

Exploring ChatGPT as a Tool for Thesis Writing: Perspectives of EFL Supervisors in Jordanian Universities

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Abstract

This study examines Jordanian EFL supervisors' views on ChatGPT's usage and effects on thesis writing at private and public universities in Jordan. A questionnaire was used to collect data from 47 EFL supervisors. Closed-ended Likert-scale questions were used to quantify supervisors' opinions on ChatGPT's correctness, dependability, and usefulness in thesis writing. Supervisors gave varied views on ChatGPT's usefulness and effects on thesis writing. They agreed that ChatGPT helps students generate ideas, enhance their vocabulary, and improve their thesis writing skills. Supervisors were impartial to ChatGPT's ability to assist students in organising the thesis, delivering arguments, and overcoming writer's block. The findings also showed conflicting opinions on ChatGPT's thesis organization comments and their influence on students' autonomy. Supervisors perceive ChatGPT's influence on supervisor-student interactions differently. The study adds to technology integration in EFL writing teaching, especially thesis writing. It quantifies supervisors' ChatGPT impressions to understand numerical trends and patterns. The results may help educational institutions and policymakers integrate ChatGPT into thesis-writing pedagogy.

Keywords: EFL Jordanian Supervisors, ChatGPT, Writing Theses, Quantitative Research

INTRODUCTION

In the era of advanced technology and digital transformations, artificial intelligence has become an integral part of many aspects of our daily and academic lives. One technology that has received significant attention in recent years is ChatGPT, an advanced language model developed by OpenAI. ChatGPT is a powerful text-generation tool that provides assistance with various language tasks, including writing dissertations and academic papers. However, the impact of this technology on the educational and academic process remains a topic that deserves careful study (Rababah et al., 2024; Malkawi et al., 2023).

Academic writing is one of the most important challenges that students face in universities, especially in departments that use English as a foreign language (EFL). Writing dissertations requires a high level of linguistic proficiency, critical thinking, and structural organisation—skills that may be limited to non-English-speaking students. Here, ChatGPT can offer an innovative solution that helps improve the academic writing level of these students (Shakil et al., 2024). By providing immediate assistance in enhancing linguistic and grammatical structure, suggesting new ideas, and offering advice on organising ideas, this technology can help overcome many obstacles students face in this field (Sakarneh et al., 2022; Alghazo et al., 2023; Almsbhiheen et al., 2023).

Technology in language learning and teaching has garnered attention recently. Technology may help students write academically, especially theses. ChatGPT might improve thesis writing. ChatGPT is an artificial intelligence language model that helps students write. It may boost language, writing, and problem-solving abilities in students. ChatGPT may also help students write independently. Nevertheless, ChatGPT has drawbacks. Some researchers believe that technology hinders students' critical thinking and creativity (El Rabbai et al., 2019; Wolor et al., 2024). Supervisors' views of ChatGPT are critical to evaluating its sustainability and consequences for thesis writing education since they guide students (Belawati & Jap, 2018). However, sophisticated language models like ChatGPT have prompted concerns regarding their effects on students' writing, autonomy, and supervisor-student relationships (Al-Ahmad et al., 2023; Al Fawareh et al., 2023). This research examines EFL Jordanian supervisors' views on ChatGPT's usage in thesis writing. The research intends to understand supervisors' views on ChatGPT's efficacy and influence in an academic setting in Jordanian public and private institutions. The literature on technology in EFL writing instruction gives significant insights,

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but there were few studies on EFL supervisors' attitudes towards ChatGPT (Almegren, 2022; Alsariera & Alsarairah, 2024; Khasawneh, 2022).

ChatGPT's language evaluation tool has offered fresh methods for evaluating linguistic proficiency. AI technology can improve language evaluation by creating lively and interactive evaluation tasks that replicate practical communication scenarios (Moqbel & Al-Kadi, 2023). By interacting with ChatGPT, students can showcase their language proficiency in a reliable setting, resulting in a more precise evaluation of their writing capabilities. Students can receive prompt, automated feedback on their written responses via ChatGPT. To provide concise feedback, ChatGPT can be used to assess the grammar, vocabulary, and consistency of the content. By highlighting areas that need improvement, this feedback helps writers get better at what they do (Limna et al. 2023; Slim & Al-Omari, 2023).

Furthermore, ChatGPT can modify the level of difficulty of assessment tasks in response to the responses provided by students. The AI approach guarantees a more personalised and focused evaluation experience by having the ability to modify the intricacy of the question and prompt depending on students' previous responses. Furthermore, integrating ChatGPT into language evaluations can enhance the impartiality of the findings. ChatGPT is an AI-powered tool that can reduce human bias in rating while offering standardised ratings for a variety of students. According to Rasul et al. (2023), future exams should include a high focus on helping students enhance their analytical, critical thinking, problem-solving skills, and communication.

Derakhshan and Ghiasvand's (2024) study revealed that ChatGPT has advantages and drawbacks for EFL teachers. ChatGPT was viewed as harmful to EFL instruction because of its potential to compromise profound literacy, academic integrity, and teacher-student interactions in the classroom. Rasul et al. (2023) claim that ChatGPT reduces teacher- student interaction, degrades academic integrity, and makes students less literate.

The Study Problem

Recent research emphasises language learning and instructional technologies. Advanced language models like ChatGPT may help EFL thesis writers. However, EFL supervisors' views on ChatGPT's academic application are crucial. This research covers the gap in EFL Jordanian supervisors' ChatGPT thesis writing viewpoints (Rababah, 2023). Even as language learning uses more technology, EFL supervisors, who aid students, have not been properly investigated. Knowing their perspectives helps evaluate ChatGPT's thesis-writing effect. ChatGPT provides real-time writing feedback, but its accuracy, dependability, and effects on students' writing, autonomy, and supervisor-student interactions are questioned. Supervisors' views influence instruction and decision-making. EFL Jordanian supervisors' opinions on using ChatGPT to write theses are measured so that the results could cover the study vacuum and enhance educational practices by demonstrating ChatGPT's thesis writing training potential (Rababah et al., 2023; Rababah, 2022).

In light of rapid technological transformations, there is an increasing need to understand the impact of modern technologies such as ChatGPT on the educational process, especially in areas that require high language skills like writing academic dissertations (Ibnian, 2023). The problem lies in how EFL supervisors interact with students' use of these tools. Is ChatGPT effective support for students, or are there concerns regarding originality and academic integrity? What is the actual impact of this tool on the quality of academic writing?

Study Questions

This quantitative research addresses this gap by answering the following research questions:

1. What are the perceptions of EFL Jordanian supervisors regarding the effectiveness and impact of ChatGPT in assisting students in writing their theses?
2. How do supervisors perceive the accuracy, reliability, and overall usefulness of ChatGPT in the thesis-writing process?
3. What are the potential impacts of ChatGPT on students' writing skills, autonomy, and the supervisor-student relationship?

Objectives of the Study

This study aims to explore the perspectives of EFL supervisors in universities on the use of ChatGPT as a dissertation writing tool. By understanding the perspectives of these supervisors, we can identify the potential benefits and risks associated with this use. Sub-objectives of the study include:

1. Evaluating potential benefits: How can ChatGPT help improve the quality of academic writing and facilitate the dissertation writing process?
2. Analysing potential risks: What are the concerns regarding originality and academic integrity when using ChatGPT in dissertation writing?
3. Future directions: How can universities develop educational policies that leverage AI technology while maintaining academic quality standards?

The Significance of the Study

This study is significant as it provides a deeper understanding of how artificial intelligence techniques can be used to improve the educational process. It helps develop innovative educational strategies that support students in achieving their academic goals. Also, it contributes to formulating balanced university policies that ensure the use of technology enhances the quality of education without compromising academic originality. In conclusion, this study seeks to provide new insights into the role of AI in academic education, focusing on the use of ChatGPT as a tool to support dissertation writing (Rababah et al., 2024). The results may serve as a guide for universities and academic supervisors in developing educational policies that take advantage of advanced technology to enhance the learning experience for students worldwide.

This study is significant because it fills a gap by examining Jordanian EFL supervisors' views. There is literature on technology in language learning, but less on EFL supervisors' views of ChatGPT in thesis writing.

LITERATURE REVIEW

The literature review discusses technological integration in EFL writing instruction, ChatGPT, and thesis supervisors. This report summarises previous research, identifies research gaps, and prepares to explore EFL Jordanian supervisors' opinions on ChatGPT in thesis writing.

A. Technology-Enhanced EFL Writing Instruction

Language learning has improved with technology. Warschauer (2006) suggests employing CALL technologies to enhance EFL writing, boost student autonomy, and provide timely feedback. This study highlights how technology improves student writing. AI language models like ChatGPT assist language learners in writing. These models provide real-time advice using NLP and ML. A recent study suggests such models may enhance writing, vocabulary, and grammar (Balyan et al., 2020; Rijal, 2021).

Supervisors help with thesis writing. They guarantee product quality. Good supervisor-student relationships, open communication, and constructive comments improve student writing (Bitchener & Basturkmen, 2006; Dakamsih & Rababah, 2024; Merghmi & Hoadjli, 2024). The supervisor-student relationship influences writing motivation, interest, and productivity.

B. Theoretical Framework

Technology integration in language learning, EFL writing education, and supervisor-student interaction form this study's theoretical framework. EFL Jordanian supervisors' perceptions about ChatGPT in thesis writing are influenced by the following:

1. Technology Acceptance Model (TAM): In 1989, Davis created TAM to explain consumer tech adoption (Scherer et al., 2019). This idea indicates that perceived usefulness and simplicity of usage affect tech goals. TAM evaluates supervisors' views of ChatGPT's thesis writing services.

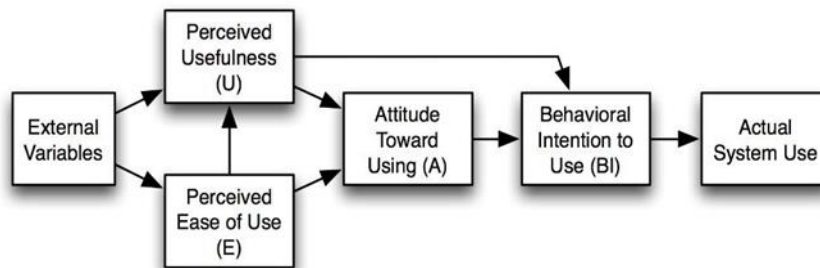


Figure 1. Technology Acceptance Model (TAM) by Davis (1989)

1. **Social constructivism:** Vygotsky (1978) stressed social learning. This approach holds that collaboration and mentoring improve learning. This social constructivist study analyses how ChatGPT affects supervisor-student interaction.
2. **Learning Language Autonomy:** Learners' ability to manage their language development and make informed decisions is autonomy. ChatGPT may boost thesis-writing autonomy and self-regulation. The study explores supervisors' perceptions of ChatGPT's impact on student autonomy and writing.
3. **Writing Feedback:** This theoretical framework encompasses EFL writing feedback. Students get timely and constructive feedback to enhance their writing. Research explores supervisors' views of ChatGPT's remarks and writing aid.

EFL Jordanian supervisors' opinions on ChatGPT in thesis writing are examined using these theories and concepts. The theoretical framework evaluates supervisors' views on ChatGPT's efficacy, impacts on students' autonomy and writing, and supervisor-student relations. This framework examines quantitative survey data and strengthens the study's theory.

C. Related Studies

Dilzhan (2024) investigated the use of ChatGPT by Kazakhstani EFL teachers. Eleven EFL teachers participated in semi-structured interviews. The findings show that instructors appreciate ChatGPT for its ability to generate ideas quickly, boost student participation, and minimise the burden. Moreover, the teachers valued the chatbots' contribution to students' writing and vocabulary development by providing them with immediate feedback and tailored exercises. Along with these benefits, several difficulties have been noted such as the risk of becoming overly dependent on technology, and academic dishonesty. The results highlight the need for comprehensive training to fully utilise ChatGPT's potential. The teachers emphasised that to successfully use modern technology in educational environments, they need to provide systematic supervision. Although there are many advantages to using ChatGPT in EFL classes, it must be carefully considered. Optimising ChatGPT's application in EFL instruction requires overcoming obstacles and having strong policy support in place.

Abdelhamid and Elfakeur Abidi (2024) explored the comprehension, use, and views of LLMs among Algerian EFL university professors and students, with a focus on their use in the development of writing abilities. Given the importance of AI in language acquisition, this study closes a knowledge gap regarding the incorporation of AI tools in Algerian EFL teaching and learning. The study combines quantitative data with qualitative information from nine completed closed-ended surveys and five semi-structured teacher interviews using a sequential mixed-methods methodology.

This approach makes it possible to examine statistical trends in great detail and to examine how each person uses LLMs to improve their writing abilities. The findings demonstrate a high level of engagement with LLMs, and the majority of educators and learners concur that they can significantly enhance their writing abilities. There were reports of improvements in students' vocabulary and grammar, and lecturers stressed the importance of LLMs in providing feedback and engaging students in the learning process. Concerns regarding academic integrity and dependence on technology, among other issues, were also raised. Even though LLMs can drastically alter EFL instruction by encouraging the growth of writing abilities, suggestions for their efficient application are sorely needed to reap benefits and minimise risks.

Sumakul et al. (2022) analysed the perspectives of Indonesian EFL teachers on artificial intelligence (AI). They discovered that although there was a general consensus regarding the educational benefits of AI, there were apprehensions about teacher proficiency and student enthusiasm.

Kim et al. (2021) examined how AI chatbots impact students' speaking abilities in EFL classes, as well as how they inspire students' speaking experiences. Fifty university students taking a standard English course participated in the study. They were divided into two categories according to their degrees of proficiency: The pre- and post-test designs looked at the degree of improvement made by the students between and within the two English-speaking levels. The test findings showed that both groups made great progress on the two speaking tasks—reading aloud from a text and responding to questions. The two student ability levels did not significantly differ in their pronouncing abilities. However, there was a noticeable difference in emphasis and tone while reading aloud from the book. And on the second task, answering the questions, every question had statistical inconsistencies in it. Additionally, a noteworthy distinction was found in the fluency of the two levels. We also investigated survey responses from students regarding their thoughts on the application of AI chatbots in English classes. Finally, this study looks at how AI chatbots can help with language acquisition and their possible uses in EFL settings.

Al-Hariri (2020) studied chatbot-based writing feedback with EFL students. The study indicated that chatbot-feedback students improved their writing grammar and vocabulary. Chatbot comments helped students write and speak better. The study proposes teaching writing using chatbots. Chatbots provide targeted feedback and recommendations to help students write better. The research suggests that AI-based language models may help students write. It emphasises creative language education to improve writing. In the same vein, Syarifah and Fakhruddin (2024) explored AI writing aids in English classes. The study comprised quantitative writing assessments and qualitative student interviews. Research showed students found AI writing aids beneficial and productive. Their immediate feedback helped them revise and strengthen their writing. Researchers concluded that AI writing assistance boosted students' writing. AI gives students immediate feedback and ways to improve.

Also, Adnan (2020) examined AI's potential to aid English language learning, particularly writing. The review studied AI-based English language education studies and papers. AI was shown to improve language fluency and writing skills in students. The evaluation notes that AI technology can provide pupils with personalised feedback. AI systems can assess students' writing and provide tailored improvements using natural language processing and machine learning methods. This focused criticism helps students understand their writing talents and flaws. The study also suggests that AI-based solutions may improve language proficiency. AI systems can simulate dialogues and practice pronunciation using voice recognition and language production. Immersive experiences let students practice and improve their language abilities. Lee (2022) discusses EFL (English as a Foreign Language) writing supervision, including both theory and practice. The research examines how supervisors help students write. The article emphasises clear and straightforward instructions and a friendly and productive supervisory relationship between supervisors and students. The article emphasises the benefits of feedback. Supervisors can help students improve their writing and identify any faults. Timely and detailed criticism helps students identify their strengths and limitations and steer their writing process. Scaffolding is another key topic. Supervisors should help and guide students as they improve their writing. Modelling and offering examples help students write. These studies explored AI-based language learning tools and writing assistance from a supervisor's perspective. They provide insight into the benefits, drawbacks, and usefulness of AI writing assistants and supervision. They highlighted the need to research thesis supervisors' ChatGPT perceptions.

METHODS

This quantitative research used a questionnaire to ask EFL Jordanian supervisors about using ChatGPT to write theses.

Cross-sectional research was done at Jordanian private and public universities.

A. The Population and Sample of the Study

This research included EFL supervisors from selected private and public institutions across the kingdom. The thesis supervisors were selected via convenience sampling. The research invited 59 supervisors, and 47 completed the questionnaire for an 80% response rate. The research goals and theoretical framework were used to create a structured questionnaire.

B. Data Collections and Analysis

The closed-ended Likert-scale questionnaire allowed supervisors to rate comments. The questionnaire asked supervisors about ChatGPT's efficacy, usefulness, correctness, dependability, influence on students' writing abilities, autonomy, and supervisor-student relationship. The questionnaire was content-validated by a panel of experts and piloted with a small group of supervisors to ensure clarity and comprehensibility. Data gathering took two weeks. A cover letter and surveys were sent to supervisors. Responses were kept secret and anonymous. Supervisors were given enough time to complete the questionnaire, and non-respondents were reminded to increase response rates. To analyse the data, frequencies, means, and standard deviations were used.

RESULTS AND DISCUSSION

To address study questions, statistical methods computed frequency distributions and central tendency/dispersion.

To answer the first research question, which states, "What are the perceptions of EFL Jordanian supervisors regarding the effectiveness and impact of ChatGPT in assisting students in writing their theses?" the means and standard deviation were used as presented in Table 1.

TABLE 1 NUMERICAL LIKERT SCALE OF THE SUPERVISORS' RESPONSES

| No. | Question | 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) | Mean | Std. Devi. |
|-----|---|-----------------------|--------------|-------------|-----------|--------------------|------|------------|
| 1 | ChatGPT improves students' overall thesis writing skills. | 4.1 | 0.6 | 0.9 | 2.7 | 1.7 | 3.2 | 0.89 |
| 2 | ChatGPT provides accurate feedback on grammar and syntax. | 3.3 | 1.5 | 1.1 | 1.9 | 2.2 | 2.4 | 0.67 |
| 3 | ChatGPT enhances students' ability to generate ideas. | 2.7 | 1.9 | 1.8 | 2.4 | 2.2 | 2.6 | 0.68 |
| 4 | ChatGPT improves students' vocabulary usage in their theses. | 3.5 | 1.1 | 0.8 | 2.1 | 2.5 | 2.8 | 0.71 |
| 5 | ChatGPT helps students structure their theses effectively. | 2.9 | 1.4 | 1.7 | 2.3 | 2.7 | 2.6 | 0.69 |
| 6 | ChatGPT provides useful suggestions for improving thesis content. | 3.6 | 1.2 | 0.9 | 2.4 | 2.4 | 2.9 | 0.68 |
| 7 | ChatGPT improves students' ability to cite and reference sources. | 2.3 | 1.6 | 2.1 | 2.7 | 1.3 | 2.4 | 0.75 |
| 8 | ChatGPT enhances students' autonomy in thesis writing. | 1.8 | 2.2 | 2.4 | 2.8 | 1.8 | 2.2 | 0.75 |
| 9 | ChatGPT provides timely feedback on thesis drafts. | 3.1 | 1.3 | 1.6 | 2.2 | 2.8 | 2.4 | 0.68 |
| 10 | ChatGPT improves students' confidence in their thesis writing. | 2.5 | 1.5 | 2.3 | 2.6 | 1.9 | 2.4 | 0.72 |
| 11 | ChatGPT provides reliable feedback on thesis organization. | 3.3 | 1.1 | 1.7 | 2.3 | 2.6 | 2.6 | 0.66 |
| 12 | ChatGPT helps students overcome writer's block. | 3.1 | 1.7 | 2.2 | 2.4 | 1.6 | 2.2 | 0.72 |
| 13 | ChatGPT assists students in effectively presenting arguments. | 2.8 | 1.8 | 2.1 | 2.5 | 2.3 | 2.5 | 0.73 |
| 14 | ChatGPT improves students' thesis coherence and flow. | 3.5 | 1.3 | 0.9 | 2.1 | 2.2 | 2.6 | 0.67 |
| 15 | ChatGPT helps students adhere to academic writing conventions. | 2.6 | 1.6 | 2.2 | 2.7 | 1.9 | 2.4 | 0.74 |

| | | | | | | | | |
|----|--|-----|-----|-----|-----|-----|-----|------|
| 16 | ChatGPT provides guidance on thesis research methodologies. | 3.2 | 1.2 | 1.3 | 2.4 | 2.1 | 2.4 | 0.65 |
| 17 | ChatGPT supports students in finding relevant literature. | 2.9 | 1.4 | 2.0 | 2.6 | 2.1 | 2.6 | 0.68 |
| 18 | ChatGPT improves students' understanding of thesis requirements. | 3.4 | 1.3 | 1.1 | 2.3 | 1.9 | 2.6 | 0.67 |
| 19 | ChatGPT fosters positive supervisor-student relationships. | 2.3 | 1.7 | 2.4 | 2.9 | 1.7 | 2.4 | 0.76 |
| 20 | ChatGPT saves supervisors time in providing thesis feedback. | 4.0 | 0.8 | 0.6 | 2.2 | 2.4 | 3.2 | 0.83 |

Table 1 shows the mean and standard deviation for each questionnaire item, reflecting Jordanian EFL supervisors' opinions on ChatGPT's efficacy and effects on thesis writing. Supervisors acknowledged that ChatGPT promotes thesis writing (mean = 3.2) and gives correct grammar and syntax comments (mean = 2.4). ChatGPT also improves students' idea generation (mean = 2.6) and language use in theses (mean = 2.8). Supervisors were more impartial in their view that ChatGPT helps students plan their theses effectively (mean = 2.6) and gives good ideas for strengthening thesis content (mean = 2.9). Supervisors had varied feelings about ChatGPT. They were slightly ambivalent about ChatGPT's influence on students' thesis writing autonomy (mean = 2.2) and its capacity to deliver timely feedback on thesis drafts (mean = 2.4). Supervisors also disagreed on whether ChatGPT boosts thesis writing confidence (mean = 2.9).

Supervisors were divided on ChatGPT's reliability in helping students overcome writer's block (2.2) and thesis arrangement (2.6). They also disagreed on whether ChatGPT promotes thesis coherence and flow (mean = 2.6) and helps students articulate arguments (mean = 2.5). Supervisors were more indifferent regarding ChatGPT's support with thesis research methodology and academic writing norms (mean = 2.4). ChatGPT's help in identifying relevant material and comprehending thesis requirements was equally mixed (mean = 2.6). ChatGPT's effect on supervisor-student interactions was neutral (mean = 2.4) for supervisors. ChatGPT saves thesis supervisors time (mean = 3.2). Each item's standard deviation shows supervisors' answer dispersion. Supervisors' views vary with higher standard deviations. Some elements have larger standard deviation values, indicating supervisors have more diverse viewpoints on those areas.

To answer the second research question, which states, “How do supervisors perceive the accuracy, reliability, and overall usefulness of ChatGPT in the thesis writing process?”, the supervisors’ opinions on ChatGPT's accuracy, reliability, and overall usefulness were examined as shown in Table 2.

TABLE 2 SUPERVISORS' OPINIONS ON CHATGPT'S ACCURACY, RELIABILITY, AND OVERALL USEFULNESS OF CHATGPT

| | Mean | Standard Deviation |
|---------------------------------------|------|--------------------|
| Accuracy | 2.4 | 0.67 |
| Reliability | 2.6 | 0.66 |
| Overall Usefulness | | |
| - Thesis Writing Skills | 3.2 | 0.89 |
| - Suggestions for Content Improvement | 2.9 | 0.68 |
| - Thesis Structure | 2.6 | 0.69 |
| - Overcoming Writer's Block | 2.2 | 0.72 |
| - Effective Argument Presentation | 2.5 | 0.73 |

Supervisors' opinions on ChatGPT's accuracy, reliability, and overall usefulness in thesis writing are as follows: First, in terms of accuracy, supervisors believed ChatGPT provided proper grammatical and syntactic remarks (mean = 2.4, SD

= 0.67). Supervisors acknowledge the system's ability to identify and rectify grammatical and syntactical errors in thesis writing. Second, there was disagreement among supervisors over ChatGPT's thesis organisation remarks (mean = 2.6, SD

= 0.66). This demonstrates that supervisors disagreed on whether ChatGPT provides genuine advice on the structure and organisation of student theses. The standard deviation reflects the supervisors' varying perspectives on this. Third, supervisors were split on the overall efficacy of ChatGPT for thesis writing.

Supervisors agreed that ChatGPT improves students' thesis writing skills (mean = 3.2, SD = 0.89) and provides useful suggestions for improving thesis content (mean

= 2.9, SD = 0.68), but they were less convinced of its effectiveness in assisting students with thesis structure (mean = 2.6, SD = 0.69). Supervisors also judged ChatGPT's usefulness in overcoming writer's block (mean = 2.2, SD = 0.72) and presenting arguments (mean = 2.5, SD = 0.73).

These results show that supervisors believe ChatGPT can increase writing abilities and content. However, supervisors' opinions on ChatGPT's thesis organisation comments and its efficacy in organising theses and overcoming writer's block were more mixed or indifferent. This means supervisors may doubt ChatGPT's efficacy and usefulness in these areas.

To answer the third question, which states, "What are the potential impacts of ChatGPT on students' writing skills, autonomy, and the supervisor-student relationship?", the means and standard deviation of participants' perceptions were calculated as presented in Table 3.

TABLE 3 THE PARTICIPANTS' PERCEPTIONS OF CHATGPT'S IMPACT ON THESIS WRITING SKILLS, AUTONOMY, AND SUPERVISOR-STUDENT RELATIONSHIPS

| Aspect | Mean | Standard Deviation |
|----------------------------------|------|--------------------|
| Thesis Writing Abilities | 3.2 | 0.89 |
| Vocabulary Usage | 2.8 | 0.71 |
| Thesis Structure | 2.6 | 0.69 |
| Thesis Content | 2.9 | 0.68 |
| Thesis Coherence and Flow | 2.6 | 0.68 |
| Concept Generation Capacity | 2.6 | 0.68 |
| Thesis Writing Autonomy | 2.2 | 0.75 |
| Thesis Structure (Autonomy) | 2.2 | 0.75 |
| Timely Feedback on Thesis Drafts | 2.4 | 0.68 |
| Thesis Writing Confidence | 2.4 | 0.72 |
| Supervisor-Student Relationships | 2.4 | 0.76 |
| Saving Time in Thesis Comments | 2.2 | 0.74 |

The results revealed that ChatGPT may affect students' writing, autonomy, and supervisor-student relationships as follows: Firstly, ChatGPT may increase students' writing abilities. The participants agree or strongly agree that ChatGPT improves thesis writing, vocabulary, coherence, and flow. AI technology can assist students in writing academically and improve thesis content. Students may improve their theses by obtaining correct criticism on grammar, syntax, structure, and argument presentation. Secondly, according to the data, ChatGPT has little effect on thesis writing autonomy. ChatGPT can guide and provide timely feedback on thesis drafts, but it may not increase students' autonomy. ChatGPT may help students overcome writer's block and acquire confidence by offering rapid support. This assistance reduces students' dependence on supervisors and encourages self-directed learning. Finally, the data does not comprehensively examine how ChatGPT affects the supervisor-student relationship; however, with an average mean rating of 2.4, ChatGPT promotes supervisor-student connections. The system's time-saving thesis feedback may improve supervisor-student communication. By freeing supervisors from time-consuming chores, they may focus on mentoring, advice, and student needs.

The data in Table 3 shows that ChatGPT improves students' thesis writing abilities (mean = 3.2, SD = 0.89). ChatGPT improves vocabulary usage (mean = 2.8, SD = 0.71), thesis structure (mean = 2.6, SD = 0.69), thesis content (mean = 2.9, SD = 0.68), and thesis coherence and flow. However, students' concept generation capacity is seen as neutral (mean = 2.6, SD = 0.68). Participants believe ChatGPT improves thesis writing autonomy (mean = 2.2, SD = 0.75). Students believe that ChatGPT improves thesis structure (mean = 2.2, SD = 0.75) and gives timely feedback on thesis drafts (mean

= 2.4, SD = 0.68). Students' thesis writing confidence improves neutrally (mean = 2.4, SD = 0.72). The participants' views on ChatGPT's effects on supervisor-student relationships are varied. ChatGPT's influence on supervisor-student interactions is neutral (mean = 2.4, SD = 0.76); however, the participants believe that it saves supervisors time in thesis comments (mean = 2.2, SD = 0.74).

The results revealed that ChatGPT improves thesis writing abilities. The mean score of 3.2 implies that supervisors believe ChatGPT improves vocabulary, thesis organisation, content quality, and coherence. This is in line with Al-Hariri's (2020) and Syarifah and Fakhruddin's (2024) studies, which revealed that AI-based tools improve students' writing skills. Supervisors feel ChatGPT can improve thesis writing autonomy. The mean grade of 2.2 shows supervisors acknowledge ChatGPT's capability to help students plan their theses and provide timely feedback on drafts. AI writing aids encourage autonomous learning and self-directed writing (Syarifah & Fakhruddin, 2024; Adnan & Anwar, 2020). The supervisor-student relationship findings are mixed. Supervisors believe that ChatGPT saves them time delivering thesis evaluations, but they are divided on whether it improves supervisor-student interactions. This implies that although ChatGPT may speed feedback, concerns emerge about students' dependence on AI technologies. These results complement the current research that emphasises good supervision and interpersonal communication in helping students' writing (Lee, 2022). The findings show that ChatGPT could improve thesis writing and promote student autonomy. Nevertheless, ChatGPT should be combined with good supervision to avoid negative effects on the supervisor-student relationship. These findings add to the literature by revealing Jordanian supervisors' views on AI-based writing tools, enriching the theoretical framework, and supporting the use of such tools in education.

The instructors' pedagogical reasoning, technical pedagogical content knowledge, and informed professionalism may be the cause of this. This guides the teachers' pedagogical decisions, actions, and thought processes. An EFL instructor can identify and use argumentation methods to resolve pedagogical issues and doubts when their instructional rationale aligns with an ambitious pedagogy. Because of their improved professional judgement abilities and characteristics, it can be claimed that teachers are more aware of the challenges ChatGPT presents to their pedagogy (Derakhshan & Ghiasvand, 2024).

An additional acceptable explanation would be that EFL teachers' high degrees of intellectual and digital literacy influence their readiness to adopt new technology into their teaching. ChatGPT may jeopardise EFL assessment by promoting dishonesty and painting an inaccurate picture of students' language proficiency (Cotton et al., 2023). Additionally, these studies assert that ChatGPT jeopardises the security of online exams. This is linked to EFL teachers' worries regarding the reliability and language proficiency sections of exams that rely on technology and AI.

The inclusion of ChatGPT into EFL research may be dangerous since it promotes high-tech plagiarism and disseminates misleading information. This further validates the assertions stated by Mhlanga (2023) that ChatGPT stains scientific research by neglecting crucial ethical considerations and disseminating false information. One possible explanation for this could be that EFL instructors have cultivated a scholarly image through their supervision of several theses and publications pertaining to EFL instruction and educational technology. Although it is unclear if other aspects, including teachers' identities and knowledge, have an extra influence on these outcomes, the study enhances the interface between AI and EFL training.

Furthermore, research has demonstrated that ChatGPT develops instructional materials, reduces teacher workloads, and enhances traditional teaching methods. These findings are in line with and validate those of past research that discovered ChatGPT to be significant in several educational pedagogical domains (Farrokhnia et al., 2023). Although the teachers understood the difficulties and complexities involved in teaching EFL, they also identified opportunities for AI technology to support language training. Since ChatGPT is a language model, it makes sense to assume that it will be more advantageous to language instruction and pedagogy than other fields.

By assisting teachers in developing assessment rubrics, offering adaptive and objective testing, providing writing comments, and delivering prompt assessment feedback on projects and assignments performed by students, it was found that ChatGPT helped improve EFL evaluation. Rudolph et al. (2023) claimed that an AI-powered chatbot can assist EFL teachers and evaluators with quizzes, writing assignments from students, encouraging peer and self-evaluation, establishing rubrics for assessments, and providing prompt responses. The findings revealed that ChatGPT might be harmful to EFL instruction since it can repress critical thinking, discourage innovation, encourage phoney projects and materials, and minimise the importance of context and culture in language learning. This finding is in line with the findings of Farrokhnia et al. (2023) and Latif (2023). These

outcomes might be attributed to the instructors' real usage of ChatGPT during EFL classes. An additional explanation would be that ChatGPT is still in its early phases and its developers have not completed resolving all of the issues.

CONCLUSION, RECOMMENDATIONS, AND LIMITATIONS

The present study examined Jordanian EFL supervisors' views on ChatGPT's efficiency in helping students write their theses. Supervisors gave varied views on ChatGPT's usefulness and effects on thesis writing. They agreed that ChatGPT assists students in generating ideas, enhancing vocabulary, and advancing their thesis writing skills. Supervisors were impartial on ChatGPT's ability to assist students in organising theses, delivering arguments, and overcoming writer's block. The findings also showed conflicting opinions on ChatGPT's thesis organisation comments and their influence on student autonomy. Supervisors perceive ChatGPT's influence on supervisor-student interactions differently.

The study emphasises the significance of understanding supervisors' viewpoints and resolving their issues and reservations to properly incorporate ChatGPT into thesis writing. ChatGPT's advantages and drawbacks in aiding students and improving thesis writing require more study.

Although the current study offers valuable insights into the application of AI writing tools in EFL courses, it is important to acknowledge that the study's scope is constrained because the data came from just fifty EFL instructors at one university. The availability of technology, resources, and instructors' views towards AI technologies may differ across areas; thus, this study may not accurately reflect instructors' experiences in various settings. Additionally, the study only examined instructors' perspectives; it did not take into account students' opinions or track how much their writing skills actually improved as a result of using these AI tools. As such, it might not give a clear picture of how AI writing tools affect students' writing standards. Additionally, despite concerns expressed by some instructors, the research did not look into the potential drawbacks of students being overly dependent on AI tools or the long-term effects of utilising these tools on students' writing abilities. Future studies must consider these limitations in order to fully comprehend the consequences and potential disadvantages of using AI writing tools in EFL classes.

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