed that students use AI tools to scaffold their language learning and cognitive literacy skills. Educating students in versatile ways to support themselves with AI can help them save more time for disciplinary content learning.

A potential implication of this study is that understanding the ways and purposes students use AI tools can help university policy makers to identify benefits and ethical uses of AI, so clear and more comprehensive AI use policies can be introduced.

Lastly, the present research also holds implications for future qualitative research. This research combined several data collection instruments which helped obtain rich data and triangulation of the data. Furthermore, the art-based data collection instruments shed light on the students' perspectives which provided deeper insights than the interviews and questionnaires provided. Thus, future qualitative researchers may consider combining these innovative approaches with their data collection methods.

6.4 Future Research Recommendations

This study offers several directions for further research. Given the rapid advancement of generative AI tools and their increasing utilization by students, it is both crucial and urgent to conduct further research on two key points: This study has shown that such tools can facilitate students' academic socialization into practices like genre and discourse. For this reason, firstly, exploring how first-year (or foundation-year) students use generative AI tools like ChatGPT is essential. However, as addressed in the discussion chapter, there are concerns that generative AI might impede students' academic socialization if students use these tools to bypass essential learning requirements. Therefore, it is imperative to examine how these tools impact first-year students' academic socialization and literacy practices. Secondly, another critical research area is the instructors' role in guiding students' socialization into these practices and determining how AI can be effectively integrated into controlled, in-class activities to support student socialization.

It is also important that the research site of this present study was an EMI university which strictly follows Western values about academic integrity and ethics. Thus,

the present study revealed that institutional practices shaped students' AI use in ways that does not breach academic integrity. For this reason, a critical area for future research would be to investigate how institutional practices at different universities in Kazakhstan shape students' use of generative AI tools.

This study focused on students' perspectives and experiences. For this reason, an ethnographic study that examines the perspectives of both students and instructors, along with employing the document analysis method to review students' assignments as literacy events, could offer insights into the dynamic interplay between institutional and academic literacy practices across various Kazakhstani universities. Such research may reveal the impact of AI tools on how these tools influence institutional practices and power relations within universities.

Lastly, AI has the potential to enhance students' content and language learning, opening avenues for distinct research areas. Future research could be conducted to explore how AI can be used in EMI university classrooms; for instance, a study on AI-assisted translanguaging practices could provide valuable insights, especially in multilingual environments.

6.5 Conclusion and Final Reflection

Prior to conducting this research, I was not aware of literacy as a social practice and how it shapes the ways students engage in literacy events. As the researcher, I decided to research one specific generative AI tool, ChatGPT, after hearing some of my friends from student clubs got penalized for using AI in academic work. It was the first time I heard about ChatGPT; later, I wanted to try and see the potential of ChatGPT to understand the underlying reasons why students use it while the universities ban or restrict its use. While using ChatGPT, I realized its potential to contribute to users' language learning. However, since I became aware of the risks of breaching academic integrity, I

have tried to adhere to academic integrity principles and find a way to use ChatGPT ethically to assist me in learning academic knowledge.

Researching ChatGPT was challenging due to limited literature, but despite the challenges, I experienced joy while researching the foundation-year students' experiences and perspectives on using ChatGPT for academic language and literacy practice purposes. Although I initially focused on the language learning aspect, I fell down the rabbit hole and found my research grew broader and became an amazing learning journey about theories such as literacy and social practice, which I had never heard before. While I read to understand the theories and concepts, I realized that there are unidentified links between language learning and literacy as social practice concepts. This helped me use literacy as a social practice theory as a ground to construct my analytical framework. Also, this research taught me the importance of sociocultural perspectives and the impact of context in social sciences.

Another major contribution of this research to my development was that I had a chance to learn and use different data collection methods. For example, I realized that a focus group interview can be very useful in encouraging participants to talk about the research topic; in some cases, they can start adding up or commenting on each other's speech. This research has taught me about the importance of understanding the value and features of research tools so researchers can use them in various ways for various purposes. The two art-based tools contributed to my research with rich data and developed my thinking on how to construct a research study. For instance, I used the significant circles at the beginning of focus group interviews to provoke participants' ideas and to help them reflect on their experiences better. However, it also gave useful insights into participants' processes when working on their assignments. Similarly, when I used image-based reflections, my first aim was to provoke their thinking, to help them elaborate on

their perspectives, and to overcome language barriers. When I collected the data, I realized that this supportive tool provided very rich information not only about student perspectives and experiences but also about how they use AI in their practices.

Since I used four data collection instruments, I experienced some challenges with organizing and analyzing the data. As a result, this research also taught me how to combine different coding and data analysis strategies. As I dealt with the large amount of data and made sense of the emerging themes, I also grew as a researcher. This research made me more confident about conducting future research and encouraged me to use various data collection instruments. My research also has some limitations, just like all research studies; I believe it also has valuable lessons for me and the researchers who will read my research. Additionally, those limitations may be research opportunities for future research. In conclusion, this research was a learning experience for me, which helped me grow as a researcher; it also contributed to my understanding of literacy.

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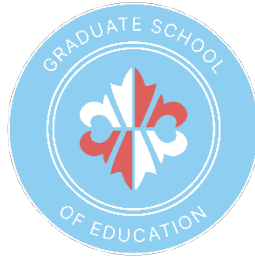
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Appendix A



**Thesis Title: Exploring the Role of ChatGPT in Language and Literacy Practices:
Voices of Kazakhstani EFL Students**

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
 without the use of artificial intelligence tools.

Appendix A – Declaration of the Use of Generative AI

(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis/examination, I used ChatGPT, Grammarly, and Sonix.AI, to paraphrase, correct grammar and proofread texts, transcribe recordings.¹

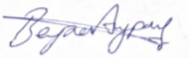
I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
 have verified that the content generated by AI systems and adopted by me is factually correct,
 am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
 have submitted complete and accurate information about my use of AI tools in this work, and

¹ Examples of REASON: brainstorm ideas / find or select sources on a topic / paraphrase / structure and organize the written text / edit the text for clarity and grammar / ask for tips to improve coherence / cite and reference sources

acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding AI appropriate use.

Name: Beyza Aypay

Signature: 

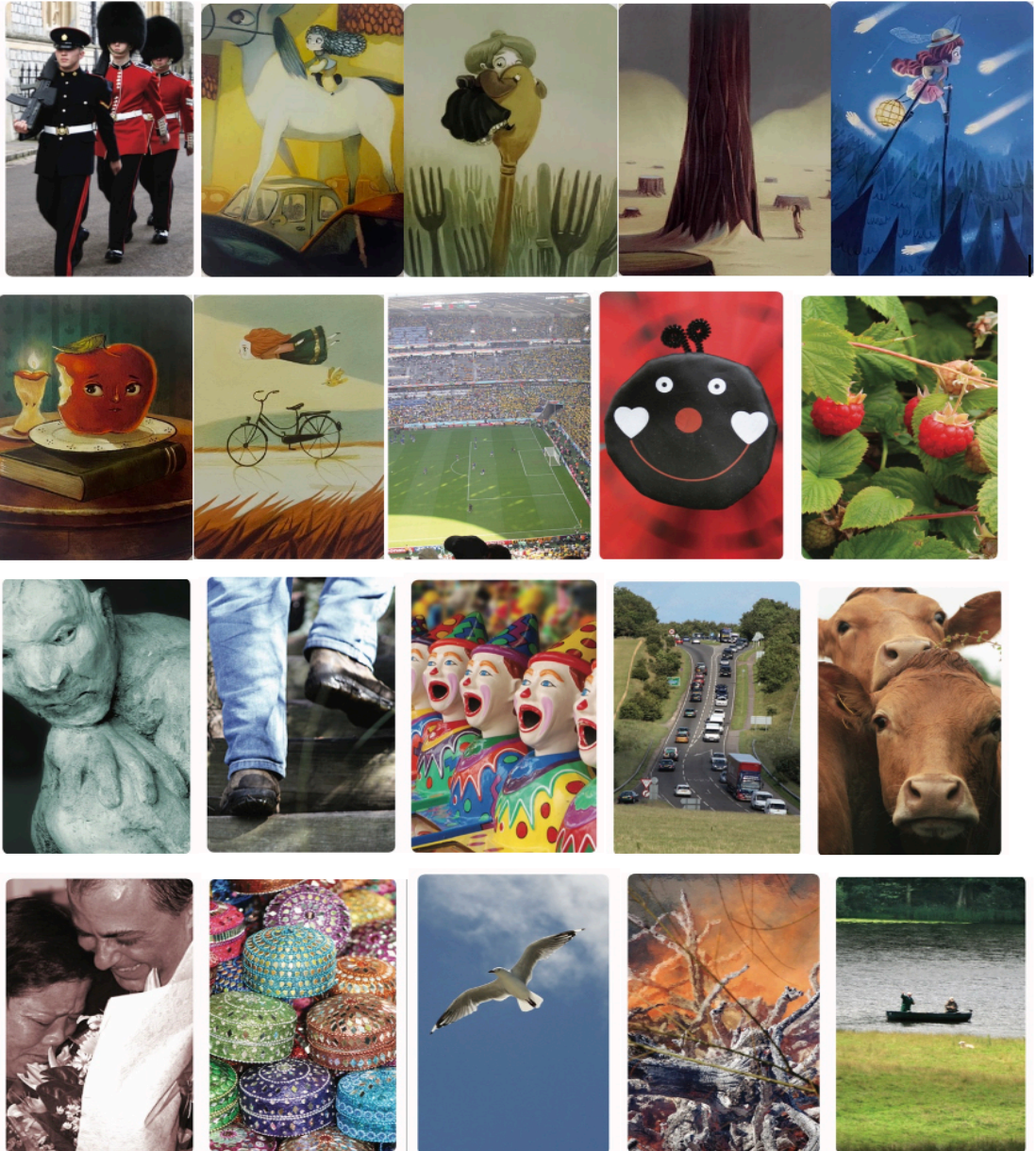
Date: 31.05.24

Appendix B

Data Collection Instruments

Art-Based Research From

Below is a deck of cards for you to use in Prompts 1-4. Please read the prompts and look all the cards. Choose the cards and move it to the frame and explain the cards' meaning based on the prompt. Please do not forget to save the form after each prompt. 😊



Prompt 1: Choose three cards from the deck that can represent why you use ChatGPT.
Place the three cards.

Card 1



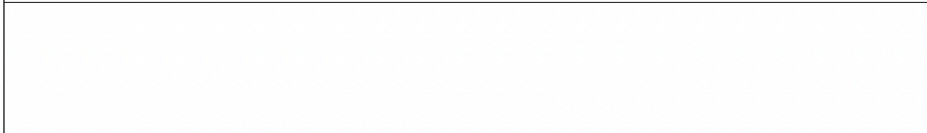
Card 2



Card 3

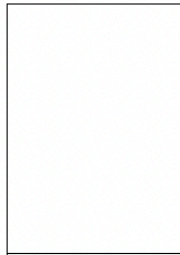


Please explain why you chose these cards.



Prompt 2: Choose another card from the deck that represents how you use ChatGPT for your language strategy use,
Place the card here

Language Strategy Use Card

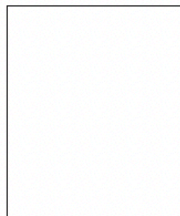


Please explain why you chose this card



Prompt 3: Choose another card from the deck that represents how you use ChatGPT for your academic reading or writing,
Place the card here

Academic Reading or Writing Card



Please explain why you chose this card

--

Prompt 4: Choose another card from the deck that represents a time when you did not trust ChatGPT and your response/action when this happened.

Place the card here

Mistrust of ChatGPT and your response card

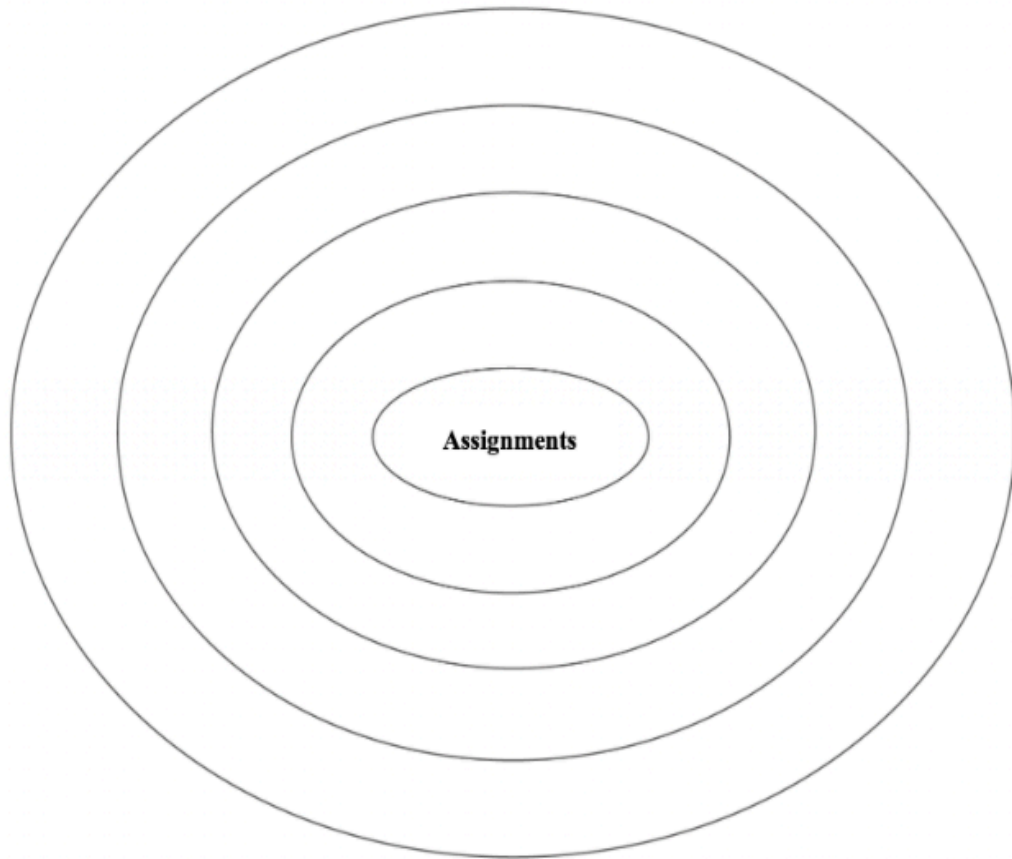
--

Please explain why you chose this card

--

Significant Circle

Write the first step in the outer circle, and then continue writing each following step in an inner circle until you reach the final stage as the completed assignments.



Focus Group Interview Questions

1. Why did you start using ChatGPT for academic language and literacy support?
2. In what kinds of academic tasks have you employed ChatGPT as a support?
3. How has ChatGPT influenced your approach to writing, reading, or assignments?
4. Can you describe the advantages and disadvantages of using ChatGPT for language and literacy support?
5. Have you noticed any impact of ChatGPT on the quality of your writing, reading, or overall language skills? Can you give examples of the impact?
6. Are there any concerns or precautions you think students should know when using ChatGPT?

Questionnaire

Instruction: Please read the following questions carefully and select/write your response. This questionnaire consists of two parts; the first consists of questions about your background, and the second consists of questions related to your ChatGPT use for language and literacy practices.

a.1. Please write your name. (It will be confidential; it is only required to group data from the same person)

a.2. Please indicate your gender.

Male

Female

Other (please specify)

b.1 What is your native language? You can choose multiple options.

Kazakh

Russian

Other (please specify)

b.2. The school you graduated from.

c.1 City and region you come from

c.2 Intended discipline or department after the Foundation year program.

d.1. Please write your IELTS scores in given order: 1) IELTS overall score 2) Reading score 3) Writing score.

d.2. Can you describe what kind of language learning activities you have practiced during your first year at university?

d.3. How has your approach to language learning evolved since you started your academic journey?

e.1. How would you describe your study habits and time management skills?

Excellent

Good

Average

Poor

Terrible

e.2. Please answer these questions briefly: I. Which course do you find the most challenging, and why? II. Which course do you enjoy the most, and why?

The most challenging course is ... because...

The course I enjoy the most is ... because...

e.3. What academic challenges do you experience in your English course, and what strategies do you use to cope with them?

Challenge _____

Coping strategies _____

Q1. How confident do you feel in your ability to read and comprehend academic texts (e.g. textbooks, research articles)?

- Very comfortable
- Comfortable
- Moderately comfortable
- Uncomfortable
- Very uncomfortable

Q2. How confident do you feel about your academic English writing skills, including text organization and type (e.g., essay, reflection), grammar, vocabulary, etc.?"

- Very comfortable
- Comfortable
- Moderately comfortable
- Uncomfortable
- Very uncomfortable

Q3. What specific challenges do you experience in academic writing?

Q4. How often do you seek assistance with your writing or research assignments?

- Frequently
- Occasionally
- Rarely
- Never

Q5. Please describe the kind of assistance or examples of the assistance you seek.

Q6. Do you use ChatGPT for your academic English-related challenges? If yes, how often? Please indicate if you are using a different Artificial Intelligence (AI) tool. (You can choose the option about how often you use AI and other AI tools if applicable)

- Multiple times a day
- 5-6 times a week
- 3-4 times a week
- Once or twice a week
- Once or twice a month
- Very rarely

Q7. How do you use ChatGPT for learning academic English?

Q8. How do you integrate ChatGPT into your writing process, from brainstorming to finalizing assignments? Please write down the process you follow.

Q9. Have you noticed any changes in the quality or clarity of your written work as a result of using ChatGPT? Can you give an example?

Q10. How effective do you find the feedback ChatGPT provides in general?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

Q11. How do you incorporate feedback received from ChatGPT in your academic writing?

Q12. When reading academic texts, which features of ChatGPT do you use to assist your reading comprehension? Could you give examples of how you use these features?

Q13. Do you think your habit of reading academic texts is affected positively or negatively by using ChatGPT? How?

Q14. Has ChatGPT had any impact on your time management when it comes to completing your language learning assignments and tasks? How?

Q15. Have you ever felt the information generated by ChatGPT can not be trusted? Can you describe the situation and what did you do?

Q16. Have you ever had trouble using ChatGPT to improve academic language or complete academic tasks?

Reminder: *Your responses to this questionnaire will be used in a thesis research project. You can skip questions if you find them sensitive. You can also contact research if you want any response removed; otherwise, your data may be included in the thesis project.*

For what purposes do you use ChatGPT? You can select as many as you want. *

- Learning meanings of new vocabulary
- Checking appropriate context to use the vocabulary
- Summarizing readings
- Proofreading and editing
- Feedback for improving the quality of written work
- 24/7 availability
- Accesibility
- Citation and referencing help
- Organizing ideas and creating outlines for academic work
- Time management and planning
- Personalized learning paths
- Enhancing grammar knowledge
- Practicing academic English (reading, writing, vocabulary and grammar)
- Enhancing language proficiency
- Paraphrasing
- Clarifying the meaning of complex texts

Reminder: *Your responses to this questionnaire will be used in a thesis research project. You can skip questions if you find them sensitive. You can also contact research if you want any response removed; otherwise, your data may be included in the thesis project.*

Appendix C

Dear Sir/Madam,

I hope this email finds you well. I am reaching out to invite you to participate in my research. My name is Beyza Aypay. I am a second-year Master of Arts in Multilingual Education student at Nazarbayev University Graduate School of Education. I am requesting your participation in my research to explore the impact of ChatGPT on English language learners' language strategy uses and literacy practices from university students' perspectives.

If you agree to participate, you will be asked to respond to a questionnaire that consists of questions about your personal details and ChatGPT language and literacy practices. Then, a deck of cards will be presented, and you will be asked to choose and explain 3 to 5 cards that represent your language learning strategy use and literacy practices. Finally, there will be a focus group interview where a group of participants are interviewed together. For the focus group interview, you will be asked to reflect on the role of ChatGPT in your language learning strategy use and literacy practices based on your experience, the interview will be audio-recorded to use for data analysis if you give permission. You will have pseudonyms to use during focus group interviews to protect your anonymity. However, your anonymity cannot be guaranteed since there is a focus group. All the data you provide will be protected. Also, there will not be any sensitive questions that ask whether you use ChatGPT in assignments, exams, or any type of graded-non-graded academic work.

Please do not hesitate to contact me if you have any questions or concerns. If you agree to participate, more information about the study will be provided.

If you would like to participate in this study, please do not reply to this e-mail for your confidentiality. Instead, please write an email individually.

I look forward to your participation!

Beyza Aypay, Master student NUGSE beyza.aypay@nu.edu.kz

Зерттеуге қатысушыларды жинауға арналған электрондық пошта

Құрметті мырза / ханым,

Бұл хат сіздің денсаулығыңызды жақсартады деп үміттенемін. Сізді Менің зерттеуіме қатысуға шақыру үшін сізге хабарласамын. Менің атым Бейза Айпай. Мен Назарбаев Университетінің Жоғары білім беру мектебінде көптілді білім беру бойынша магистратураның екінші курсында оқимын. Менің зерттеуіме қатысуыңызды сұраймын, оның мақсаты ChatGPT-тің ағылшын тілін үйренушілердің тілдік стратегияларды қолдануына және университет студенттерінің көзқарасы бойынша сауаттылық тәжірибесіне әсерін зерттеу болып табылады.

Егер сіз қатысуға келіссеңіз, сізден жеке деректеріңіз туралы, сондай-ақ ChatGPT-те тілді меңгеру және сауаттылық тәжірибесі туралы сұрақтардан тұратын сауалнамаға жауап беру сұралады. Содан кейін карталар палубасы ұсынылады және сізден тілді үйрену стратегиясы мен сауаттылық тәжірибесін пайдалануды білдіретін 3-5 картаны таңдау және түсіндіру сұралады. Соңында, фокус-топтық сұхбат болады, онда қатысушылар тобы бірге сұхбаттасады. Фокус-топтағы сұхбат үшін сізден chatgpt-тің сіздің тіл үйрену стратегияңызды және сауаттылық тәжірибеңізді пайдаланудағы рөлі туралы ойлану сұралады, егер сіз рұқсат берсеңіз, деректерді талдау үшін пайдалану үшін сұхбат аудиоға жазылады. Сізде анонимділікті қорғау үшін фокус-топтардағы сұхбат кезінде қолданылатын бүркеншікним болады. Алайда, фокус-топ болғандықтан, сіздің анонимділігіңізге кепілдік берілмейді. Сіз берген барлық деректер қорғалады. Сондай-ақ, сіз ChatGPT-ті тапсырмаларды, емтихандарды немесе кез-келген басқа академиялық жұмыстарды бағалау кезінде немесе бағалаусыз қолданасыз ба деген нәзік сұрақтар болмайды.

Сұрақтарыңыз немесе күмәндарыңыз болса, маған хабарласыңыз. егер сіз қатысуға келіссеңіз, маған зерттеу туралы толығырақ ақпарат беріледі.

Егер сіз осы зерттеуге қатысқыңыз келсе, құпиялылықты сақтау үшін осы электрондық поштаға жауап бермеңіз. Оның орнына электрондық поштаны жеке жазыңыз.

Мен сіздің қатысуыңызды асыға күтемін!

Бейза Айпай, NUGSE магистранты beyza.aypay@nu.edu.kz

Электронная почта для набора участников исследования

Дорогой сэр/мадам,

Я надеюсь, что это письмо застанет вас в добром здравии. Я обращаюсь к вам, чтобы пригласить вас принять участие в моем исследовании. Меня зовут Бейза Айпай. Я учусь на втором курсе магистратуры по многоязычному образованию в Высшей школе образования Назарбаев университета. Я прошу вас принять участие в моем исследовании, целью которого является изучение влияния ChatGPT на использование языковых стратегий изучающими английский язык и практику грамотности с точки зрения студентов университетов.

Если вы согласитесь принять участие, вам будет предложено ответить на анкету, состоящую из вопросов о ваших личных данных, а также о практике владения языком и грамотности в ChatGPT. Затем будет представлена колода карт, и вам будет предложено выбрать и пояснить 3-5 карт, которые представляют использование вашей стратегии изучения языка и практики грамотности. Наконец, будет проведено фокус-групповое интервью, в ходе которого группа участников будет опрошена вместе. Для интервью в фокус-группе вас попросят поразмыслить о роли ChatGPT в использовании вашей стратегии изучения языка и практиках грамотности, основываясь на вашем опыте, интервью будет записано на аудио, чтобы использовать для анализа данных, если вы дадите разрешение. У вас будут псевдонимы, которые вы будете использовать во время интервью в фокус-группах, чтобы защитить свою анонимность. Однако, поскольку существует фокус-группа, ваша анонимность не может быть гарантирована. Все предоставленные вами данные будут защищены. Также не будет никаких деликатных вопросов, в которых спрашивается, используете ли вы ChatGPT при выполнении заданий, экзаменов или любых других академических работ с оценкой или без оценки.

Пожалуйста, не стесняйтесь обращаться ко мне, если у вас возникнут какие-либо вопросы или сомнения. Если вы согласитесь принять участие, мне будет предоставлена более подробная информация об исследовании.

Если вы хотели бы принять участие в этом исследовании, пожалуйста, не отвечайте на это электронное письмо в целях сохранения конфиденциальности. Вместо этого, пожалуйста, напишите электронное письмо индивидуально.

Я с нетерпением жду вашего участия!

Бейза Айпай, магистрантка NUGSE beyza.aypay@nu.edu.kz

Appendix D

You are invited to participate in a research study entitled: **Exploring the Role of ChatGPT in Language and Literacy Practices: Voices of Kazakhstani EFL Students**

DESCRIPTION: You are invited to participate in a research study on the role of ChatGPT in your academic work undertaken by Beyza Aypay, a second-year graduate student in the Multilingual Education Program at Nazarbayev University. Depending on your preference and convenience, you will be asked to participate in a questionnaire, an art-based research tool that consists of a deck of image cards and some prompts, a significant circle, and a focus group interview, which will be informal and will be conducted in English, Russian or Kazakh languages depending on your preference.

PURPOSE: The research explores the impact of ChatGPT on English language learners' language strategy uses and literacy practices from university students' perspectives.

PROCEDURES:

In the questionnaire, you will answer questions about your personal details and how you use ChatGPT in language learning practices. For the art-based tool, some cards with images will be presented to you. You will be requested to choose a few cards representing your language strategy use, literacy practices, and experiences of using ChatGPT. Then, you will be asked to reflect on why you chose those cards. Finally, in the focus group interview, 3-4 participants will be interviewed together as a group. You will be asked to describe and reflect on the role of ChatGPT in your language learning strategy use and literacy practices based on your experience. With your permission, the responses will be tape-recorded, as they will be used in further analysis. In case you do not wish to be recorded, I can take notes while you answer the questions.

Your name and the name of your faculty will be anonymous during all steps of the study, including documents, electronic files, and the dissertation itself. All the data, recordings, and consent forms will be saved on a personal USB flash drive of the researcher and kept in a secured box that will be password protected. Your participation in this study is voluntary. Although questions are not intended to be sensitive, if at any point you do not wish to answer a question, you may decline to respond. If you wish to withdraw from the project, you may do so at any time, and all the information (tapes, notes) will be deleted.

TIME INVOLVEMENT: Your participation will take approximately 100 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal. To protect you from the possible risks, we intend to take every necessary step to ensure your confidentiality. Your and your institution's identities will be hidden; thus, your names will be replaced with pseudonyms in the documents, and data will be stored in a secure place. No information from the data collection will be shared with the director or instructors of your department. The interview time and location will be negotiated with you personally and will not interfere with your academic schedules. Any identifying information and all

password-protected files will be removed from the computer after completing the study so that your identity is not revealed. At the end of the research project, all voice files will be deleted. Your decision to participate in this study will not affect your work or professional status. Any report of this research that is made available to the public will not include your name or any other individual information by which you could be identified.

There are no direct benefits that may reasonably be expected from this study. However, exploring how AI technologies such as ChatGPT impact EFL students' language learning strategy use and literacy practices may help you to reflect and express any changing practices and needs while using ChatGPT and generative AI technologies. As a result, participation in the study offers a space to include your voice in the current scholarly debates on the use of ChatGPT in universities.

PARTICIPANT'S RIGHTS:

If you have read this form and have decided to participate in this project, please understand your **participation is voluntary**, and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Researcher: Beyza Aypay, 2nd year master's student in M.A. in Multilingual Education.

Graduate School of Education, Nazarbayev University, Astana, Kazakhstan.

Email: beyza.aypay@nu.edu.kz

Questions: If you have any questions, concerns, or complaints about this research, its procedures, risks, and benefits, contact the Master's Thesis Supervisor for this student work, Assistant Professor Michelle Bedeker, at michelle.bedeker@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz.

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;

- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

An extra copy of the signed and dated consent form will be given for you to keep.

АҚПАРАТТАНДЫРЫЛҒАН КЕЛІСІМ НЫСАНЫ

Сіздерді "Тіл және сауаттылық практикасындағы ChatGPT рөлін зерттеу: қазақстандық EFL студенттерінің дауыстары" тақырыбындағы зерттеуге қатысуға шақырамыз

СИПАТТАМА: Назарбаев университетінің "көптілді білім беру" бағдарламасы магистратурасының екінші курс студенті Бейза Айпай жүргізетін академиялық жұмысыңыздағы ChatGPT рөліне арналған зерттеуге қатысуға шақырамыз. Сіздің қалауыңыз бен ыңғайлылығыңызға байланысты Сізден суреттері мен кеңестері бар карталар палубасынан, маңызды шеңберден және фокус-топтық сұхбаттан тұратын сауалнамаға, арт-зерттеуге қатысу сұралады, ол сіздің қалауыңызға қарай ағылшын, орыс немесе қазақ тілдерінде бейресми жағдайда өтеді.

МАҚСАТЫ: ChatGPT-тің университет студенттерінің көзқарасы бойынша ағылшын тілін үйренушілердің тілдік стратегияларды қолдануы мен сауаттылық тәжірибесіне әсерін зерттеу.

РӘСІМДЕР:

Сауалнамада сіз өзіңіздің жеке деректеріңіз туралы және ChatGPT-ті тіл үйрену тәжірибесінде қалай қолданатындығыңыз туралы сұрақтарға жауап бересіз. Өнер құралымен жұмыс істеу үшін сізге бірнеше сурет карталары ұсынылады. Сізден тілдік стратегияларды, сауаттылықты үйрену тәжірибесін және ChatGPT пайдалану тәжірибесін ұсынатын бірнеше карталарды таңдау сұралады. Содан кейін сізден осы карталарды не үшін таңдағаныңыз туралы ойлану сұралады. Соңында, фокус-топпен сұхбат барысында 3-4 қатысушы топ ретінде бірге сұхбаттасады. Сізден ChatGPT-тің сіздің тәжірибеңізге негізделген тіл үйрену және сауаттылық стратегияларын қолданудағы рөлін сипаттау және түсіну сұралады. Сіздің рұқсатыңызбен жауаптар

диктофонға жазылады, өйткені олар әрі қарай талдауда қолданылады. Егер сіз жазылғыңыз келмесе, мен сұрақтарға жауап берген кезде жазбалар жаза аламын.

Сіздің атыңыз бен оқытушыңыздың аты-жөні зерттеудің барлық кезеңдерінде, соның ішінде құжаттарда, электрондық файлдарда және диссертацияның өзінде жасырын болады. Барлық деректер, жазбалар және келісім нысандары зерттеушінің жеке USB дискісінде сақталады және құпия сөзбен қорғалған қорапта сақталады. Сіздің осы зерттеуге қатысуыңыз ерікті болып табылады. Сұрақтар нәзіктікті білдірмесе де, егер сіз бір сәтте сұраққа жауап бергіңіз келмесе, сіз жауап беруден бас тарта аласыз. Егер сіз жобадан шыққыңыз келсе, оны кез келген уақытта жасай аласыз және барлық ақпарат (жазбалар, жазбалар) жойылады.

ҚАТЫСУ УАҚЫТЫ: Сіздің қатысуыңыз шамамен 100 минутты алады.

ТӘУЕКЕЛДЕР МЕН АРТЫҚШЫЛЫҚТАР: Бұл зерттеуге байланысты тәуекелдер аз. Сізді ықтимал қауіптерден қорғау үшін біз сіздің жеке өміріңізді қамтамасыз ету үшін барлық қажетті шараларды қабылдауға ниеттіміз. Сіздің жеке басыңыз бен мекемеңіздің жеке басы жасырылады, сондықтан құжаттарда сіздің атауларыңыз бүркеншік аттармен ауыстырылады және деректер қауіпсіз жерде сақталады. Деректерді жинау кезінде алынған ақпарат Сіздің факультетіңіздің директорына немесе оқытушыларына берілмейді. Сұхбат уақыты мен орны Сізбен жеке келісіледі және сіздің оқу кестеңізге кедергі болмайды. Кез келген сәйкестендіру ақпараты және құпия сөзбен қорғалған барлық файлдар зерттеу аяқталғаннан кейін компьютерден жойылады, осылайша сіздің жеке басыңыз ашылмайды. Зерттеу жобасы аяқталғаннан кейін барлық дауыстық файлдар жойылады. Бұл зерттеуге қатысу туралы шешіміңіз Сіздің жұмысыңызға немесе кәсіби мәртебеңізге әсер етпейді. Жұртшылыққа қолжетімді болатын осы зерттеу

туралы кез келген есепте сіздің атыңыз немесе сізді анықтауға болатын кез келген басқа жеке ақпарат болмайды.

Бұл зерттеуден тікелей пайда күтуге болмайды. Дегенмен, ChatGPT сияқты жасанды интеллект технологиялары EFL студенттерінің тілді үйрену стратегиялары мен сауаттылық тәжірибесін пайдалануына қалай әсер ететінін зерттеу ChatGPT және генеративті жасанды интеллект технологияларын пайдалану кезінде тәжірибе мен қажеттіліктердегі кез келген өзгерістерді түсінуге және білдіруге көмектеседі. Осылайша, зерттеуге қатысу сіздің дауысыңызды университеттерде chatgpt қолдану туралы қазіргі ғылыми пікірталастарға қосуға мүмкіндік береді.

ҚАТЫСУШЫЛАРДЫҢ ҚҰҚЫҚТАРЫ:

Егер сіз осы форманы оқып, осы жобаға қатысуға шешім қабылдаған болсаңыз, онда сіздің қатысуыңыз ерікті екенін түсініңіз және **сіз өз келісіміңізді қайтарып алуға немесе кез-келген уақытта айыппұлсыз немесе басқа жағдайда алуға құқығыңыз бар жеңілдіктерді жоғалтпай қатысуды тоқтатуға құқығыңыз бар. Балама-қатысудан бас тарту.** Сіз белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби кездесулерде ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС ДЕРЕКТЕРІ:

Зерттеуші: Бейза Айпай, "көптілді білім беру"мамандығы бойынша магистратураның 2-курс студенті.

Жоғары білім беру мектебі, Назарбаев Университеті, Астана, Қазақстан.

Электрондық пошта: beyza.aypay@nu.edu.kz

Сұрақтар: Егер сізде осы зерттеу, оның процедуралары, тәуекелдері мен артықшылықтары туралы сұрақтарыңыз, алаңдаушылықтарыңыз немесе шағымдарыңыз болса, осы студенттік жұмыс бойынша магистрлік диссертация жетекшісі, доцент Мишель Бедекерге хабарласыңыз michelle.bedeker@nu.edu.kz.

Тәуелсіз байланыс: Егер сіз осы зерттеудің қалай жүргізілетініне қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылық, шағымдар немесе жалпы сұрақтарыңыз болса, pugse зерттеу комитетіне хабарласыңыз gse_researchcommittee@nu.edu.kz.

Егер сіз осы зерттеуге қатысуға келіссеңіз, осы Келісім формасына қол қойыңыз.

- Мен берілген ақпаратпен мұқият таныстым;
- Мен зерттеудің мақсаттары мен процедуралары туралы толық ақпарат алдым;
- Мен жиналған деректердің қалай пайдаланылатынын және кез келген құпия ақпарат тек зерттеушілерге көрінетінін және басқа ешкімге ашылмайтынын түсінемін;
- Мен кез келген уақытта себебін түсіндірместен зерттеуге қатысудан бас тарта алатынымды түсінемін;
- Жоғарыда айтылғандардың бәрін толық біле отырып, мен өз еркіммен осы зерттеуге қатысуға келісемін.

Қолы: _____

Күні: _____

Сізге сақтау үшін қол қойылған және күні көрсетілген келісім бланкісінің қосымша көшірмесі беріледі.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Приглашаем вас принять участие в исследовании на тему: **«Изучение роли ChatGPT в практике языка и грамотности: Голоса казахстанских студентов EFL»**

ОПИСАНИЕ: Приглашаем вас принять участие в исследовании, посвященном роли ChatGPT в вашей академической работе, которое проводит Бейза Айпай, студентка второго курса магистратуры программы «Полиязычное образование» Назарбаев Университета. В зависимости от ваших предпочтений и удобства вам будет предложено принять участие в анкетировании, арт-исследовании, состоящем из колоды карт с изображениями и подсказками, значимом круге и фокус-групповом интервью, которое будет проходить в неформальной обстановке на английском, русском или казахском языках в зависимости от ваших предпочтений.

ЦЕЛЬ: В исследовании изучается влияние ChatGPT на использование языковых стратегий и практику грамотности изучающими английский язык с точки зрения студентов университета.

ПРОЦЕДУРЫ:

В анкете вы ответите на вопросы о своих личных данных и о том, как вы используете ChatGPT в практике изучения языка. Для работы с художественным инструментом вам будет предложено несколько карточек с изображениями. Вам будет предложено выбрать несколько карточек, представляющих ваше использование языковых стратегий, практику обучения грамоте и опыт использования ChatGPT. Затем вас попросят поразмышлять о том, почему вы выбрали именно эти карточки. Наконец, в ходе интервью с фокус-группой 3-4 участника будут опрошены вместе как группа. Вас попросят описать и осмыслить

роль ChatGPT в использовании стратегий изучения языка и практики грамотности на основе вашего опыта. С вашего разрешения ответы будут записаны на диктофон, так как они будут использоваться в дальнейшем анализе. Если вы не хотите, чтобы вас записывали, я могу делать заметки, пока вы отвечаете на вопросы.

Ваше имя и имя вашего преподавателя будут анонимными на всех этапах исследования, включая документы, электронные файлы и саму диссертацию. Все данные, записи и формы согласия будут сохранены на личном USB-накопителе исследователя и будут храниться в защищенном паролем ящике. Ваше участие в данном исследовании является добровольным. Хотя вопросы не предполагают деликатности, если в какой-то момент вы не захотите отвечать на вопрос, вы можете отказаться от ответа. Если вы захотите выйти из проекта, вы можете сделать это в любое время, и вся информация (записи, заметки) будет удалена.

ВРЕМЯ УЧАСТИЯ: Ваше участие займет около 100 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с этим исследованием, минимальны. Чтобы защитить вас от возможных рисков, мы намерены принять все необходимые меры для обеспечения вашей конфиденциальности. Ваша личность и личность вашего учреждения будут скрыты, поэтому в документах ваши имена будут заменены псевдонимами, а данные будут храниться в надежном месте. Никакая информация, полученная в ходе сбора данных, не будет передана директору или преподавателям вашего факультета. Время и место проведения интервью будут согласованы с вами лично и не будут мешать вашему учебному расписанию. Любая идентифицирующая информация и все файлы, защищенные паролем, будут удалены с компьютера после завершения исследования, чтобы ваша личность не была раскрыта. По окончании исследовательского проекта все голосовые файлы будут

удалены. Ваше решение участвовать в этом исследовании не повлияет на вашу работу или профессиональный статус. Любой отчет о данном исследовании, который будет доступен общественности, не будет содержать вашего имени или любой другой индивидуальной информации, по которой вас можно было бы идентифицировать.

От этого исследования нельзя ожидать прямой выгоды. Однако изучение того, как технологии искусственного интеллекта, такие как ChatGPT, влияют на использование студентами EFL стратегий изучения языка и практики грамотности, может помочь вам осмыслить и выразить любые изменения в практике и потребностях при использовании ChatGPT и генеративных технологий искусственного интеллекта. Таким образом, участие в исследовании дает возможность включить свой голос в текущие научные дебаты об использовании ChatGPT в университетах.

ПРАВА УЧАСТНИКОВ:

Если вы прочитали эту форму и решили принять участие в данном проекте, пожалуйста, поймите, что ваше участие является добровольным, и **вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафа или потери льгот, на которые вы имеете право в противном случае. Альтернативой является отказ от участия.** Вы имеете право отказаться отвечать на определенные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

КОНТАКТНЫЕ ДАННЫЕ:

Исследователь: Бейза Айпай, студентка 2-го курса магистратуры по специальности «Полиязычное образование».

Высшая школа образования, Назарбаев Университет, Астана, Казахстан.

Электронная почта: beyza.aypay@nu.edu.kz

Вопросы: Если у вас есть вопросы, опасения или жалобы по поводу данного исследования, его процедур, рисков и преимуществ, свяжитесь с руководителем магистерской диссертации по этой студенческой работе, доцентом Мишель Бедекер, по адресу michelle.bedecker@nu.edu.kz.

Независимый контакт: Если вы не удовлетворены тем, как проводится данное исследование, или у вас есть какие-либо опасения, жалобы или общие вопросы относительно исследования или ваших прав как участника, пожалуйста, свяжитесь с исследовательским комитетом NUGSE по адресу gse_researchcommittee@nu.edu.kz.

Пожалуйста, подпишите эту форму согласия, если вы согласны принять участие в данном исследовании.

- Я внимательно ознакомился с предоставленной информацией;
- Я получил полную информацию о целях и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;
- Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;
- Полностью осознавая все вышесказанное, я по собственной воле соглашаюсь принять участие в данном исследовании.

Подпись: _____

Дата: _____

Вам будет выдана дополнительная копия подписанного и датированного бланка согласия для хранения.

Appendix E
Coding Sample

Excerpts	Inductive codes	Deductive codes	Themes
<p>In my writing process, ChatGPT plays roles at various stages: I begin by inputting assignment details for initial guidance. Drafting suggestions based on ChatGPT's input helps structure my ideas. ChatGPT aids in enhancing vocabulary for refined language use. As I come closer to completion, I check for a logical coherence review. For the final touch, I cross-verify compliance with guidelines using ChatGPT's initial suggestions (Participant 2).</p>	<p>-Value: -Attitude: <i>Verifying rubric and ChatGPT suggestions</i> -Belief: -Process: <i>Drafting</i></p>	<p>-Literacy practice: <i>Coherence, Language enhancement</i> -Language learning:</p>	<p>-Language enhancement</p>
<p>I just write my own ideas to ChatGPT. Ask it to write a sample by using my ideas. I can see text organization and grammar. It generates a good sample of how it can be written so I can write myself (Participant 7).</p>	<p>-Value: -Attitude: <i>Using own ideas</i> <i>Writing his version after analyzing ChatGPT's sample</i> -Belief: -Process: <i>Drafting, Generating sample</i></p>	<p>-Literacy practice: <i>Study skills</i> -Language learning: <i>Cognitive language strategy use</i></p>	<p>-Cognitive language strategy use</p>

Appendix F

Interview Protocol

Focus group interview protocol for “Exploring the Role of ChatGPT in Language and Literacy Practices: Voices of Kazakhstani EFL Students”

Interviewer: Beyza Aypay, Master of Arts in Multilingual Education second-year student at Nazarbayev University Graduate School of Education

Interviewees: Participant (...), Participant (...), Participant (...), Participant (...),

The purpose of this qualitative research is to explore student perspectives and experiences with using ChatGPT in language and literacy practices.

Focus Group Interview Questions

7. Why did you start using ChatGPT for academic language and literacy support?
8. In what kinds of academic tasks have you employed ChatGPT as a support?
9. How has ChatGPT influenced your approach to writing, reading, or assignments?
10. Can you describe the advantages and disadvantages of using ChatGPT for language and literacy support?
11. Have you noticed any impact of ChatGPT on the quality of your writing, reading, or overall language skills? Can you give examples of the impact?
12. Are there any concerns or precautions you think students should know when using ChatGPT?