International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influences on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia

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ABSTRACT

International postgraduate TESOL students (IPTS) encounter challenges in academic writing, particularly during the academic writing process (AWP). To help them cope with those challenges, Generative Artificial Intelligence (GenAI) tools are among the possible solutions. However, there remains a significant research gap concerning IPTS' perceptions of GenAI tools' influences on their AWP. This study aims to investigate perceptions of four (04) IPTS from Vietnam (VIE Student), Laos (LAO Student), Nepal (NEP Student) and China (CHI Student) at Flinders University in South Australia regarding GenAI tools' influences on their AWP, focusing on eight (08) specific stages: analyzing the questions, brainstorming, researching, outlining, drafting, editing, proofreading, and checking references. This study is conducted through four (04) multiple case studies, each represented by a participating IPTS. The cross-case interview data analysis reveals that participants differed in their perceived degrees of GenAI tools' influence across AWP, ranging from a low degree (CHI Student) to a moderate degree (VIE Student), a high degree (LAO Student), and a bit higher degree (NEP Student). Additionally, the findings highlight that the perceived frequency of GenAI tool use throughout AWP varies from rarely use (CHI Student) to sometimes use (VIE Student), often use (NEP Student), and a bit more often use (LAO Student). The findings offer recommendations for three (03) key stakeholders (i.e., Flinders University's support services, TESOL topic coordinators/lecturers, and IPTS) on the responsible and ethical use of GenAI tools in AWP. These recommendations aim to enrich students' understanding of GenAI-supported AWP and support more ethical decision-making throughout AWP.

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Statement of Originality

I declare that this submission is the result of my own research and does not include any content published by any other persons. Furthermore, this thesis does not include portions of content submitted for the purpose of obtaining another degree or diploma at Flinders University or any other university. I properly credit sources in my thesis wherever needed. This thesis also formally acknowledges all the contributions from those with whom I have collaborated at Flinders University or abroad.

Acknowledgement

I would like to extend my sincere gratitude to the people who have provided priceless assistance and support throughout this research. My deepest appreciation is extended to the four postgraduate TESOL student participants from Vietnam, Laos, Nepal, and China. It has been beneficial to gain insights into the perceived influences of GenAI tools on their academic writing process (AWP). This thesis reports the findings of research rigorously conducted and extensively revised by my supervisor and fellow participants.

I would also like to express my sincere gratitude to my supervisor, Dr. Mai Ngo, for her unwavering support, her assistance in addressing my research concerns, and her encouragement in completing this research. Dr. Ngo has supported me from the initial stages of selecting the research topic through to the final stages of finalizing and submitting this thesis. I learned from Dr. Ngo that a researcher must uphold the highest ethical and professional standards in collecting, transcribing, and analyzing data. Throughout the research process, I was continually reminded to pay attention to details as well as the rigour of the research project, maintain consistency across the sections of the thesis, and to present information clearly, enabling readers to understand every detail of the thesis. One important insight I gained from Dr. Ngo is that researchers must prioritize maintaining both good mental and physical conditions for their well-being throughout the research process. Once again, I wish to express my sincere gratitude to Dr. Ngo for providing me with the foundational knowledge necessary to pursue my academic research career.

A List of Abbreviation

AW	Academic Writing
AWP	Academic Writing Process
EFL	English as a Foreign Language
ESL	English as a Second Language
FLO	Flinders Learning Online
GENAI	Generative Artificial Intelligance
IELTS	International English Language Testing System
IPTS	International Postgraduate TESOL Students
L1	First-language
L2	Second-language
SLSS	Student Learning Support Services
TEQSA	Tertiary Education Quality and Standards Agency
TESOL	Teaching English to Speakers of Other Languages

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CHAPTER 1: INTRODUCTION

1.1 Overview of Chapter 1

Chapter 1 aims to provide the contextual background and the rationale for the current study. Chapter 1 is structured into ***nine (09) sections***. The ***first section*** provides a general overview of Chapter 1, followed by the research contexts in the ***second section***, and the definition of the research problem in the ***third section***, The ***fourth section*** articulates the research rationale, explaining the chosen research focus on investigating the perceptions of international postgraduate TESOL students (IPTS) regarding the influence of generative AI tools on the academic writing process (AWP). The ***fifth section*** defines the three (03) key guiding concepts for this study, namely, Student Perceptions, Generative Artificial Intelligence (GenAI) Tools, and the Academic Writing Process (AWP). This is followed by the ***sixth section***, which highlights the research aims and the relevant research questions. The ***seventh section*** defines the scope and significance of the study. The ***eighth section*** provides the overall structure of this thesis. The Chapter concludes with its summary in the final ***ninth section***.

1.2 The Contexts of the Study

The emergence of new technology, particularly Generative Artificial Intelligence (GenAI), has significantly impacted various aspects of life, notably education (Mao et al., 2023). The significance of GenAI is further highlighted in language education due to the exceptional attributes of GenAI tools (Kolay & Gölbasi, 2024). According to Galaczi and Luckin (2023), GenAI tools significantly enhance the learning and teaching of essential language competencies, encompassing all four language skills, especially writing skills. In this regard, Densley (2024) asserts that GenAI tools, such as ChatGPT, Grammarly, and Quilbot, have had significant influences on second language acquisition and academic writing (AW). Nonetheless, across various global contexts, the role, influences, and challenges associated with the use of GenAI tools vary due to different cultural characteristics and educational environments (Densley, 2024). The following subsections briefly describe the use of GenAI tools across global, national, and local higher education contexts, starting with the global higher education contexts.

1.2.1 The Use of GenAI Tools in the Global Higher Education Contexts

GenAI tools are widely used in global higher education settings. Still, their use across countries is not uniform due to disparities in cultural attitudes towards technology use and differences in levels of digital infrastructure development (S&P Global, 2025). Research shows that the rapid global emergence of Generative AI (GenAI) tools has significantly influenced academic writing (AW), particularly the AWP, across global universities (Li et al., 2025; Nawi et al., 2025). GenAI tools have been used by university students worldwide in the AWP who acknowledge their benefits for idea generation, drafting, grammatical checking, and feedback (Li et al., 2025; Moorhouse et al., 2025; Jin et al., 2025). Despite their benefits, the widespread use of GenAI tools has raised concerns about academic integrity (Đerić et al., 2025), underscoring the need for universities worldwide to establish guidelines for the ethical and responsible use of these tools. For that reason, higher education systems across countries continue to develop policies, pedagogical strategies, and training sections on GenAI tools to ensure their ethical and responsible uses in academic contexts, especially for AW (Li et al., 2025; Moorhouse et al., 2025). *See Section 2.2.1 for further details*.

1.2.2 The Use of Gen AI Tools in the National Australian Higher Education Context

In the national Australian higher education context, GenAI tools are widely used in universities throughout Australia (Puser, 2025). Recognizing the extensive and swift influence of GenAI tools on higher education, especially in the field of AW, the Australian government has published policies and guidelines for their use since 2025 (Tertiary Education Quality and Standards Agency, 2025). Nevertheless, there is a lack of specific guidelines from the Australian government for implementing GenAI tools across the various stages of the AWP. Additionally, according to the Australian National University (2024), most Australian universities currently lack comprehensive standards for the use of GenAI tools at every stage of the AWP, but mainly focus on how to use GenAI tools with integrity. The researcher's thorough search of Australian university websites found only two (02) Australian universities, namely, Monash University (n.d.) and the University of Melbourne (n.d.), that have published some guides on the use of GenAI tools at each stage of the AWP. *See Section 2.2.2*

1.2.3 The Use of Gen AI Tools in the Local South Australian Higher Education Context

In the local state of South Australia, a thorough review of South Australian universities' websites, using such key words as "GenAI tools, academic writing, South Australian university" reveal that local universities all take the same position that GenAI tools are allowed for students' assignments, including written academic assignments, in accordance with their universities' established policies (Flinders University, 2024; University of Adelaide, n.d.-b). However, there is a lack of detailed guidance on how to apply these GenAI tools across the specific stages of the AWP, or at least inaccessible on these South Australian universities' websites. *See Section 2.2.3*

1.3 The Research Problem

Australia's advanced higher education system attracts numerous international students annually, especially those from non-English-speaking countries. International students whose English is not their first language have reportedly faced language-related challenges, especially in English academic writing when studying in an English-speaking country (Cennetkusu, 2017). Notably, AW is one of the most essential language skills for university students, as it serves as both a measure of students' writing proficiency and a means of expressing their position and arguments in academic writing assignments (e.g., research papers and theses) and academic success (Al Badi, 2015). However, international postgraduate students, including TESOL students in Australian universities, often face challenges in their English AWP (i.e., generating ideas and organizing the structure of the text, translating ideas into appropriate language, and reviewing, evaluating, and revising the completed document) (Al Fadda, 2013, as cited in AlHashemi et al., 2017; Do, 2021; Hysaj et al., 2025).

In response to those challenges related to international students' AWP, the recent literature suggests various linguistic, pedagogical, and technological solutions, including the use of digital technological tools (Chanpradit, 2025). In particular, the use of such digital technological tools as GenAI tools (e.g., Chat GPT, Grammarly, Quilbot, Copilot) has provided international students with practical assistance in enhancing their AWP (Moorhouse et al., 2025). However, the application of GenAI tools in the AWP, though with beneficial outcomes, has posed risks for students, including their technological over-reliance, academic integrity (i.e, plagiarism), and a decline in students' critical thinking (Gervacio, 2023; Raheem et al., 2023).

A preliminary literature review reveals that studies seemed to focus on merely describing or reporting the positive and negative influences of GenAI tools, without conducting empirical research on how university students, particularly IPTS, perceived the influences of GenAI tools on each stage of their English AWP.

1.4 The Rationale of the Study

In response to the research problem presented above, this study was conducted based on ***three (3) main rationales***. ***First***, the influence of GenAI tools on the AWP is significant (e.g., Moorhouse et al., 2025; Johnson, 2016). According to Do (2021), it is thus necessary to gain a deeper understanding of the perceptions of IPTS regarding the influences of GenAI tools on their English AWP.

Second, TESOL students at Australian universities frequently encounter difficulties in their academic English writing process (Do, 2021; Hysaj et al., 2025). For this reason, it is important to investigate their perceptions of GenAI tools' influence on their English AWP to determine whether GenAI tools can help alleviate challenges or create new issues in students' AWP.

Third, this study was conducted because the researcher has a keen research interest in and a passion for conducting an empirical study to gain insights into the perceived influences of GenAI tools on international students' AWP. With the personal desire to become a student-centered English language educator in the future, the researcher herself wishes to acquire the pertinent knowledge on the uses of GenAI tools to develop further suitable pedagogical practices, including comprehending students' perceptions for suitable instructional modifications and investigating ways for helping her future students to effectively use GenAI tools in their own process of English academic writing to facilitate their English as a second language acquisition.

1.5 Definition of Three Relevant Key Guiding Concepts

This research project is guided by ***three (03) relevant key guiding concepts***, namely, (1) Student Perceptions, (2) GenAI Tools, and (3) the Academic Writing Process. Each of these

three key guiding concepts is defined in the following sub-sections, starting with the key concept of student perceptions.

1.5.1 The Key Concept of Student Perceptions

There are many different definitions of student perceptions in the literature. For example, Schunk and Meece (2012) assert that student perceptions are connected to their beliefs, emotions, and attitudes toward many elements (e.g., task difficulties, learning strategies, qualities of the teacher, competence, goals) of the learning environment. Meanwhile, Yang et al. (2013) contended that student perceptions represent students' understandings of the learning environment, shaped by their cognition, prior knowledge, and contextual awareness. According to Holmes (2014), researching students' perceptions is an effective method for addressing student challenges and helping improve the quality of teaching and learning. This current research followed Schunk and Meece (2012) and Yang et al. (2013), who define student perceptions as not only students ' understanding of a particular aspect (in this current research, the IPTS' perceived influences of GenAT tools on their AWP) but also their own emotions, attitudes, and opinions on that aspect.

1.5.2 The Key Concept of GenAI Tools

The Concept of GenAI tools has been defined by many researchers and scholars in the literature. For example, according to SCRIF (2025), Artificial Intelligence (AI) is a broad field with several key subfields, including Generative Artificial Intelligence (GenAI) as one subfield. Strickland (2024) defined GenAI as the use of a machine learning (ML) model to discern patterns and relationships within a dataset of human-generated material, subsequently using those patterns to produce new content.

Since the emergence of GenAI in early 2024, higher education institutions worldwide have attempted to define GenAI tools. For example, Flinders University (2024) in South Australia provides a precise definition of GenAI tools with reference to digital applications such as ChatGPT, Grammarly, and Quilbot. These tools are trained on extensive datasets of digital texts that identify linguistic patterns and generate human-like responses to requests (Flinders University, 2024). Following the current definition put forward by Flinders University (2024), this present study defines GenAI tools as those that offer beneficial functions in the educational process, particularly in academic writing, including clarifying complex concepts, assessing the

accuracy and relevance of essential ideas, assisting in planning, researching, drafting, and editing students' academic work. This definition is ***chosen*** in this current research for two ***02 main reasons***. ***First***, it highlights the connection between GenAI tools and academic writing itself, specifically the AWP. ***Second***, the definition is provided by Flinders University where the present study was conducted as the main research site. *See Section 3.5 for details on the research site.*

1.5.3 The Key Concept of the Academic Writing Process

Before discussing the AWP, it is necessary to define academic writing, which, according to Chanpradit (2025), is a complex process comprising multiple stages. During such a complex process, the writer needs to think, plan, struggle, revise, rewrite, and mess up to discover what they want to say and how to say it (Johnson, 2016). However, the specific number of stages in the AWP varies among scholars, as writing is not strictly linear and can be perceived differently depending on educational or theoretical viewpoints (Krashen, 1984, as cited in Seow, 2002).

Referring to stages of the AWP, Oshima and Hogue (2007) categorize them into ***four (04) main stages***: prewriting, organizing, writing, and polishing. In ***the first stage - prewriting*****,** according to Oshima and Hogue (2007), a writer normally chooses a topic and brainstorms how to solve the chosen problem to elaborate on. In ***the second stage - organizing***, as highlighted by Oshima and Hogue (2007), a writer organizes the ideas from the first stage into a simple outline. A writer then starts writing drafts based on her outlines as a guide in ***the third stage - writing***. In this third stage, according to Oshima and Hogue (2007), a writer puts the ideas on paper and further develops the previous stages with contextual words or phrases. Moreover, in ***the final (fourth) stage - polishing***, Oshima and Hogue (2007) assert that a writer performs two activities of revising and editing. In the revising activity, a writer changes significant issues regarding content and organization, then proceeds to the last activity of editing, such as grammar and mechanics.

Earlier, Seow (2002) similarly divided the AWP into ***four (04) main stages*****:** planning, drafting, revising (redrafting), and editing. A thorough analysis reveals that both categorisation of AWP by Oshima and Hogue (2007 and Seow (2002) share identical stages, differing only in their nomenclature and categorisation of these stages. Nevertheless, these two categorizations of the AWP are somewhat too general and have its weaknesses. They are not comprehensive and do

not specifically and comprehensively address academic writing objectives and academic writing tasks which necessitate additional skills in problem analysis, information searching, and the formulation of academic citations.

For a more comprehensive AWP, on its website, Flinders University (2022) highlights ***eleven (11) stages*****:** planning time, analyzing the question, brainstorming, researching, outlining, drafting, editing, proofreading, checking references, submitting, and noting feedback. Compared with the frameworks proposed by Oshima and Hogue (2007) and Seow (2002), the AWP adopted by Flinders University (2022) is more detailed and comprehensive, as it includes stages in AWP such as analysing the question, researching, and checking references, which are not explicitly addressed in the AWP models of Oshima and Hogue (2007) or Seow (2002). Flinders University's definition of AWP is clear and helpful for university students at both undergraduate and postgraduate levels, as it includes more comprehensive and specialized stages. *See Section 2.4.3 for further details.*

Notably, among these eleven stages of the AWP defined by Flinders University, three (03) stages of planning time, submitting, and noting feedback are related to administrative activities, post- writing and post-submission activities respectively, rather than core AWP (EBSCO, 2024; Writing Support, n.d.); And these three (03) stages in the AWP do not normally involve the actual direct uses of GenAI tools. Therefore, on these grounds, the researcher decided to exclude them from this current research and thus chose to adopt and adapt Flinders University's categorization of stages in the AWP, with a focus on only ***eight (08) stages*** of: (1) analyzing the question, (2) brainstorming, (3) researching, (4) outlining, (5) drafting, (6) editing, (7) proofreading, and (8) checking references, which are all concerned with the certain direct use of GenAI tools. Table 1.1 below presents a detailed description of the eight (08) main stages of the AWP, as described by Flinders University (2022).

Table 1.1: The eight (08) stages of the academic writing process (Adapted from Flinders University, 2022)

Eight (8) stages	Detailed Description
1. Analysing the question	• Understanding the content and instructional words. • Considering limitations and scope.
2. Brainstorming	• Finding out the main points and main sections.
3. Researching	• Using the keywords from brainstorming to scope a library search. • Keeping track of references and referring frequently to the question.
4. Outlining	• Arranging the order of ideas. • Thinking of the supporting evidence.
5. Drafting	• Keeping in mind the structure of the assignment. • Inserting references using the correct referencing style. • Clearly identifying the introduction/body/conclusion.
6. Editing	• Ensuring all questions are answered, the structure is logical, and all relevant points have been included while avoiding irrelevant information.
7. Proofreading	• Making sure the sentences are clear, grammar and punctuation are correct.
8.Checking references	• Ensuring that the references match the topic's preferred style and that the formatting and paraphrasing are accurate.

According to Table 1.1, there are eight (8) main stages in the AWP: analyzing the question, brainstorming, researching, outlining, drafting, editing, proofreading, and checking references. This Table 1.1 also describes in detail what is required at each of the eight stages of the AWP.

1.6 Research Aim and Research Question

1.6.1 Research Aim

This present research aims to investigate the perceptions of IPTS at Flinders University in South Australia regarding their perceived influence of GenAI tools (e.g., ChatGPT, Quilbot, and Grammarly) on their AWP. The study's findings will underscore the perceptions among IPTS at Flinders University. This research will assist educators and institutions in enhancing and modifying their academic support and pedagogical approaches for the integration of GenAI tools in their international students' English AWP. Drawing from the study's findings, this present research will make recommendations for three (03) key stakeholders (i.e. the Flinders

University's support services, TESOL topic coordinators/lecturers and IPTS) helping international students at Flinders University and beyond utilize GenAI tools more responsibly and ethically in each of the eight (08) stages of the AWP , alleviate the risk of plagiarism while reducing overreliance on GenAI tools.

1.6.2 Research Questions

Towards achieving that aim, this research seeks answers to the following one (01) main research question:

> *To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their academic writing process? How and Why?*

Conceptualizing the AWP as the process of eight (8) main stages of (1) analyzing the question, (2) brainstorming, (3) researching, (4) outlining, (5) drafting, (6) editing, (7) proofreading, and (8) checking references (See Table 1.1), this research formulates the eight (08) following sub-research questions (1a - 1h), each of which corresponds with a stage in the eight-stage AWP.

> *1a. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***first*** *stage of* ***analyzing the question*** *in the academic writing process? How and Why?*

> *1b. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***second stage of brainstorming*** *in the academic writing process? How and Why?*

> *1c. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***third stage of researching*** *in the academic writing process? How and Why?*

> *1d. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***fourth stage of outlining*** *in the academic writing process? How and Why?*

> *1e. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***fifth stage of drafting*** *in the academic writing process? How and Why?*

*1f. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their **sixth stage of editing** in the academic writing process? How and Why?*

*1g. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their **seventh stage of proofreading** in the academic writing process? How and Why?*

*1h. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their **eighth stage of checking references** in the academic writing process? How and Why?*

1.7 The Scope of the Study

Given the limited time, the research scope is defined as follows. ***First***, the study centres on a singular primary research subject - a group of four (04) IPTS at one particular university in the local state of South Australia - Flinders University, particularly their perceived influences of the GenAI on each stage of their eight-stage AWP *(See Section 3.5 for research participants selection)*. ***Second***, using the multiple case study research design *(see Section 3.4*), the scope of the present study is limited to an in-depth investigation into perceptions of this small specific group of four (04) different IPTS at Flinders University on their perceived influences of GenAI tools on each of the eight stages in the AWP.

1.8 Structure of the Thesis

This research is structured into five (05) main chapters.

Chapter 1 - Introduction provides an overview of the research paper and presents the global, national, and local contexts. It outlines three (03) main rationales for conducting this research and defines three (03) pertinent guiding concepts: Student Perceptions (SP), Academic Writing Process (AWP), and Generative AI Tools (GenAI Tools). Furthermore, Chapter I presents the research problem, research aim, one (1) main research question (RQ1), along with eight corresponding sub-research questions (Sub questions 1a - 1h), and the scope of the research.

Chapter 2 - The Literature Review reviews the relevant literature on the influence of GenAI tools on AW in higher education across global, national, Australian, and local South Australian contexts. In addition, Chapter 2 reviews studies on students' perceptions of the influences of GenAI tools on the AWP and available theoretical frameworks for the current study. Moreover, Chapter 2 identifies research gaps and justifies the need to conduct the present research project to address them.

Chapter 3 - Research Methodology justifies the chosen research method employed in this present study, specifically encompassing the research design, research site, research participant selection, data collection instruments, ethics consideration, and data analysis procedures.

Chapter 4 - Reporting and Discussing Findings provides four (04) single-case study reports with emerging data analysed and interpreted in each single case study. Additionally, Chapter 4 also presents the findings from cross-case data analyses based on four (04) single-case study reports, supported by empirical analytical data. It provides responses to all eight sub-research questions (1a - 1h) and the main research question. Further, it discusses the findings in light of the research aim and questions, as well as the relevant literature review.

Chapter 5 - Conclusion is a concluding chapter that offers practical recommendations for three (03) groups of key stakeholders, including Flinders University's support services, TESOL topic coordinators/lecturers, and TESOL international postgraduate students (IPTS). In addition, this chapter highlights the significance and limitations of the research, offers implications for future research and practices, and concludes the study.

1.9 Summary of Chapter 1

Chapter 1 is an introductory chapter that presents an overview of the current study by describing the relevant research contexts and defining the three (03) key guiding concepts: Student Perceptions (SP), Academic Writing Process (AWP), and Generative AI Tools (GenAI Tools). Moreover, Chapter 1 defines the research problem and underscores the significance of investigating postgraduate international TESOL students' perceptions of the influence of GenAI tools on the AWP within a South Australian university, particularly Flinders University.

This chapter defines the research aim and relevant research questions, and outlines the limited scope of the present study. In the subsequent Chapter 2, the literature will be systematically reviewed in relation to the main research question introduced in Chapter 1.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview of Chapter 2

Chapter 2 aims to review the relevant literature and is structured into ***six (06) main sections.*** The ***first section*** provides an overview of Chapter 2, followed by the ***second section*** on reviewed studies published from 2023 to 2025 on the influences of GenAI tools on AW in higher education, across global, national, Australian, and local South Australian contexts. The reason for selecting this time frame (2022 - 2025) in this literature review is the emergence of GenAI tools, which have recently gained popularity in education and higher education settings since 2022.

The ***third section*** reviews research articles published between 2022 and 2025 regarding students' perceptions of the influences of GenAI tools on the AWP. The main objective of this section is to systematically review students' perceptions of the positive and/or negative influences of GenAI technologies on the AWP. The ***fourth section*** reviews three (03) relevant potential conceptual frameworks for studying students' perceptions of the influence of GenAI tools on AWP and then justifies the chosen conceptual framework for conducting the current research. The ***fifth section*** reveals the research gaps. Finally, the ***sixth section*** summarizes Chapter 2.

2.2 Reviewed Studies on The Influences of GenAI Tools on Academic Writing in Various Higher Education Contexts

2.2.1 The Global Higher Education Context

A review of the literature shows that the use of GenAI tools in the global higher education contexts varies among different countries (S&P Global, 2025), because of ***two main reasons***:

First, there have been global disparities in cultural attitudes towards technology use. In this regard, Essien et al. (2024) highlighted that community norms and attitudes significantly influence students' involvement with GenAI tools. In technologically advanced countries such as South Korea and Singapore, research reveals that university students may rapidly adopt GenAI tools in education (S&P Global, 2025). Conversely, university students from such other

countries as Nigeria and Serbia, whose cultures are more cautious about digital transformation, may delay their acceptance of technology use (Adžić et al., 2024; Essien et al., 2024).

Second, there are various levels of digital infrastructure development in different countries. For example, countries with more developed digital infrastructure, such as Singapore, Germany, and the Republic of Korea, appear most capable of facilitating GenAI education (S&P Global, 2025). Whereas underdeveloped and developing countries continue to encounter enormous challenges in using GenAI tools, due to restricted internet access (Nugraha, 2024).

A review of studies across global higher education contexts has consistently recognized the influences of GenAI tools on AW (Gasaymeh et al., 2024; Panmei & Shimray, 2025). Notably, these influences in those reviewed studies have not been systematically categorized into stages within a unified AWP model (Nawi et al., 2025; Yang & Yang, 2025). Simultaneously, reviewed scholarly articles underscore the necessity of establishing ***policies*** governing the utilization of GenAI tools in AWP in global higher educational settings (Li et al., 2025; Moorhouse et al., 2025), as well as implementing ***training sessions*** for students and educators on their appropriate use (Global Times, 2024) in both non-English speaking countries (Li et al., 2025; Panmei & Shimray, 2025; Zhang et al., 2025) and English speaking ones (Barrett & Pack, 2023; Moorhouse et al., 2025).

2.2.1.1 In Non-English Speaking Countries

This sub-section reviews studies conducted in non-English-speaking countries, including China and Thailand in Asia, Croatia in Europe, and Jordan and Qatar in the Middle East.

In ***China***, GenAI tools such as ChatGPT have been reported to have positive effects on AW among Chinese university students, including improving writing skills, generating textual content, increasing writing motivation, and providing feedback (Li et al., 2025; Zhang et al., 2025). In addition, researchers asserted that GenAI tools have positively influenced the Chinese students' AWP (Li et al., 2025; Li & Wu, 2025). For example, Li et al.'s research (2025) highlights the positive influences of GenAI tools at each stage of the AWP through the learning approach called LLM-powered Chatbot-assisted argumentative writing (LCAW), which uses an LLM (Large Language Model) Chatbot, such as ChatGPT, in the higher education argumentative writing process. However, Li et al. (2025) examined only the influences of

GenAI on argumentative writing, which is only one of many AW genres identified in higher education (The University of Sydney, 2025; Wang & Dang, 2024).

In ***Thailand***, GenAI tools have significantly influenced AW, presenting both benefits and drawbacks in AW (Panmei & Shimray, 2025; Tantivejakul et al., 2024; Tappoon, 2025). Panmei and Shimray's research (2025) at a Thai university clarifies the roles of GenAI tools in AW, covering data and resources, brainstorming, writing structure, content organization, and paraphrasing. Despite the benefits of GenAI tools, Thai educators raised concerns about their negative influences on AW, including fears about skill impact, academic integrity, ethical concerns, and the risk of excessive dependence on technology (Panmei & Shimray, 2025). A list of GenAI tools' benefits and challenges is presented randomly in the existing literature rather than structured by specific stages of the AWP (Chanpradit, 2025).

In ***Croatia***, both teachers and students recognize GenAI's positive and negative influences on AW. Grzunov et al.'s (2025) quantitative study on teacher perceptions of GenAI in academic assessment found that although ChatGPT can produce high-quality essays, challenges with citation consistency persist. The survey by Đerić et al. (2025) examining Croatian students' perceptions of the adoption of GenAI tools in AW found that students frequently use these tools to generate reference citations; however, they questioned the reliability of GenAI-generated references. Furthermore, Croatian students commonly use GenAI tools for idea generation and information summarization; however, Đerić et al. (2025) also highlight risks associated with GenAI tools, including their potential to produce irrelevant or inaccurate information that may hinder comprehension of essential concepts and facilitate the spread of misinformation.

In the ***Middle East*****,** students reported both disadvantages and advantages of GenAI tools in AW (Gasaymeh et al., 2024; Qadhi et al., 2025). A descriptive study by Gasaymeh et al. (2024) at a Jordanian university found that students exhibit moderate concern about misinformation and data security when using GenAI for AW. On the other hand, students exhibit an optimistic attitude towards the advantages of GenAI in AW, including its capacity to inspire creativity and promote innovation. However, Gasaymeh et al. (2024) underscored that Jordanian students had insufficient knowledge and stressed the need for technical training and ethical guidelines to improve their AI literacy and promote the ethical application of GenAI in AW. Likewise,

the quantitative study by Qadhi et al. (2025) at a university in Qatar found that perceived ease of use and ethical considerations substantially affect students' favorable attitudes and behaviors toward GenAI. Hence, it is recommended to customize training and formulate ethical policies to enhance Qatar students' ethical and responsible use of GenAI tools in AW.

2.2.1.2 English Speaking Countries

This sub-section reviews studies conducted in such English-speaking countries as Hong Kong, the UK, the US, and Canada.

In ***Hong Kong***, qualitative research of Moorhouse et al. (2025) found that GenAI tools greatly assist Hong Kong's L2 writers in their AW by providing them with linguistic support, clarifying complex concepts, summarizing literature, enhancing language, correcting errors, generating structures for academic texts, and especially being supportive for their AWP.

Regarding ***the UK***, there was a set of rules for the development and implementation of GenAI in educational contexts, including AW (Angelov, 2025). UK students articulated both positive and negative perspectives regarding the influence of GenAI on their AW. A mixed-methods study by Jin et al. (2025) conducted at eighteen (18) UK universities demonstrated that GenAI significantly supports AW in articulating ideas clearly, creating appropriate layouts, enhancing efficiency, and improving the coherence and clarity of academic papers. Conversely, students also highlighted that GenAI oversimplifies or misrepresents elements of human culture, ethics, and behavior, and decreases critical thinking (Jin et al., 2025).

Like the UK, ***the United States*** is also among the first countries to apply GenAI tools to education, especially in teaching and learning AW (Singh & Ngai, 2024). Educators and students in the US acknowledge the value and convenience of GenAI tools in AW (e.g., Barrett & Pack, 2023; Wang, 2024). For example, according to Barrett and Pack (2023), GenAI tools have been widely used by international university students in the US for AW, enabling them to promptly generate written content on any topic by entering a simple query.

In ***Canada***, students express both positive and negative views regarding the influence of GenAI tools on AW. Quantitative research by Stranges and MacNutt (2025) indicates that students at a Canadian university perceived GenAI as a beneficial instructional tool for providing basic guidance on reflective writing tasks. Additionally, survey results from King and Garramone's

(2025) research indicate that students in Canadian universities recognize the positive aspects of GenAI, including reduced human error, enhanced idea generation, and improved work. Conversely, King and Garramone (2025) emphasize the perceived negative influence of GenAI on AW, such as concerns about privacy protection, increased dishonesty, and the elimination of humanity. Notably, both reviewed studies employed quantitative approaches, which failed to provide comprehensive insights into the influence of GenAI on students' AWP.

2.2.2 The National Australian Higher Education Context

At the ***national level***, the Australian Government has developed guidance resources for the effective and efficient utilization of GenAI tools in academic contexts, addressing the opportunities and challenges associated with these tools (e.g., Sandu et al., 2024). The Australian government website, managed by the Tertiary Education Quality and Standards Agency (TEQSA), includes a special online section on GenAI - Student Resources and Support (Tertiary Education Quality and Standards Agency, 2025). Such an online section offers comprehensive resources under the titles of "Ethical Ways to Use Chat GPT as a Student," "Using AI Tools," and "Using Generative AI." These resources, although with varying content, collectively aim to ensure academic integrity in higher education and promote best practices in the application of GenAI tools within Australian higher education (Tertiary Education Quality and Standards Agency, 2025).

At the ***institutional level***, the researchers' search of the key university websites found only two (02) Australian universities, specifically, Monash University (n.d.) and the University of Melbourne (n.d.), that have published guides on the use of GenAI tools at each stage of the AWP. Although these two universities' guides are quite detailed, they still have limitations. First, the stages of the AWP vary in number, naming, and definition across the two universities' guides, leading to inconsistency. Second, they do not fully incorporate all the GenAI key functions, including scope search functions (Johnston et al., 2025). Finally, both universities' guides adopt the same approach for both L1 and L2 students and tend to overlook the differences between these student groups (Xu, 2025).

2.2.3 The Local South Australian Context

Following the national trend, higher education in the local state of South Australia has witnessed the widespread use of Gen AI tools (e.g., Microsoft News Center, 2023; University

of South Australia, n.d.-a). In response to the increasing nationwide use of GenAI tools, local South Australian universities have made efforts to educate and guide their students on the ethical and responsible use of GenAI tools in academic learning and assessments, through their enacted strategies, including the publication (on their university website) of university policies for the use of GenAI tools, the learning support linked to GenAI tools, and the provision of comprehensive guidance on the utilisation of GenAI tools (e.g., Flinders University, 2024; University of Adelaide, n.d.-a; University of South Australia, n.d.-b). A preliminary literature review reveals that research in the local South Australian higher education context seems to focus on guiding the ethical use of GenAI tools in AW in general, whereas there is a lack of studies on South Australian students' perceived influences of GenAI tools on each stage of the AWP.

2.3 Reviewed Studies on University Students' Perceived Influences of GenAI tools on the Academic Writing Process (AWP)

The relevant literature review identifies little research on university students' perceptions of the influences of GenAI tools on the AWP, most of which emphasize ***positive and/or negative influences*** (e.g., Barrett & Pack, 2023; Kim et al., 2025; Wang, 2024 - *see Appendix 1*). The following two sub-sections review relevant studies on university students' perceived positive and negative influences of GenAI tools on the AWP.

2.3.1 Positive Influences of GenAI Tools on University Students' Academic Writing Process

The literature review of studies on university students' perceived influence of GenAI tools on the AWP reveals that these tools are perceived as having ***positive influences*** on the AWP (Barrett & Pack, 2023; Johnston et al., 2025; Kim et al., 2025; Wang, 2024). Specifically, GenAI tools like ChatGPT assist students in generating ideas (Kim et al., 2025), narrowing down the topic (Wang, 2024), identifying evidence for existing ideas (Johnston et al., 2025), provide well-organized essays (Barrett & Pack, 2023), ensuring the precise articulation of ideas, and identification and rectification of grammatical inaccuracies (Wang, 2024).

However, it is worth noting that these reviewed studies revealed two emerging limitations. First, definitions and the order of stages in the AWP vary across the reviewed studies (e.g.,

Kellogg Community College, n.d.; Wang, 2024). Second, some related research articles tend to exclude some stages of the AWP. For example, the research articles by Barrett and Pack (2023) and Wang (2024) do not mention the research stage in the AWP, though other researchers believe that the use of GenAI tools in the research stage assists in enhancing writing quality by identifying evidence for existing ideas (Flinders University, 2022; Johnston et al., 2025).

2.3.2 Negative Influences of GenAI Tools on University students' Academic Writing Process

However, reviewed studies indicate that international university students perceived ***two (02) main negative influences*** of GenAI tools on AWP. The ***first negative influence*** is that students' overreliance on GenAI tools during their AWP limited their development of writing skills (Kim et al., 2025; Raheem et al., 2023). Additionally, the overuse of GenAI tools during the writing process may lead to a decline in creativity and critical thinking abilities, if not used wisely (Monash University, n.d.; Wilson, 2025). Overall, most reviewed studies made general observations about researchers' over-reliance on GenAI tools in the AWP (Alsaedi, 2024; Raheem et al., 2023). However, notably, no studies have highlighted specific stages in the AWP at which students frequently over-relied on GenAI tools.

The ***second negative influence*** of GenAI tools on the AWP is that they could lead to plagiarism or other possible forms of academic misconduct (Barrett & Pack, 2023; Chanpradit, 2025; Sadeghpour et al., 2025). Nonetheless, the researcher found that no research has identified specific stages in the AWP that are at risk of plagiarism due to excessive use of GenAI tools. Except for Wang's (2024) study, an L1 student perceives the use of ChatGPT for the brainstorming and drafting stages as unethical, as these practices involve appropriating the intellectual work of others through their language and concepts. While Wang's research paper aims to investigate students' perceptions and experiences regarding Gen AI-assisted writing processes, which closely parallels that of the current study, it mainly involves undergraduate L1 and L2 students from different fields, thereby omitting the specific challenges faced by L2 learners, particularly those majoring in TESOL, who have chosen to become language educators.

It is worth noting that these reviewed studies are limited to reporting the positive and/or negative influences of GenAI tools on the AWP and none of them investigates students' perceived influences of each stage of the AWP, which is thus open for investigation.

2.4 Reviewed Studies on Three (03) Potential Theoretical Frameworks for Studying International Students' Perceptions of GenAI Tools' Influences on Academic Writing Process

This section aims to review the relevant literature on ***three (03) potential frameworks*** for investigating international students' perceptions of GenAI tools in the AWP. They are (1) Acceptability Theoretical Framework (Barret & Pack, 2023), (2) Sensemaking Theoretical Framework (Wang, 2024), and (3) Academic Writing Process Conceptual Framework (Flinders University, 2022). Reviewed studies highlight the strengths and weaknesses of each framework which is presented below.

2.4.1 The Acceptability Theoretical Framework

The first potential theoretical framework is the acceptability framework used by Barrett and Pack (2023) to better understand both participating students' and teachers' perceptions of GenAI application in the AWP at a public research university in the United States. According to Sekhon et al. (2017), this framework indicates the degree to which individuals are involved in delivering or receiving an intervention. Following Sekhon et al. (2017), the ***strength*** of this theoretical framework is that it provides rich insights into why people accept or reject an intervention through analyzing seven component constructs (i.e., affective attitude, burden, ethics, intervention coherence, opportunity costs, perceived effectiveness, and self-efficacy). However, Sekhon et al. (2017) highlight its ***limitation***, which requires an intervention following a strict procedure and an evaluation of their level of acceptance. Notably, this study is not concerned with interventions, as it did not assign specific GenAI tools to participating students or control students' use of GenAI tools. On this ground, this theoretical framework is not really relevant to this research.

2.4.2 The Sensemaking Theoretical Framework

The second potential theoretical framework is the sensemaking theory employed to investigate the perspectives of native and non-native university students on the influence of GenAI tools on the AWP in higher education in the United States (Wang, 2024). Poquet (2024, as cited in Wang, 2024) posits that sensemaking involves students formulating explanations for ambiguous circumstances by dynamically integrating information relevant to a particular task. There are three key components of sensemaking theory: antecedents, sensemaking, and outcomes (Poquet, 2024, as cited in Wang, 2024). The ***strength*** of this sensemaking theory is its ability to provide deep insights into how students construct meaning in complex or ambiguous situations (Poquet, 2024).

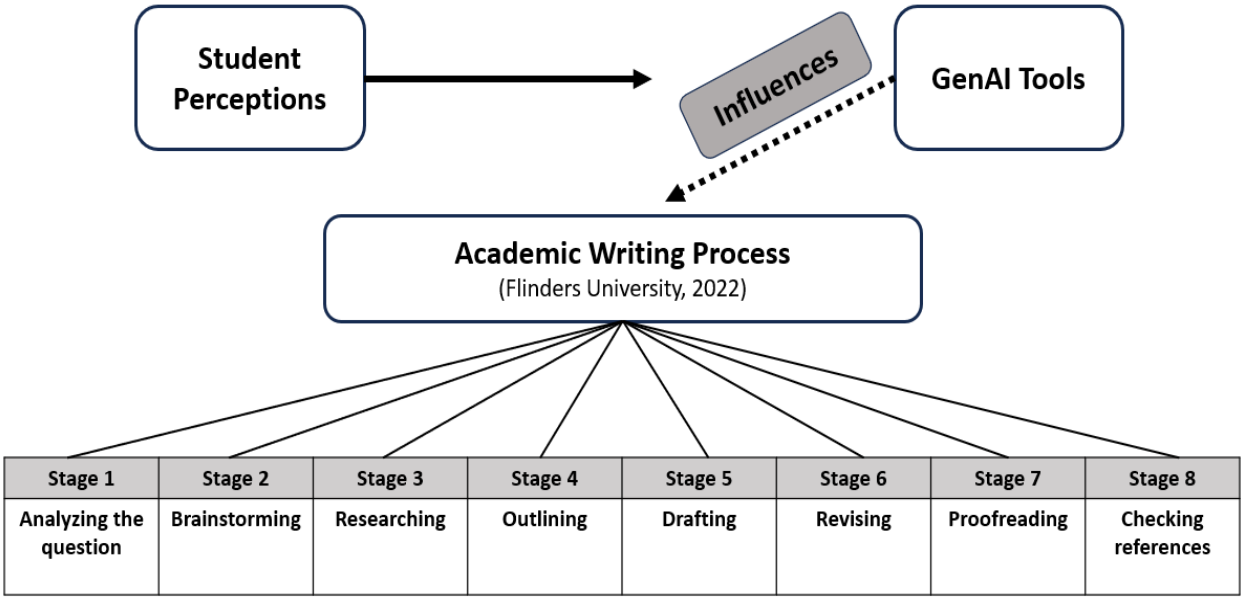
However, this theory has ***two (02) limitations. First***, sensemaking theory includes too broad and abstract definitions of three components (i.e., antecedents - an individual's understanding of the activity and the tools available to complete it, sensemaking - include noticing (identification of prominent characteristics of the tool) and perceiving (considering contextual factors, eg. learner characteristics, nature of the activity performed), and outcomes - perceived affordances of tools related to the activity and informal explanations for the observed phenomena (Maitlis & Christianson, 2014). ***Second***, this theoretical framework does not have specific descriptions to explore perceived degrees of GenAI tools' influence (Poquet, 2024), while this study's main research question and sub-questions involve perceived degrees of GenAI tools' influence on various stages and on the whole AWP. On these grounds, this sensemaking theoretical framework is not relevant for the present study.

2.4.3 Academic Writing Process Conceptual Framework (Flinders University, 2022)

Due to the irrelevance of the two potential theoretical frameworks reviewed above, the researcher looked for a relevant (justifiable) conceptual framework for the present study, based on ***three (03) criteria***. ***First*** and foremost, a justifiable framework must be directly relevant to investigating how GenAI tools influence the AWP, as perceived by participating students currently studying at Flinders University. ***Second***, a justifiable framework should facilitate an in-depth evaluation of students' perceived influence of GenAI tools at every stage of the AWP. ***Third***, the justifiable framework is expected to be relevant for the research aim and question, which is to investigate international students' perceptions of the influence of the GenAI tools

on their AWP. On these grounds, the researcher adopted and adapted Flinders University's conceptual framework in relation to the AWP published on the Flinders University website:https://students.flinders.edu.au/content/dam/student/slss/academic-writing/getting-started.pdf *(See Section 1.5.3)*. The chosen conceptual framework of the eight-stage AWP is illustrated in Figure 2.1 below.

Figure 2.1: A Conceptual Framework for Studying GenAI Tools Influences on Academic Writing Process (Adapted from Flinders University, 2022)



As shown in Figure 2.1, the conceptual framework comprises eight (08) specific stages of AWP that are directly concerned with the use of GenAI tools. According to the conceptual framework described in Figure 2.1, to investigate participating students' perceptions of GenAI tools' influence on AWP, it is necessary to examine their perceptions of GenAI tools' influence on each of the eight stages (i.e., analysing the questions, brainstorming, researching, outlining, drafting, editing, proofreading, checking references) of AWP. *See Table 1.1 for a detailed description of each of the eight (08) stages of the AWP.*

2.5 Research Gaps

This literature review reveals ***three (03)*** main research gaps. ***First***, there is a significant lack of studies that specifically investigate IPTS' perceived influences of GenAI tools on their AWP, particularly at each stage of the AWP. ***Second***, there is a geographical research gap due to a lack of studies conducted in local South Australian universities, particularly at Flinders University, as all reviewed studies in the existing literature were conducted outside the local state of South Australia (e.g., Kim et al, 2024; Wang, 2024) *(See Section 2.2 for details).* ***Third***, there is a methodological research gap due to a lack of empirical studies using a multiple-case study design to investigate IPTS' perceptions of the influence of GenAI tools on the AWP.

In response to these research gaps, multiple case studies were conducted to investigate IPTS at Flinders University in South Australia's perceptions of the influence of GenAI tools on their AWP. *(See Sections 3.3 and 3.4 for details).*

2.6 Summary of Chapter 2

To sum up, Chapter 2 reviews the current literature and is structured according to four (04) particular themes of (1) the use of GenAI tools in AW within higher education; (2) the positive/negative influences of GenAI tools on the AWP of higher education students across various contexts (i.e. global, national Australian and local South Australian contexts); (3) international students' perceptions of GenAI tools in the AWP; and (4) three (03) potential theoretical frameworks for researching international higher education students' perceptions of the influence of GenAI tools on the AWP, justifying the eight - stage Academic Writing Process Framework developed and published on the university website by Flinders University (2022) as the most relevant one that guides this present study.

Based on the thematic review of the relevant literature, Chapter 2 reveals the main substantial, geographical and methodological research gaps highlighting a lack of studies conducted in South Australian universities, using a multiple-case study design for investigating IPTS' perceived influences of GenAI tools on their AWP, These substantive, geographical and methodological research gaps prompt the conduct of the present study, which examines IPTS' perceptions of the influence of GenAI tools on AWP using a multiple-case study design. Chapter 3 describes and justifies the research methods employed in this current study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Overview of Chapter 3

The aim of this Chapter is to justify the selected research method, research design, and data collection instrument. In addition, Chapter 3 provides information on the research site and participants, ethical considerations, methodological limitations, and establishes the foundation for subsequent data analysis and discussion of the findings.

To achieve that aim, this Chapter is structured into ***ten (10) main sections***. The ***first section*** provides an overview of Chapter 3, followed by the ***second section*** on methodological considerations. The ***third section*** justifies the use of a qualitative research design, followed by the ***fourth section*** justifying the use of a multiple (04) case study design. The ***fifth section*** provides information on the research site and participants, while the ***sixth section*** addresses ethical considerations of this human-related research. The ***seventh section*** presents the chosen data collection instrument, justifying the use of one-on-one semi-structured interviews and the interview protocol. Data analysis is the main content of the ***eighth section***, which outlines how the interview data was thematically analysed in each single case study and cross cases. The research methodological limitations are discussed in the ***ninth section*** before summarizing Chapter 3 in the ***final tenth section***.

3.2 Research Methodological Considerations

To select the appropriate research method for the current study, this section considers the nature, benefits, and limitations of each of the three common research methods: qualitative, quantitative, and mixed-methods research *(see Appendix 2 for details)*. Based on these considerations, this section justifies the use of the ***qualitative research method*** as the most appropriate research methodology for the current study.

3.2.1 Quantitative Research Methodology Consideration

Quantitative research methodology facilitates the collection of numerical data, which can be ranked, measured, or classed through statistical analysis, assisting in the identification of patterns or relationships and enabling generalizations (Muijs, 2011). Nevertheless, the

quantitative research methodology is ***inappropriate*** for this study for ***three (03) main reasons***. ***First*****,** this current study aims to assess students' perceived influence of GenAI tools on the AWP and to gain deeper insights into their views and experiences through the questions "How and Why?" that could not be answered through numerical data collected by the quantitative research method (Muijs, 2011). ***Second***, as stated by Ahmad et al. (2019), a quantitative approach necessitates a substantial sample size to facilitate the applicability of findings to broader populations, which is not the aim of this study. ***Last but not least***, quantitative data collection is prolonged, whereas this current study is constrained to a limited time duration of only one academic year.

3.2.2 Qualitative Research Methodology Consideration

Unlike the quantitative research method that focuses on numerical analysis, the qualitative research method more thoroughly examines real-world problems (Lim, 2024). More specifically, Cohen et al. (2018) state that qualitative methodology analyzes research participants' experiences, emotions, and behaviors in relation to a lived issue. Following Tenny et al. (2022), this study takes advantage of the qualitative approach that lies in its capacity to accommodate open-ended questions, and this method also allows for the quantification of qualitative data. While qualitative methodology has its strengths, it also has weaknesses. According to Creswell and Poth (2018), data collection and analysis are entirely under the researcher's control; therefore, these processes are easily influenced by the researcher's subjective thinking. To address this limitation, the researcher makes efforts to carefully analyse the qualitative data, using the guiding theoretical framework.

3.2.3 Mixed Research Methodology Consideration

Mixed research methodologies combine both qualitative and quantitative research methodologies, yielding an extensive explanation and analysis of data (Cohen et al., 2018), thereby enhancing the understanding of quantitative results and clarifying the broader relevance of small-sample qualitative findings. In addition to providing improved understanding of study outcomes, mixed methodologies are deemed to increase expenses, time, and resources due to their requirement for multiple stages of data collecting and distinct data processing (Wasti et al., 2022). Therefore, this methodology is not relevant and should not be considered an optimal methodology for the current study.

3.3 Justification for the Use of a Qualitative Research Design

Considering the advantages and disadvantages of the three research methodologies presented above, the researcher decided to use the qualitative research methodology for this current research for ***three (03) primary reasons. First***, qualitative methodology promotes the quantification of qualitative data (Tenny et al., 2022), thereby addressing the research question: *"To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their academic writing process*?"

Second, the qualitative research methodology provides insights into participants' perceptions, experiences, and views (Lim, 2024). It allows the researcher to examine the perceptions of participating IPTS at Flinders University regarding the perceived influence of GenAI tools on the AWP, addressing the questions of "How and Why?".

Third, compared with quantitative and mixed-method research, qualitative research is more time- and cost-efficient. Due to time and resource constraints, this study finds the qualitative research methodology most suitable, as it avoids the large sample sizes required by the quantitative research method and the multiple procedural steps of the mixed-methods approach (Wasti et al., 2022). On these three grounds, qualitative research is the most practical and feasible research method for this study.

3.4 Justification for the Use of Multiple Case Studies

3.4.1 Justification of Case Study as the Chosen Research Design

There are ***four (04) common research design options*** for conducting qualitative research, namely, ethnography, action research, experiments, and case studies (Ashraf et al., 2021; MacDonald, 2012; Merriam & Grenier, 2019). Each of these four research design options has its pros and cons.

The ***first*** possible research design is ***ethnography***, which allows researchers to immerse themselves in participants' natural contexts to gather insights into their behaviors and cultures; however, it is prone to researcher bias and requires a strict commitment to respecting and being sensitive to the examined culture (Reeves et al., 2008). The ***second*** possible research design is

action research, which helps educators/researchers analyze and enhance their pedagogy and practices; however, its findings are often context-dependent and difficult to generalize (Clark et al., 2020).

The ***third*** research design is an ***experimental research design***, which focuses on cause-and-effect relationships between variables, such as assessing whether a specific teaching approach enhances student performance (Phakiti, 2015). Notably, in experimental designs, factors must be meticulously controlled to achieve reliable results; however, in real-life classrooms, other unanticipated elements (e.g., students' behavior and school regulations) limit proper control over these variables (Phakiti, 2015; Kumar, 2025). ***Finally***, ***case studies*** allow researchers to explore a specific phenomenon in depth and in its real-life context; however, the findings cannot be generalized to large groups and may be influenced by researcher bias during interpretation (Baxter & Jack, 2008; Yin, 2018). More limitations of the case study research design are discussed below.

After considering the pros and cons of those four (04) research design options, the researcher decided to adopt due to its inherent benefits. A case study is one of the most recognized qualitative research designs in the social sciences (Bloomberg & Volpe, 2022, as cited in Coombs, 2022). A case study is an in-depth examination of an individual, group, or unit, intended to yield generalizations across multiple units (Gustafsson, 2017). In addition, following Crowe et al. (2011), the case study provides comprehensive investigations of an issue within the research participants' real-life context. Cote (2023) asserts that the case study method is a suitable approach for collecting comprehensive data on research participants' viewpoints, encompassing ideas, feelings, experiences, and needs within a defined research environment. The current research employs a case study research design to investigate IPTS's perspectives on the influence of GenAI tools on the AWP.

Although case studies are highly valued for their research on complex human cognition (Cote, 2023), they still have ***three (03) main limitations***. ***First***, the process of collecting, transcribing, and analyzing case study results is quite time-consuming and laborious (Baxter & Jack, 2008), whereas the current study had a limited time frame. To minimize this limitation, the researcher limited the study's sample by selecting a small number of participants and narrowed the data collection to information directly addressing the research questions. ***Second***, the researcher

plays an important role in the process of interviewing, observing, and analyzing data collected from case studies, which may lead to possible researcher bias (Flyvbjerg, 2006). To address this limitation, the researcher recorded interviews to ensure information accuracy and reduce misinterpretation during analysis; moreover, the researcher also invited participants to verify the accuracy of their transcripts and interpretations. ***Finally*****,** the case study research focuses on only a few cases, making it impossible to generalize and apply the results to a large group of subjects (Roller, 2020). It is worth noting that this research does not aim to generalize its findings; rather, it focuses on providing in-depth insights into the perceptions of four IPTS regarding the perceived influence of GenAI tools on their AWP.

3.4.2 Consideration of Single Case Studies vs. Multiple Case Studies

Given the current study's choice of case study research design, the next question is to decide the type of case study. According to Gustafsson (2017), there are two ***(02) main types of case studies:*** single-case and multiple-case studies. ***Multiple case studies*** allow the researcher to select multiple cases (different individuals, groups, or situations) to illustrate a single issue (Creswell & Poth, 2018). By examining multiple cases, the researcher can better understand the issue from different angles (Yin, 2018). In addition, by using multiple case studies, the researcher can conduct an in-depth analysis of each case and compare their similarities and differences across cases (Gustafsson, 2017). Meanwhile, in ***a single case study***, the researcher focuses on only an issue and selects a bounded case, which can be a person or a specific group, to illustrate it (Creswell & Poth, 2018). A single case study allows in-depth research on a single subject or group of subjects in a specific research context; however, it does not support comparisons across multiple cases (Gustafsson, 2017).

The current study aims to investigate international students' perceptions of GenAI tools' influences on the AWP. It is well acknowledged that human perceptions of the influence of GenAI tools on AW vary, especially among international students with diverse academic backgrounds (Carbon, 2014). Multiple case studies are a more reasonable choice than a single case study in the current research, as they enable in-depth exploration of subjects with different academic backgrounds (Gustafsson, 2017). By using multiple case studies, the researcher can compare similarities and differences among international students' perceived influences of GenAI tools on the AWP, thereby providing deep insights into their diverse experiences, their

frequency of use of GenAI tools, and their perceived influences of GenAI tools on each of the eight stages of the AWP *(See Figure 2.1)*.

3.4.3 Justification the Use of Four (04) Case Studies

To understand the perceptions of IPTS regarding the influences of GenAI tools on the AWP, this paper conducted four (04) case studies, each of which is represented by a case of an IPTS' perceptions. These four (04) IPTS came from four Asian countries (i.e., Vietnam, China, Nepal, and Laos) and were studying in the Master of TESOL program at Flinders University at the time this research was conducted.

As justified above in Section 3.4.2, using multiple case studies would produce more rigorous and convincing results than a single case study (Yin, 2018). Through an in-depth investigation into the perceptions of the four (04) international students, the multiple case studies identified similarities and differences across the four student cases in their perceived influences of GenAI tools on each of the eight stages in the AWP, thereby providing more informed findings (Stake, 2013). Moreover, in terms of the number of cases, the present study chose to conduct only four (04) case studies, not more than four, due to the researchers' limited research time and effort required to recruit research participants, obtain their voluntary consent, collect, analyse data, and report four single case studies for cross-case findings. Conducting four (04) case studies is thus feasible and relevant.

3.5 Research Site and Participants

The current research was conducted at Flinders University, South Australia, notably in the main library at the Bedford Park Campus, and centered primarily on four (04) IPTS. In addition, there are ***two (02) main reasons*** underlying the selection of the TESOL program at Flinders University as the focus of this research. ***First***, the Master of TESOL program at Flinders University attracts international students (Flinders University, 2019) who often face difficulties in AW and need to improve their AW for their written academic assignments in TESOL programs, and for their future language teaching purposes (Densley, 2024). ***Second***, like other postgraduate programs on offer at Flinders University, the TESOL program requires students' responsible and ethical use of GenAI tools in the AWP (Flinders University, 2024), thus

making it an appropriate research context to conduct the study of students' perceptions of the GenAI tools' influence on the AWP.

Concerning research participants, this current research focused on four (04) female international students from four different Asian countries (i.e., from Laos, China, Nepal, and Vietnam *(See Table 3.1)* who satisfied the selection criteria *(See Appendix 3)* and voluntarily consented to participate in the study. As shown in Table 3.1, four (04) female international students possessed almost the same levels of English proficiency based on their overall IELTS (i.e. three students of VIE, LAO and NEP students got IELTS 6.5 and only one student - CHI student got IELTS 6.0) and their IELTS Writing scores (i.e. both VIE and NEP students got 6.5, LAO students got 6.0 and CHI student got 5.5). They all experienced the same durations of almost 2 years of study at Flinders University's Master of TESOL program and residence in Australia, and all four participating students acknowledged using GenAI tools in their AWP.

Table 3.1: A Brief Description of 04 Research Participants

Four (04) Participating Student's Background Information	**Student 1 (VIE Student)**	**Student 2 (LAO Student)**	**Student 3 (NEP Student)**	**Student 4 (CHI Student)**
Nationality	Vietnamese	Lao	Nepalese	Chinese
Gender	Female			
IELTS scores - IELTS overall (O) & writing (W) scores	O: 6.5 W: 6.5	O: 6.5 W: 6.0	O: 6.5 W: 6.5	O: 6.0 W: 5.5
Postgraduate Degree	Master of TESOL			
Study Duration in Australia	Almost 2 years			

3.6 Ethical Considerations

This research collected data from humans, particularly from four (04) international Master TESOL students; therefore, it required ***four (04) following key ethical considerations*** (Govil, 2013).

First, rather than directly contacting research participants, the researcher asked staff at Flinders University Student Support Services to send an introductory email *(See Appendix 4)* to five (05) potential participants to ensure they understand the research project, express interest in, and participate voluntarily in this current study. After the introductory email was sent, ***four (04)*** out of five (05) potential participants agreed to volunteer for the study.

Second, aligning with the study's ethical standards, a consent form was attached to the introductory email *(See Appendix 4)*. Consented student participants signed the consent form after comprehending the presented materials and willingly agreed to participate in the study.

Third**,** following the introductory email *(see Appendix 4)*, the researcher is responsible for informing participants that all the information they provide throughout the interview will remain confidential and be published anonymously to safeguard their privacy and confidentiality.

Fourth, four participants were well informed that they could withdraw from the study at any time without any consequences. Withdrawal from the study was simple via email or personal communication, which helped reduce pressure on participants (Govil, 2013). The researcher must honor participants' opinions, provide guidance on the withdrawal process, and ensure that such removal will not affect the relationship between the researcher and the withdrawn participants (Govil, 2013). Before the researcher's access to four student participants for interview data collection, ethics approval was obtained from Flinders University's Human Research Ethics Committee on 3 July 2025, under Project No. 8068 *(See Appendix 5).*

3.7 Data Collection

3.7.1 Consideration of Different Interview Data Types

To collect interview data from the four case studies, the researcher considered ***three (03) main interview options***: structured, unstructured, or semi-structured interviews (Yin, 2018). By considering the strengths and weaknesses of each interview option, the researcher chose the most suitable option for the current study.

The first option - structured interviews function like questionnaires with the number, order, and content of questions arranged in a standardized way (Brinkmann, 2014). In structured interviews, interviewees must answer the same predetermined list of questions, and interviewers must ensure that there are no differences across interviews (Brinkmann, 2014). Using structured interviews allows the researcher to compare interview data collected across four student cases; however, it would not maximise the dialogical opportunities for knowledge generation inherent in human interactions (Brinkmann, 2014). Given this limitation, this study did not choose the option of structured interviews.

In contrast to structured interviews, ***the second option - unstructured interview***, employs open-ended queries without a pre-established structure, facilitating a more comprehensive and flexible investigation of participant experiences (Brinkmann, 2014). However, unstructured interviews would yield broad and unsystematic research results, making it difficult to compare data and complicating the data analysis process (Bihu, 2020).

According to Pathak and Intratat (2012), the third option - semi-structured interview is a flexible research method suitable for small-scale studies. In a semi-structured interview, the researcher can rely on a prepared set of questions while still adjusting how they are asked, allowing the researcher to dig deep into students' perceptions (Busetto et al., 2020; Brinkmann, 2014; Yin, 2018). However, Pathak and Intratat (2012) note that a semi-structured interview shares the same weakness as an unstructured one: it yields high complexity and excessive details, making it challenging to categorize and analyze the data thematically.

3.7.2 Justification for Using Semi-Structured Interviews

After evaluating the strengths and weaknesses of each interview option, the researcher chose to collect data through semi-structured interviews, which balance the strengths and weaknesses of both structured and unstructured interviews (Phan, 2024). Specifically, the researcher can use a set of available questions while remaining flexible in how they are asked in a semi-structured interview, allowing participants to provide more in-depth answers to the research question (Brinkmann, 2014; Yin, 2018). In addition, semi-structured interviews are accepted for an in-depth investigation of the phenomenon (Busetto et al., 2020), so it is a justifiable choice to tap into the perceptions of research participants, specifically in this case, the perceptions of IPTS on the influences of GenAI tools on their AWP at Flinders University.

3.7.3 Developing an Interview Protocol for Semi-Structured Interviews

A semi-structured interview protocol is designed to gather comprehensive data on the perceptions of the four international student participants regarding the influence of GenAI tools on their AWP. The interview protocol comprises eight (08) main interview questions designed to investigate participants' perceived influence of GenAI tools on the eight (08) corresponding stages of their AWP. The interview protocol *(See Appendix 6.1)* requires that each interview lasts approximately one hour and be conducted in English, the shared language between the researcher and all four student participants. The researcher subsequently interviewed four research participants and used the same interview protocol to ensure consistency in interview data collection.

The interview protocol, as shown in *Appendix 6.1,* consists of ***four (04) main parts*** with eight (08) main interview questions and twenty-eight (28) follow-up sub-interview questions. *(See Appendix 6.2 for an overall description of the interview protocol)*

3.7.4 Recording and Transcribing Interviews

With all the four student participants' permission, the researcher recorded all four semi-structured interviews and then manually transcribed them under the supervision and guidance of the research participants. Each participant then received an email with a copy of their transcript for cross-checking, evaluation, and validation. This activity helps verify the accuracy of the interview transcript, thereby enhancing the quality of the collected data and the findings.

Additionally, the researcher and research participants exchanged emails to improve the transcript, if required. The researcher is responsible for securing the collected data. Specifically, all interview data, including audio recordings, participant transcripts, and associated documentation, will be securely preserved in compliance with the prior promises outlined in the ethics application. This thus ensured the confidentiality and integrity of the interview data collected during the study.

3.8 Data Analysis

The data collected from the semi-structured interviews were thematically analysed in ***two (02) stages***. The ***initial stage (Stage 1)*** focused on analyzing each set of interview data collected from each of the four participating international post-graduate TESOL students. The ***second subsequent in-depth stage (Stage 2)*** is the subsequent, more comprehensive stage that provides a more in-depth analysis of the interview data collected.

3.8.1 Initial Data Analysis

In the initial data analysis phase, the researcher reviewed and generally analyzed the raw data collected from the semi-structured interviews of the four research participants (Akinyode & Khan, 2018). This phase consisted of ***two main steps***. In the ***first step***, following Akinyode & Khan (2018), the interview data, including recorded interview transcripts and the researcher's interview notes, were organized into four sets of interview data corresponding to four student case studies. These four data sets were named after the nationalities of the four research participants: data sets for VIE student, NEP student, CHI student, and LAO student.

In the subsequent ***second step***, following Akinyode & Khan (2018), the researcher gained an overview of each collected data set by thoroughly reading each interview transcript and accompanying written notes taken from each interview. After that, the researcher identified commonalities across the four interview data sets, thereby generating unique themes for further analysis in the subsequent in-depth phase. It is crucial to highlight that the researcher consistently maintained neutrality and objectivity throughout the analysis, in both the initial and subsequent analysis phases, and strictly limited the researcher's personal perceptions of the influences of GenAI tools on the AWP.

In the initial analysis phase, the researcher synthesized the collected interview data from four case studies and presented it in a tabular format *(See Table 3.2 below)*. In Table 3.2, the collected interview data were thematically organized according to ***four (04) distinct case studies*** and ***five (05) specific main themes,*** namely, (1) Participants perceived their AW performance in written assignments; (2) The most familiar GenAI tool; (3) Other GenAI tools used; (4) Types of AW assignments used with GenAI tools in the TESOL program; and (5) Participants' perceived overall experience of using GenAI tools for AW in the TESOL program).

Table 3.2: The Initial Analysis Phase of Collected Interview Data from Four Case Studies

Themes (Initial analyses of 04 student participants' perceptions)	Case study 1 (VIE student)	Case study 2 (LAO student)	Case study 3 (NEP student)	Case study 4 (CHI student)
1.Participants perceived their academic writing performance in written assignments. ***(Good/ Not good)*** ● *G - Good academic writing performance:* ● *NG - Not good academic writing performance*	NG	NG	G	NG
2. The most familiar GenAI tool	Chat GPT			
3. Other GenAI tools used	Grammarly Google Translate	Grammarly Google Translate Copilot Google Gemini Endnote	Grammarly Google Translate Scribbr Endnote	Grammarly Google Translate
4. Types of academic writing assignments used with GenAI tools in the TESOL program *(i.e. report, portfolio, essay, research proposal, literature review, and critical review)*	All	All	All except for essay	Many especially lesson plans, and reflective essay
5. Participants' perceived overall experience of using GenAI tools for academic writing in the TESOL program. (*Positive/Negative)*	Positive			

Note: Positive experience refers to perceived advantages of using GenAI tools; Negative experience refers to perceived disadvantages of using GenAI tools

3.8.2 Subsequent In-depth Data Analysis

During the subsequent comprehensive data analysis phase, the researcher examined each data set for each case study and annotated the relevant interview data collected from each participating student's responses to the interview questions. Following that, the researcher systematically organized, reviewed, and analyzed the thematically annotated data in connection with the main and supplementary research questions.

Through the process of analysing thematically annotated data, each single case study report for each of the four case studies was written *(See Section 4.2)*. All four (04) single case study reports are consistently structured according to four (04) main themes: (1) Students' background, (2) Perceived use of GenAI tools in the TESOL program at Flinders University, (3) Perceived frequency of GenAI tools use in the AWP, and (4) Perceived influences of GenAI tools on the AWP.

Based on the systematization of annotated information for each case study following specific themes, this present study presents the cross-case findings among four participants' perceived influences of GenAI tools on each stage of the AWP, thereby answering the main research question as "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their academic writing process? How and Why?"*.

3.8.3 Interpretation of Analytical Data

In the interpretation of analytical data, the researcher presented the analytical interview data into themes and focused on coding data related to students' perceptions of the influences of GenAI tools on each of the eight (08) stages of the AWP, including (1) analyzing the question, (2) brainstorming, (3) researching, (4) outlining, (5) drafting, (6) editing, (7) proofreading, and (8) checking references.

For data interpretation, the researcher also specifically considered each student's unique background context, including their English language proficiency at the beginning of the program, their IELTS scores, their time studying in Australia, and the extent to which they used GenAI tools in their AW. Notably, it is important to consider the individual context of each research participant (Creswell & Poth, 2018) as it provides deeper insights into each student participant's perceptions in relation to interview questions and sub interview questions, which together reveal answers to the main research questions developed in Section 1.6.2. In this regard, Gustafsson (2017) asserted that research on students' perceptions using multiple-case study methods is influenced by personal background. Therefore, analyzing and interpreting the collected data in an individual context is essential to understanding the participants' insights.

3.9 Methodological Limitations

Although the qualitative research methodology has its strengths and is justifiable and relevant to the current study *(See Section 3.3)*, it still has ***two (02) primary limitations***.

The ***first*** methodological limitation is related to the researcher's bias in three stages of data collection, interpretation, and presentation (Zahle, 2024). According to Zahle (2024), these three stages are often influenced by the researcher's experiences, preconceptions, and cultural background, resulting in subjective research outcomes. To minimise this limitation, the researcher conducted the research under the guidance and supervision of an experienced supervisor who helped the researcher reduce bias in each of the three stages. Furthermore, research records, such as transcripts, summaries, or interpretations, were reviewed not only by the researcher and the researcher's supervisor but also by all four student participants to verify accuracy and clarify any misinterpretations, thereby minimizing the effect of the researcher's subjective lens.

The ***second*** methodological limitation is concerned with the student participants' unique backgrounds, which yield context-specific findings and thus constrain generalizability to other settings (Okowa & Odero, 2024). To address the context-specific findings, the researcher used multiple case studies across varied contexts. Specifically, the researcher examined students from four different countries: Vietnam, Nepal, China, and Laos, thereby enhancing the cross-case significance and broad applicability of its results. Furthermore, the researcher believes that offering comprehensive background information on each case study, research settings, and contextual factors is an effective strategy to enhance the broader applicability of the findings, enabling readers to utilize these detailed descriptions to identify similarities and applications in their own contexts.

3.10 Summary of Chapter 3

To sum up, Chapter 3 focuses on justifying the choice of the qualitative research methodology, the use of four multiple case studies, and semi-structured interviews to investigate the perceptions of four (04) participating IPTS regarding the influence of GenAI tools on their AWP. It also presents the research participant selection criteria and ethical considerations. Chapter 3 also demonstrates two main stages of analysing collected interview data from four

multiple case studies, comprising initial data analysis (Stage 1) and subsequent comprehensive cross-case analysis (Stage 2). Finally, the chapter highlights two main methodological limitations: researcher bias and context-specific findings, and also reports specific techniques used by the researcher to minimize these research methodological limitations. The next chapter, Chapter 4, reports and discusses the findings from four case studies.

CHAPTER 4: DATA ANALYSES, CASE STUDY REPORTING AND DISCUSSION OF FINDINGS

4.1 Overview of Chapter 4

Chapter 4 provides a comprehensive analysis of the interview data from each of four case studies and further discusses the cross-case findings supported by interview data from all four (04) case studies. This chapter is structured into six (06) main sections. The ***first section*** provides an overview of Chapter 4, followed by four (04) single-case study reports in the ***second section***; all emerging data are analysed and interpreted in each single case study. The ***third section*** presents cross-case findings and responses to the main research question and eight (08) corresponding sub-questions (1a - 1h). All key findings will then be summarized in the ***fourth section*** and discussed in the ***fifth section***. The ***final sixth section*** concludes with a summary of Chapter 4.

4.2. Four (04) Single Case Study Reports

This section reports four (04) single case studies *(See Appendix 9 for details)*. Each single case study report is thematically structured into four ***(04) main parts***: (1) Student's background, (2) Student's perceived use of GenAI tools in the TESOL program at Flinders University, (3) Student's perceived frequency of GenAI tools use in the AWP and (4) Student's perceived influences of GenAI tools on the AWP. *See Appendix 7 for four (04) corresponding tables,* each of which displays the analytical data from each case study, based on which the four following single case study reports were presented. Notably, these four single case study reports could help identify common themes, based on which the cross-case findings presented in the subsequent Section 4.3 reveal answers to the sub-research questions and the main research question.

4.3 Cross Case Findings in Response to Research Questions

This section presents cross-case findings *(See Appendix 10 for tabulated cross-case data analyses)* in response to the main research question and the associated eight (08) sub-research

questions (1a - 1h), derived from cross-case data analysis and interpretation of four (04) case studies, first starting with a response to sub-research question 1a.

4.3.1 Responses to Sub-Research Question 1a

This subsection provides answers to the sub-research question 1a: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their **first stage of analyzing the question** in the academic writing process? How and Why?*". This sub-research question 1a aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of GenAI tools' influence on their ***first stage of analysing the question*** in their AWP, how and why.

In response to this research sub-question 1a, ***Appendix 11.1*** presents the cross-case data analyses of **(1)** participating students' perceived frequency of using GenAI tools in the first stage of analyzing the question; **(2)** their perceived degrees of influences of GenAI tools on their first stage of analyzing the question, **(3)** how they perceived so, and **(4)** why they perceived so.

To provide answer to research subquestion 1a, Appendix 11.1 highlights that three (03) students (VIE, LAO, and NEP students) out of four students perceived a ***high/very high*** degree of influence of GenAI tools on stage 1 (analysing the question), while the one remaining student (CHI student), perceived only a ***moderate*** degree of influence.

Regarding ***how*** to use GenAI tools in this first stage, as shown in Appendix 11.1, three out of four students (VIE, LAO, and NEP students) perceived they ***often/very often*** used GenAI tools in stage 1 (analysing the question), while the one remaining student (CHI student) ***rarely*** used them. All four participating students shared a common way of using GenAI tools by copying all or parts of the assignment questions into their most familiar GenAI tool (i.e., ChatGPT), and then prompting the tool to analyse the questions *(See Appendix 11.1)*.

Concerning ***why*** participating students perceived GenAI tools' influence on this first stage *(See Appendix 11.1)*, different students reported different perceived advantages of using GenAI tools in the question analyzing stage, for example, giving consistent responses to the

assignment requirement (VIE Student), simplifying and clarifying the question (CHI and NEP Student), identifying the assignment's focus (CHI student) and assisting to understand the question clearly and quickly (LAO and NEP students), as noted by VIE and CHI students:

> *"ChatGPT gives me a quick explanation of the question. The explanation from ChatGPT is closely related to and focused on the assignment requirement, so I find ChatGPT's explanation to be of good quality."* ***(VIE student)***

> *"GenAI tools helped me clarify the focus of the assignment and understand the question quickly, thus helping me grasp the core of the question and avoid rambling answers."* ***(CHI student)***

However, CHI student perceived GenAI tools' influence at a moderate level, and noted that GenAI tools could not fully explain the question's meaning. In her words, CHI student noted,

> "*GenAI tools cannot fully explain the meaning of the question. [therefore] I still need to read the instructions carefully by myself. "* ***(CHI student).***

4.3.2 Responses to Sub-Research Question 1b

This subsection provides answers to the following sub-research question 1b: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***second stage of brainstorming*** *in the academic writing process? How and Why?*" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of influence of GenAI tools on their ***second stage of brainstorming*** in their AWP, how, and why.

In response to research this sub-question 1b, ***Appendix 11.2*** presents the cross-case data analyses of **(1)** participating students' perceived frequency of using GenAI tools in the second stage of brainstorming; **(2)** their perceived degrees of influences of GenAI tools on their second stage of brainstorming, **(3)** how they perceived so, and **(4)** why they perceived so.

Answer to Research Question 1b, as can be seen from Appendix 11.2, is that three (03) students (VIE, LAO, and NEP Students) out of four students perceived a ***high/very high*** degree of influence of GenAI tools on stage 2 (brainstorming), while one the remaining student, CHI student perceived only a ***low*** degree of influence.

Regarding ***how*** to use GenAI tools in this second stage, as shown in Appendix 11.2, three out of four students (VIE, LAO, and NEP students) perceived they ***often/very often*** used GenAI tools in stage 2 (brainstorming), while the remaining student (CHI student) ***sometimes*** used them. All four participants generally copied the assignment requirements into ChatGPT and asked it to brainstorm ideas. After receiving recommendations from Chat GPT, participants chose to get valuable ideas directly (CHI Student) or develop their own ideas based on GenAI tools' suggestions (VIE, LAO, and NEP Students), as noted below. *See Appendix 11.2 for more details*. Examples of how they selected ideas from ChatGPT are noted by LAO and NEP students as follows:

> *"In a list of ideas provided by Chat GPT , I will not take all but only select good ideas. However, not all ideas are perfect; I need to adjust some ideas to suit my assignment context."* ***(LAO student)***
>
> *"I have ideas, but want to verify and continue to develop my own ideas based on ChatGPT's suggested ideas."* ***(NEP student)***

Concerning ***why*** participating students perceived GenAI tools' influence on this second stage *(See Appendix 11.2)*, different students reported various advantages of using GenAI tools in the brainstorming stage, for example, providing ideas immediately (LAO and VIE Students), giving clear, good, and new ideas (all four Students), and reducing thinking effort (VIE and CHI Students). However, in Stage 2, the quality of the brainstorming ideas generated by GenAI tools is questionable, as perceived by CHI Student who noted.

> *"GenAI tools' ideas are often too general, not very natural, and do not really match my understanding of the questions."* ***(CHI student)***

4.3.3 Responses to Sub-Research Question 1c

This subsection provides answers to the following sub-research question 1c: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***third stage of researching*** *in the academic writing process? How and Why?*" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) degrees of perceived influences of GenAI tools on their ***third stage of researching*** in their AWP, how and why.

In response to research sub-question 1c, ***Appendix 11.3*** presents the cross-case data analyses of **(1)** participating students' perceived frequency of using GenAI tools in the third stage of

researching; **(2)** their perceived degrees of influences of GenAI tools on their third stage of researching, **(3)** how they perceived so, and **(4)** why they perceived so.

Answer to sub-research question 1c is that, as can be seen from Appendix 11.3, the perceived influence of GenAI tools in Stage 3 (researching) ***varied*** among the four participating students. VIE and CHI Students perceived ***no degree*** of GenAI tool's influence on this third stage, while LAO Student perceived ***a moderate degree***, and NEP Student perceived ***a low degree***.

Regarding ***how*** to use GenAI tools in this third stage, as shown in Appendix 11.3, ***LAO*** Student reported she ***sometimes*** used GenAI tools during this research stage, whereas ***NEP and CHI*** students ***rarely*** used them, and ***VIE*** student did ***not use*** GenAI tools for the third stage of researching. LAO and NEP students asked GenAI tools like ChatGPT to identify keywords among brainstormed ideas for scope library searches, then required them to provide relevant sources based on those keywords. Unlike them, the CHI student copied the assignment question and asked ChatGPT for appropriate sources.

Concerning ***why*** participating students perceived GenAI tools' influence on this third stage *(See Appendix 11.3)*, different students reported different advantages of using GenAI tools in the research stage, for example, identifying keywords from brainstormed ideas to the scope library (LAO student) and Recommended sources from ChatGPT could be used, but need to be checked before using (NEP student). However, all participants perceived the disadvantages of using GenAI as sources generated by GenAI tools were unreliable and required verification before use. Instead, all participants used reliable academic databases, such as Google Scholar and the Flinders University Online Library, to research or verify sources from GenAI tools. In their words, NEP and LAO students noted:

> *"I don't think sources from GenAI tools are completely useless; it's just that sometimes the sources provided by GenAI tools aren't real, so before using them, I usually check whether the source exists and whether it is really related to my assignment."* ***(NEP student)***
>
> *"I think the source from GenAI tools is not reliable; for example, when I click the link they provide, there is no article. In such cases, I choose to find the source on reliable databases like Google Scholar."* ***(LAO student)***

4.3.4 Responses to Sub-Research Question 1d

This subsection provides answers to the following sub-research question 1d: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their **fourth stage of outlining** in the academic writing process? How and Why?*" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of influence of GenAI tools on their ***fourth stage of outlining*** in their AWP, how and why.

In response to research sub-question 1d, ***Appendix 11.4*** presents the cross-case data analyses of **(1)** participating students' perceived frequency of using GenAI tools in the fourth stage of outlining; **(2)** their perceived degrees of influences of GenAI tools on their fourth stage of outlining, **(3)** how they perceived so and **(4)** why they perceived so.

Answers to sub research question 1d, as can be seen from Appendix 11.4, is that three (03) students (VIE, LAO, and NEP Students) out of four students perceived a ***high/very high*** degree of influence of GenAI tools on stage 4 (outlining), while the one remaining student, CHI Student perceived a ***moderate*** degree of influence.

Regarding ***how*** to use GenAI tools in this fourth stage, as shown in Appendix 11.4, three out of four students (VIE, LAO, and NEP students) perceived they ***often/very often*** used GenAI tools in stage 4 (outlining), while the remaining student, CHI student ***rarely*** used them. Both LAO and NEP students shared that they asked GenAI tools to create an outline, then used the GenAI tools' outline as a reference to develop their own. Meanwhile, the CHI student created the outline herself, then asked GenAI tools for feedback to improve it. Unlike other students, VIE student used GenAI tools to logically organize ideas directly in her draft.

> *"Once I had ideas, I started drafting automatically rather than outlining. After I finished the draft, I asked GenAI tools to organize my ideas and edit the draft."* ***(VIE student)***

Concerning ***why*** participating students perceived GenAI tools' influence on this fourth stage *(See Appendix 11.4)*, different students reported different advantages of using GenAI tools in the outlining stage, for example, providing logical and clear order of existing ideas (VIE, LAO, and CHI Students), giving good outline examples for developing own outlines (LAO and NEP Students), providing feedback in arranging ideas and sections (CHI Student).

> *"I think that the revised outline from ChatGPT, using a general prompt like "outline this paragraph," is better and smoother than my own outline."* ***(VIE student)***

However, GenAI tools' provided outline was also perceived as not systematic (NEP) and not meeting students' expected structure (LAO and CHI students).

> *"GenAI suggested outlines are not always a match with my expected outline structure, so I prefer to make my own outline."* ***(CHI student)***

4.3.5 Responses to Sub-Research Question 1e

This subsection provides answers to the following sub-research question 1e: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***fifth stage of drafting*** *in the academic writing process? How and Why?*" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of influence of GenAI tools on their ***fifth stage of drafting*** in their AWP, how and why.

In response to research sub-question 1e, ***Appendix 11.5*** presents the cross-case data analyses of **(1)** participating students' perceived frequency of using GenAI tools in the fifth stage of drafting; **(2)** their perceived degrees of influences of GenAI tools on their fifth stage of drafting, **(3)** how they perceived so and **(4)** why they perceived so.

Answers to sub research question 1e, as can bee seen from Appendix 11.5, is that the perceived influence of GenAI tools on the fifth stage (drafting) differed among the four participating students. Two (02) (LAO, and NEP Students) out of four students perceived a ***high*** degree of influence of GenAI tools on stage 5 (drafting), while VIE Student perceived ***no degree*** of influence, and CHI Student perceived ***a low degree*** of influence.

Regarding ***how*** to use GenAI tools in this fifth stage, as shown in Appendix 11.5, LAO and NEP Students perceived they ***often*** used GenAI tools in stage 5 (drafting), CHI student **rarely** used them. Although VIE Student told the researcher that she ***never*** used them, she actually used Google Translate during drafting and thought it was not a GenAI tool. In her words, VIE student noted:

"I drafted in Vietnamese, then used Google Translate to help me translate it into English, because I don't think my academic writing is good enough to express my thoughts." ***(VIE student)***

Whereas, the three remaining participants requested GenAI tools to give them an example draft, then developed their drafts by themselves (NEP students) or with the assistance of ChatGPT (LAO student) or Google Translate (CHI Student).

Concerning ***why*** participating students perceived GenAI tools' influence on this fifth stage *(See Appendix 11.5)*, different students reported advantages of using GenAI tools in the drafting stage, for example, providing meaningful feedback and guidance to develop drafts (LAO and NEP Students) and giving good example drafts with clear parts (LAO, CHI, and NEP). For example, in her words, LAO Student noted:

"GenAI tools, as a language tutor, guide me step by step and provide feedback during drafting." ***(LAO student)***

However, as perceived by CHI Student, drafts generated by GenAI tools were too general and sometimes lacked an academic tone. Additionally, VIE Student also pointed out the risk of plagiarism when using GenAI tools in drafting, even though she used Google Translate without realizing it was a GenAI tool, as she noted:

"I avoided using GenAI tools in drafting because of plagiarism concerns." ***(VIE Student)***

4.3.6 Responses to Sub-Research Question 1f

This subsection provides answers to the following sub-research question 1f: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***sixth stage of editing*** *in the academic writing process? How and Why?*" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of influence of GenAI tools on their ***sixth stage of editing*** in their AWP, how and why.

In response to research sub-question 1f, ***Appendix 11.6 presents the cross-case data analyses of*** **(1)** participating students' perceived frequency of using GenAI tools in the sixth stage of editing; **(2)** their perceived degrees of influences of GenAI tools on their sixth stage of editing, **(3)** how they perceived so, and **(4)** why they perceived so.

Answer to research sub question 1f, as seen from Appendix 11.6, is that three (03) students (VIE, LAO, and NEP Students) out of four students perceived a ***high/very high*** degree of influence of GenAI tools on stage 6 (editing), while the remaining student (CHI Student) perceived ***no degree*** of influence.

Regarding ***how*** to use GenAI tools in this sixth stage, as shown in Appendix 11.6, three out of four students (VIE, LAO, and NEP students) perceived they ***often/very often*** used GenAI tools in stage 6 (editing), while the remaining student, CHI student ***never*** used them. The NEP student copied her entire writing into ChatGPT and asked ChatGPT for feedback to improve it. While VIE and LAO students copied their writing and assignment-marking criteria into ChatGPT, they then requested ChatGPT to provide feedback based on those criteria to enhance their writing.

Concerning ***why*** participating students perceived GenAI tools' influence on this sixth stage *(See Appendix 11.6)*, different students reported various advantages of using GenAI tools in the editing stage, for example, providing meaningful and quality feedback to assist the editing process (VIE and NEP Students), identifying unclear sentences, double-checking the writing flow, and checking plagiarism (LAO Student). In her own words, LAO student said:

> *"I really appreciate GenAI's help at this stage. GenAI tools help identify unclear sentences, make sure the writing flows well, and check for plagiarism before I submit my work."* ***(LAO student)***

However, as perceived by VIE Student, the GenAI tool's edited version was perceived as requiring user supervision. In addition, LAO Student expressed her concern about the quality of plagiarism checking by GenAI tools. In their words, VIE and LAO students noted:

> *"I asked ChatGPT to condense my writing, but the results I got were not as expected. The necessary ideas in my article were removed, while less important ideas were retained."* ***(VIE Student)***
>
> *"I usually used GenAI tools to check plagiarism in the editing stage, but I am not sure whether to trust ChatGPT's plagiarism check results."* ***(LAO Student)***

4.3.7 Responses to Sub-Research Question 1g

This subsection provides answers to the following sub-research question 1g: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***seventh stage of proofreading*** *in the academic*

writing process? How and Why?" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of influence of GenAI tools on their ***seventh stage of proofreading*** in their AWP, how and why.

In response to research sub-question 1g, ***Appendix 11.7*** presents the cross-case data analyses of **(1)** participating students' perceived frequency of using GenAI tools in the seventh stage of proofreading ; **(2)** their perceived degrees of influences of GenAI tools on their seventh stage of proofreading, **(3)** how they perceived so, and **(4)** why they perceived so.

Answers to research subquestion g, as seen in Appendix 11.7, is that three (03) students (VIE, LAO, and NEP Students) out of four students perceived a ***very high*** degree of influence of GenAI tools on stage 7 (proofreading), while the remaining student, CHI Student perceived a ***low degree*** of influence.

Regarding ***how*** to use GenAI tools in this seventh stage, as shown in Appendix 11.7, three out of four students (VIE, LAO, and NEP students) perceived they ***often*** used GenAI tools in stage 7 (proofreading), while the remaining student, CHI student ***sometimes*** used them. All participants shared a common way of using GenAI tools to copy whole or parts of their writing, then requiring the tools to check and proofread their work.

Concerning ***why*** participating students perceived GenAI tools' influence on this seventh stage *(See Appendix 11.7)*, different students reported advantages of using GenAI tools in the proofreading stage, for example, giving detailed, meaningful, and immediate feedback (i.e., word choice, conjunction, punctuation, sentence structure, etc.) to enhance proofreading process (VIE, LAO, and NEP Students), detecting grammatical errors (LAO, NEP, and CHI Students). In this regard, VIE student noted:

> *"Thanks to the clear and detailed grammatical feedback from GenAI tools, I can improve my writing and language skills"* ***(VIE student)***

In addition, LAO and NEP Students highlighted the use of multiple GenAI tools in proofreading to improve accuracy in their writing by noting:

> *"I usually used more than one GenAI tool to proofread my work and check for mistakes, such as ChatGPT and Grammarly, because each tool pointed out different mistakes."* ***(NEP student)***

"I think using the GenAI tool at this stage is not enough because one tool sometimes misses errors." ***(LAO student)***

However, the CHI student perceived that the disadvantage of using GenAI tools for proofreading limits opportunities to improve writing skills and may change the user's writing voice.

"Manual proofreading helps me learn from mistakes and improve my English writing skills. I also think that if I rely entirely on GenAI tools for proofreading, it will change my voice." ***(CHI student)***

4.3.8 Responses to Sub-Research Question 1h

This subsection provides answers to the following sub-research question 1h: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their* ***eighth stage of checking references*** *in the academic writing process? How and Why?*" This sub-research question aims to investigate four Flinders University IPTS' (VIE, LAO, NEP, and CHI students) perceived degrees of influence of GenAI tools on their ***eighth stage of checking references*** in their AWP, how and why.

In response to research sub-question 1h, ***Appendix 11.8 presents the cross-case data analyses of*** **(1)** participating students' perceived frequency of using GenAI tools in the eighth stage of checking references, **(2)** their perceived degrees of influences of GenAI tools on their eighth stage of checking references, **(3)** how they perceived so, and **(4)** why they perceived so.

Answers to sub research question 1h, as can be seen in Appendix 11.8, is that four perceived different degrees of GenAI tools' influence on stage 8 (checking references), ranging from ***no degree*** (VIE Student), a ***low degree*** (CHI Student), a ***moderate degree*** (LAO Student), to a ***high degree*** (NEP Student).

Regarding ***how*** to use GenAI tools in this eighth stage, as shown in Appendix 11.8, LAO and CHI Students reported that they ***sometimes*** used GenAI tools in the checking references stage, while VIE Student reported ***never*** used, and NEP Student reported ***rarely*** used them. LAO and NEP students used GenAI tools to cite sources by providing the link or name of the research paper to GenAI tools, then required the tools to cite the source according to APA 7th, and checked their reference list. Meanwhile, the NEP student cited the source herself and then used GenAI tools to check her reference list.

> *"I don't often use GenAI tools to cite sources; I mainly use them to check my reference list. From the edits that GenAI tools provide, I improve my reference list myself."* ***(NEP student)***

Concerning ***why*** participating students perceived GenAI tools' influence on this eighth stage *(See Appendix 11.8)*, different students reported advantages of using GenAI tools in checking references, for example, saving time on citing sources and double-checking reference lists (LAO), and for providing good, detailed feedback on the reference list (CHI and NEP students). However, all four participants perceived the disadvantage in the unreliability of GenAI-generated references. To overcome this limitation, students reported that they rechecked the references using the official APA 7th guidelines (CHI student) or used multiple tools (ChatGPT, EndNote, Scribbr, and Copilot) to improve citation quality. In this regard, LAO student noted:

> *"Sometimes, GenAI tools like ChatGPT do not provide correct citations of sources because they cannot read PDFs. Therefore, I have used a combination of tools such as EndNote, ChatGPT, and Copilot. I highly appreciate the results from EndNote, for which I had to ask Flinders staff for support in installing this tool."* ***(LAO student)***

4.4 Summary of Key Findings: Responses to the Main Research Question 1

Based on responses to all eight sub-questions (1a - 1h) presented above, this subsection provides an overall answer to the main research question 1: "*To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on the academic writing process? How and Why?*" This main research question has three (03) parts: *"to what extent", "how", and "why"*, each of which is answered below.

Answers to the ***"to what extent"*** part of the main research question are that four (04) student participants ***differed*** in their perceived degrees of influence of GenAI tools on the **whole AWP**, ranging from a low degree of influence (2.0) by the CHI student, a moderate degree of influence (3.125) by the VIE student, to high degree of influence (4.125) by the LAO student and a bit higher degree of influence (4.25) by the NEP students *(See Appendix 8.2 and Appendix 10.2 for details).*

Answers to the ***"How"*** part of the main research question are that among the four participating students, the average degree of frequency of GenAI tools' use on the ***whole AWP varies*** and is interpreted to be rarely used (2.25) by CHI student, sometimes used (3.125) by VIE, often used

(3.625) by NEP, and a bit more often used (3.875) by LAO student *(See Appendix 8.1 and Appendix 10.1 for details).*

Answers to the ***"Why"*** part of the main research questions are that four participating students perceived the various degrees of frequency and influences of their GenAI tool use on AWP because of their ***various*** perceived advantages and disadvantages of GenAI Tools *(See Appendix 8.3 for details)*, depending on specific stages in the AWP.

4.5 Discussion of the Key Findings

4.5.1. Discussion of Key Findings in Relation to the Research Aims and Questions

With reference to the four student backgrounds *(See Table 3.2)*, this section discusses the key findings in relation to the research aims and the main research question: "To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their academic writing process? How and Why?" *(See Section 1.6.2)*.

Regarding "***To what extent*** IPTS at Flinders University have perceived the influences of Generative AI tools on their AWP", as seen in Appendix 8.2, LAO and NEP students perceived a ***high/very high*** degree of GenAI tools' influence at six stages of AWP including Stages 1 (analyzing the question), stage 2 (brainstorming), stage 4 (outlining), stage 5 (drafting), stage 6 (editing), stage 7 (proofreading) for LAO student and additional stage 8 (checking references) for NEP Student. LAO and NEP students' high/very high perceived degrees of influence may be explained by their personal student backgrounds, including the variety of GenAI tools they used across nearly all types of academic written assignments *(See Table 3.2)*. While NEP student perceived good AW performance in written assignments, LAO student evaluated the opposite (not good AW performance). This might explain the differences in the perceived degree of GenAI tools' influence on the whole AWP between LAO student (4.125/high) and NEP student (4.25/a bit higher) *(See Table 3.2).*

Conversely, VIE student perceived ***no influence*** of GenAI tools at stage 3 (researching), stage 5 (drafting), and stage 8 (checking references), while CHI student perceived a ***low degree*** of GenAI tools' influence on stage 2 (brainstorming), stage 5 (drafting), stage 7 (proofreading), and stage 8 (checking references). These perceptions of VIE and CHI students may be shaped

by their lack of understanding of GenAI tools, particularly their unawareness that Google Translate is a GenAI tool - *See Appendix 11.5.* This corresponds to the students' perceptions concept, as defined by Schunk and Meece (2012) and Yang et al. (2013), in which students' perceptions are influenced by their understanding and opinions of an aspect.

Regarding the "***How***" question, as seen in Appendix 8.1, GenAI tools were perceived to be ***often/very often*** used in such stages of AWP as stage 1 (analyzing the question), stage 2 (brainstorming), stage 4 (outlining, stage 5 (drafting), stage 6 (editing), stage 7 (proofreading) by LAO and NEP student, leading to their overall frequency of using GenAI tools on their whole AWP (LAO - 3,875, NEP - 3.625). LAO and NEP students' perceptions may be influenced by the number of GenAI tools they use and by their perceived positive influence of GenAI tools at these stages of AWP *(See Table 3.2)*. As explained by Schunk and Meece (2012) and Yang et al. (2013), students' attitudes and emotions, in addition to their understanding and opinions, also shape their perceptions of that aspect.

While VIE student reported ***not using*** GenAI tools in three out of eight stages (stage 3-researching, stage 5-drafting, stage 8-checking references), CHI students reported ***rarely using*** GenAI tools in stage 1 (analyzing the question), stage 3 (researching), stage 4 (outlining), stage 5 (drafting). Both VIE and CHI students' perceptions may be explained by their perceived poor (not good) AW performance and their smaller number of GenAI tools used *(See Table 3.2)*.

To discuss "Why" *(See Appendix 8.3)*, VIE, NEP, and LAO students did not report any ***disadvantages*** of GenAI tools in stages 1 (analyzing the question), 2 (brainstorming), and 7 (proofreading). Similarly, VIE student did not perceive any disadvantages of GenAI tools in stage 4 (outlining), while LAO and NEP students did not in stage 5 (drafting) and stage 6 (editing).

Regarding the ***advantages*** of GenAI tools *(See Appendix 8.3)*, VIE students did not perceive any in stage 3 (researching), stage 5 (drafting), or stage 8 (checking references), and CHI students did not perceive any advantages in stage 3 (researching) or stage 6 (editing). These VIE and CHI students' unperceived advantages of GenAI tools may be attributed to their perceptions of GenAI tools' influence on these stages. For example, VIE student perceived GenAI tools as having no influence on her stages of 3 (researching), 5 (drafting), and 8

(checking references), without perceiving any advantages of GenAI tools in these stages *(See Appendix 8.2 and Appendix 8.3)*. Overall, the unperceived advantages and disadvantages of GenAI tools during AWP may stem from students' lack of understanding of these advantages and disadvantages (Schunk & Meece, 2012; Yang et al., 2013), as shown in Appendix 8.3, participants did not know or did not have an answer to the perceived advantages/disadvantages of GenAI tools at a certain stage, even though the interviewer did ask them.

4.5.2 Discussion of the Key Findings in Light of the Literature Review

Notably, as revealed in Chapter 2 - Literature Review, ***no empirical research*** has yet been conducted to ***investigate the extent of GenAI tools' influence and the frequency of GenAI tools use***, as perceived by international postgraduate students on the AWP, creating a notable research gap *(See Section 2.5 and Appendix 1)*. Therefore, this section focuses on discussing the key findings in light of the reviewed non-empirical studies. The section aims to discuss ***university students' perceived influences (advantages and disadvantages) of GenAI tools on AWP***, with a focus on the relevant literature, including the Flinders University AWP (Flinders University, 2022) and recent relevant studies conducted by Wang (2024), and Kim et al. (2024).

Wang's (2024) qualitative study examines first-year L1 and L2 writing students' perceptions of AI assistance in the AWP in the United States and their perceptions of GenAI tools' influence across four (04) stages: brainstorming, outlining, revising, and editing. The findings indicate that GenAI tools are beneficial for supporting students in generating initial ideas and identifying topic focus in the brainstorming stage, producing multiple outline versions in the outlining stage, providing meaningful feedback to improve idea flow and refine topic sentences in the revising stage, and assisting with language-level editing in the editing stage. These findings align with those of the current study regarding the advantages of GenAI tools in stages 2 (brainstorming), 4 (outlining), 6 (editing), and 7 (proofreading) *(See Section 4.3)*. This consistency may be due to the similar qualitative research methodologies employed and the comparable research context, as Australia and the United States are English-speaking countries.

However, Wang's (2024) findings are less detailed than those of the current study, as the advantages of GenAI tools in stages 1 (analysing the question), 3 (researching), 5 (drafting), and 8 (checking references) are not addressed *(See Section 4.3)*. This discrepancy in findings may be explained by differences in how the AWP is conceptualised in the two studies.

Specifically, Wang (2024) adopts a four-stage model (brainstorming, outlining, revising, and editing); in contrast, the current study follows an eight-stage framework proposed by Flinders University (2022) in Section 1.5.3. In addition, Wang (2024) identifies several disadvantages of GenAI tool use in writing, including the potential generation of false information, reduced creativity and originality, and insufficiently reliable evidence or content support. Overall, the differences between Wang's (2024) findings and those of the current study are relatively to differences in participant profiles, as Wang's study includes both L1 and L2 students, whereas the current study focuses exclusively on L2 students.

A qualitative study by Kim et al. (2024) investigated EFL undergraduate students' perceptions of GenAI-assisted AW and examined how students' perceptions of GenAI tools influence four (04) stages of the AWP: ideation, planning, drafting, and revision. The findings indicate that GenAI tools supported students in different ways across these stages (advantages). In the ideation stage, GenAI tools helped students develop a clearer understanding of the writing topic. In the planning stage, the tools assisted with structuring outlines, including organising main ideas logically to create a coherent flow. In the drafting stage, GenAI tools supported sentence and paragraph construction based on students' initial drafts. Finally, in the revision stage, the tools facilitated self-correction by identifying and correcting language errors and inconsistencies, and by providing feedback to refine the text. These findings are consistent with the advantages of GenAI tools identified in the present study, particularly in stages 1 (analysing the question), 4 (outlining), 5 (drafting), 6 (editing), and 7 (proofreading) *(See Section 4.3)*. The similarities in research findings may be due to research methodology and participant profiles. Although the two studies were conducted in different language-learning contexts (EFL and ESL), all participating students from Asian countries were 20 Chinese students in Kim et al. (2024) and four (04) students from Vietnam, Nepal, Laos, and China in the present study.

However, Kim et al. do not address the advantageous influence of GenAI tools on stages 2 (brainstorming), 3 (researching), or 8 (checking references), as in the current study, due to differences in how the AWP is conceptualised across the two studies. Kim et al. (2024) adopt a four-stage model (ideation, planning, drafting, and revision), while the present study follows an eight-stage framework proposed by Flinders University (2022) in Section 1.5.3. In addition, the two studies differ in their findings regarding the disadvantages of using GenAI tools. Kim et al. (2024) identify disadvantages of using GenAI tools in writing, including a lack of factual

accuracy and references, limited contextual understanding, insufficient higher-order thinking, an inability to account for students' personal or cultural contexts, gaps in linguistic and pedagogical knowledge, limited interoperability, and GenAI's failure to explain its outputs. These differences in findings compared to the current research may be explained by variations in research focus and participant characteristics. While Kim et al. (2024) primarily examine EFL undergraduate students' cognitive perspectives on AI-assisted AW, the present study focuses on IPTS' perceptions of GenAI tools' influences across each stage of the AWP. Differences in educational level, disciplinary background, and analytical focus may therefore account for the contrasting findings between the two studies.

4.6 Summary of Chapter 4: Major Findings

Chapter 4 analyses, interprets, reports, and discusses the findings from interview data collected in four single case studies, focusing on IPTS' perceptions of GenAI tools' influence on their AWP. The findings were reported in responses to the eight sub-research questions (1a - 1h) and the main research question. With reference to the four participating students' backgrounds, the findings were also discussed in relation to the research aim, research questions, and in light of the relevant literature review in this chapter. In the final chapter - Chapter 5, recommendations for key stakeholders and concluding remarks are presented.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

5.1 Overview of Chapter 5

This Chapter aims to provide recommendations for key stakeholders based on the key findings presented in Chapter 4. This Chapter is structured into ***five (05) main sections***. The ***first section*** presents an overview of Chapter 5, followed by the ***second section*** that provides recommendations for three (03) relevant key stakeholders (i.e., Flinders University, TESOL topic coordinators/lecturers, and TESOL international postgraduate students). The ***third section*** highlights the research significance and limitations, followed by the ***fourth section*** regarding the implications for future research and practice. In the ***fifth section***, this Chapter concludes with a summary of the Chapter and concluding remarks.

5.2 Recommendations for Three (03) Key Stakeholders

This section provides recommendations for three ***(03) key stakeholders***, namely, (i) Flinders University's support services, (ii) TESOL Topic Coordinators/Lecturers, and (iii) International postgraduate TESOL students, each of which is presented below and supported by empirical interview data and the relevant literature.

5.2.1 Recommendations for Flinders University's Support Services

Based on the findings reported in the preceding Chapter 4, this research presents ***two (02) main recommendations*** for ***Flinders University's Support Services*** to better support students' responsible and effective use of GenAI tools across eight stages of their AWP.

First, though Flinders University's Student Learning Support Services (SLSS) has already published a written (general) guidance on using ChatGPT via this official link https://students.flinders.edu.au/content/dam/student/slss/academic-writing/using-chatgpt.pdf, it fails to provide specific guidance for each stage of the AWP. Flinders University should thus publish a more specific guideline to guide students on how to use GenAI tools properly, ethically, and responsibly at each stage of their AWP. Flinders University can learn from detailed guidance accessible on the websites of Monash University (n.d.) and the University of Melbourne (n.d.), *(see Section 2.2.2 for more details)*. This recommendation is well supported

by the study by Wan et al. (2025), who highlighted the urgent need for detailed guidance on the use of GenAI in university settings. Besides, VIE Student believed that official guidance on the ethical and responsible use of GenAI tools from the Flinders University Support Service is necessary. As she noted,

> *"When I searched for instructions on using GenAI tools on the Flinders University website, I found the instructions are quite general and presented as a list of dot points, rather than in specific stages of AWP. Even though I used GenAI tools in AWP, I'm not sure if I'm using them correctly or at which stages I should or shouldn't use them. I need instructions on using GenAI tools in AWP from my lecturers, or at least to actively learn from my university's official guidance."* ***(VIE Student)***

Second, Flinders University's SLSS and main library should provide official training sessions for both academic staff and students in the format of in-person/or online workshops or self-paced modules on its Learning Management System (i.e. FLO site) to enhance their knowledge about the strengths and weaknesses of each of common GenAI tools that international students tend to use (e.g., Chat GPT, Grammarly, Google Translate, Copilot, Google Gemini, Endnote, Scribbr) to help them be aware of GenAI tools and make well-informed decisions before their actual GenAI tool usage in each stage of AWP. This recommendation is well supported by the interview data, revealing that two students (i.e. VIE and CHI students) out of four students didn't even know that Google Translate is a common GenAI tool. In their words, VIE and CHI students noted:

> *"Until now, I hadn't thought of Google Translate as a GenAI tool because [I thought] it existed a long time ago before GenAI tools emerged."* ***(CHI student)***

> *"I don't think Google Translate is a GenAI tool because [in my mind] it provides a rough, word-by-word translation and doesn't offer suggestions for adding or editing words like GenAI tools such as ChatGPT or Grammarly."* ***(VIE student)***

5.2.2 Recommendations for TESOL Topic Coordinators/Lecturers

The current research proposed two ***(02) recommendations*** for ***TESOL topic coordinators and lecturers*** to support their students, including international postgraduate students, in using GenAI tools in AWP in compliance with academic integrity.

First, TESOL topic coordinators and lecturers should educate/guide their students on how to use GenAI tools responsibly and ethically at each stage of AWP through organized workshops or in classes or on the FLO (Flinders Learning Online) topic sites. Following VIE, LAO, and

CHI, topic coordinators and TESOL teachers should educate their students by providing instructions, giving specific examples, setting clear rules, and solemnly reminding students about the use of GenAI tools at each stage of AWP when providing instructions and guidelines for each assessment type. In this regard, LAO, VIE, and NEP students recommended as follows:

> *"I have found that teachers are very limited in providing detailed instructions on how to use GenAI tools for writing, and most students will have to learn to use them actively. Therefore, I recommend that teachers provide clear instructions and examples for using GenAI tools at each stage of the AWP. Using specific examples can help students visualize and remember better."* ***(LAO student)***

> *"The teacher's general and informal reminders about whether to use GenAI tools in class left me feeling vague. I wish the teacher could specifically point out which stages we need to be careful with and which we can use GenAI tools on, in a specific and detailed way. At the same time, the teacher should let us know in general whether using GenAI tools on AWP is good or bad."* ***(VIE student)***

> *"I think the topic coordinator should facilitate students' learning in using GenAI tools ethically and responsibly across AWP by organizing workshops. During the workshop, students can freely exchange with teachers and discuss with friends to find the right way to use GenAI tools."* ***(NEP student)***

Second, TESOL lecturers should assist students in not only using GenAI ethically but also AI-generated content using AI-detection tools (e.g., Turnitin) before submitting their completed assignments. According to Lee (2023), the Turnitin AI detection tool has been implemented in higher education since 2023. The Turnitin founders designed the Turnitin AI detection tool to help lecturers identify instances in which AI writing tools such as ChatGPT may have been used in students' submissions; thus, students cannot use Turnitin AI-detection tools (Turnitin, n.d.). VIET student believes that teachers granting permission to use Turnitin AI-detection tools or supporting students in checking AI-generated content can reduce panic, enhance ethical awareness, and reduce academic integrity risks when using GenAI tools. In this regard, VIE students noted,

> *"I learned that TESOL students are allowed to check for plagiarism on the FLO site; however, they are not allowed to use reliable tools like Turnitin to check AI-generated content. Although I do not fully use GenAI tools in my written assignments, I still worry about whether my work is valid. If I knew the percentage from Turnitin, I could proactively make further adjustments to mitigate academic integrity risks."* ***(VIE student)***

5.2.3 Recommendations for International Postgraduate TESOL Students

The findings of this current research reveal that in the AWP, stage 5 (drafting), perceived by LAO and NEP students, was the most likely to demonstrate their lack of responsibility and ethical behavior in using GenAI tools in their AWP. As LAO and NEP students shared,

> *"I think relying too much on GenAI tools during the drafting stage can lead to plagiarism or AI-generated writing, because students may copy the tool's suggestions without making their own changes or putting their critical thinking into the writing."* ***(LAO student)***

> *"Students often copy the entire draft, or most of it, from ChatGPT without rewriting it in their own words. It is easy to commit plagiarism when drafting with ChatGPT, which can collect words or terms from other papers."* ***(NEP student)***

Whereas, stage 6 (editing), as perceived by VIE and CHI Students, was the stage in which they were most likely to demonstrate their lack of responsibility and ethical behavior in using GenAI tools in their AWP. In this regard, CHI and VIEstudents noted,

> *"I have seen many cases where students copy GenAI tools' edited version directly without understanding or rewriting it in their own words, leading to their writing being duplicated with the original, or being detected by Turnitin AI detector."* ***(CHI student)***

> *"After using GenAI tools to paraphrase my writing several times, I discovered that the paraphrases generated by these tools are often copied from the original article and can easily lead to plagiarism. To confirm my doubt, I used Turnitin to check my writing, and the results show that the paraphrase clusters generated by ChatGPT are highlighted in yellow or red."* ***(VIE students)***

Based on participants' perceived lack of responsibility and ethical behavior in using GenAI tools on the drafting and editing stage, this research provides ***three (03) recommendations*** for ***IPTS*** to improve their ethical and responsible use of GenAI tools in these stages.

First, it is recommended that students use GenAI tools to rephrase the GenAI-edited text in stage 5 of editing, especially keywords taken from original articles, to minimize plagiarism. In this regard, VIE student highlighted:

> *"Students should use ChatGPT to paraphrase the edited paragraph from ChatGPT, for example, adjust the sentence structure to make it more natural and less AI-like. ChatGPT often borrows from related articles during paraphrasing. If students do not read and understand their articles, they may overlap with published research articles. Therefore, I recommend that students use ChatGPT to paraphrase keywords borrowed from other research articles to avoid duplication."* ***(VIE student)***

In addition, as mentioned by Hassanipour et al. (2024), the use of GenAI tools to repeatedly paraphrase texts effectively reduces plagiarism rates. Specifically, Hassanipour et al. (2024) also note that, when comparing the second attempt of paraphrasing texts with the first, the plagiarism rate decreased significantly.

Second, it is recommended that IPTS should promptly seek the help of student support staff (.e. learning advisors) in their College to improve their drafting. The LAO student recommended,

> *"Students should schedule time and seek support from learning advisors to improve their drafts, avoiding over- or improper use of GenAI tools."* ***(LAO student)***

Flinders University (2024) emphasized the necessity to communicate with the university about how to use GenAI tools properly. In addition, the university has accessible student support services where students can freely share their difficulties in AW and seek help (Flinders University, 2025).

Third, IPTS should not over-rely on GenAI tools by copying the complete GenAI tool's edited version in this stage. Instead, students should double-check and revise the information provided by the GenAI tools themselves. In this regard, CHI student recommended,

> *"I recommend my peers should read and check any information provided by GenAI to adjust it to match their understanding of the assignment instead of copying AI-generated content directly, which may cause problems relating to academic integrity."* ***(CHI student)***

As stated on the website https://library.flinders.edu.au/students/ai published by Flinders University (2024), “presenting output generated by GenAI as users' own works may constitute contract cheating”. In addition, Flinders University noted that GenAI tools lack the capacity for critical thinking; therefore, students should carefully check the accuracy and relevance of all GenAI-generated content before using it.

5.3 Significance and Limitations of the Study

5.3.1 Significance of the Study

The current study makes significant original contributions to both the literature and to the practices of using GenAI tools in the AWP for international students. ***First***, this study narrows the research gaps in the existing literature by investigating IPTS' perceptions of the influences of GenAI tools on the AWP in higher educational contexts inside Australia, particularly in Flinders University in the local state of South Australia. ***Second***, the research findings assist Flinders University, topic coordinators, lecturers, and teaching assistants in providing more effective pedagogical support for IPTS for their ethical and responsible use of GenAI tools during their AWP. In addition, by investigating students' perceived GenAI tools' influence on each stage of the AWP, the present research helps IPTS use GenAI tools more ethically, responsibly, and effectively, particularly during potentially vulnerable stages that lack responsibility and ethical behavior.

5.3.2 Limitations of the Study

Besides its significance, the current study also acknowledges its limitations regarding the restricted time, the methodology, and the scope of the study. Being aware of these limitations, the researcher made conscious efforts to minimise each limitation.

First, due to the constrained duration of just one year, it lacks a longitudinal viewpoint from student participants. To minimize this limitation, the researcher used several ways to address the time issue, such as focusing on students' perceptions at stages of the AWP rather than tracking them over years, and employing semi-structured interviews to collect rich data efficiently within a limited timeframe. *See Section 3.7.2*

Second, the study relies on the qualitative methodology, which means the researcher's subjective interpretation may influence the data analysis. To minimise this limitation, the researcher conducted the research under the regular guidance and supervision of an experienced supervisor. Moreover, research records, such as transcripts, summaries, or interpretations, were strictly reviewed by the researcher, the researcher's supervisor, and all four student participants to verify accuracy and clarify any misinterpretations.

Third, the study conducted only four case studies of female IPTS from a university; however, it did not represent all IPTS in South Australia. To minimize this limitation, the researcher examined students from four different countries: Vietnam, Nepal, China, and Laos, thereby enhancing the cross-case significance and broad applicability of its results.

5.4 Implications for Further Research

This study has three ***(03) implications for future research***. ***First***, future research should include a larger sample of participating students from TESOL postgraduate programs and beyond to develop a more comprehensive understanding of how GenAI tools are perceived to influence the AWP across diverse educational contexts. ***Second***, building on the current research's foundation, future research should further examine the relationship and/or correlation between the extent of GenAI tool use in each stage of the AWP and other relevant factors (e.g., gender, IELTS scores, frequency of use) and the associated risks to academic integrity. ***Third***, future study should provide richer (and mixed) supporting data (i.e. both quantitative and qualitative data) to inform institutional discussions and policy adjustments related to the ethical use of GenAI tools across all stages of the AWP, underscoring the need for further investigation into developing policies for the use of GenAI tools in all stages of the AWP. Such implications for future investigations would ensure ethical and responsible uses of GenAI tools that maintain academic integrity while still supporting improvements in students' AW skills.

5.5 Summary of Chapter 5 and Concluding Remarks

Chapter 5 provides a set of practical ***recommendations*** for three (03) key stakeholders: (i) Flinders University, (ii) topic coordinators and TESOL lecturers, and (iii) international postgraduate TESOL students. Recommendations are supported by empirical interview data and the relevant literature. This chapter also presents the significance, limitations, and implications of the research.

In conclusion, the research's findings demonstrate the influence of GenAI tools at each stage and across the whole AWP, thereby enriching our current understanding of GenAI-supported AWP and supporting more informed and ethical decision-making in students' GenAI use at

each stage of AWP. The current research shows that the participating IPTS perceived the extent and influences of GenAI tools on AWP, supporting Flinders University and TESOL lecturers in providing stage-specific pedagogical guidance to students on the ethical and effective use of GenAI at each of the eight stages of AWP. Further, the study's implications and acknowledged limitations in Chapter 5 provide a foundation for further research in examining the relationship between the extent of GenAI tool use in each stage of the AWP and other relevant factors (e.g., gender, IELTS scores, frequency of use), or the extent of GenAI tool use in each stage of the AWP and the associated risks to academic integrity. Additionally, the current research provides a basis for future studies to increase the number of research subjects and to use more sophisticated research methods to collect richer and mixed data on IPTS perceptions across various contexts regarding the influence of GenAI tools on AWP. Such future studies could provide more holistic approaches to studying the influences of GenAI tools on AWP.

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APPENDICES

Appendix 1: Reviewed Studies on University Students' Perceptions on Positive and Negative Influences of GenAI Tools on the Academic Writing Process

General Overarching Themes of Relevant Studies	Authors and publishing date	Research Aims/ Objective/ Questions	Theories/ Hypotheses/ Methods in Focus	Findings/ Conclusion	Relevance for this Proposed Research Project
1. Definition of Three Key Guiding Concepts	Schunk and Meece (2012) Yang et al. (2013)	Investigate international postgraduate TESOL students' perceived influences of Gen AI tools on their academic writing process	Qualitative method-semi-structured interview	Researching on student's perceptions	Human perception includes not only the understanding of a particular aspect but also the individual's emotions, attitudes, and opinions regarding that aspect
	Flinders University (2024)	Understand the concept of GenAI tools regarding academic writing		GenAI tools as applications trained on vast amounts of digital text that detect linguistic patterns and produce human-like responses to inquiries	GenAI tools offer beneficial functions in academic writing, including clarifying complex concepts, assessing the accuracy and relevance of essential ideas, assisting in planning, researching, drafting, and editing students' work.
	Flinders University (2022)	Clarify stages in the academic writing process at Flinders University		Eight (08) stages in the academic writing process at Flinders University	The condensed academic writing process outlined by Flinders University into eight (8) primary stages: analyzing the question, brainstorming, researching, outlining, drafting, editing, proofreading, and checking references.
2.1. To what extent IPTS perceived the influences of GenAI tools on AWP	No research				
2.2. Perceived frequency of GenAI tool uses in AWP (How)	No research				
2.3. Why perceived advantages of GenAI tools on AWP	Barrett & Pack (2023)	Positive influences of GenAI tools on the AWP	Questionnaire	Providing well-organized essays	Perceived advantages in using GenAI tools in AWP to answer for "why" in the main research question
	Johnston et al. (2025)		Survey	Identifying evidence for existing ideas	

				Creating an essay plan or structure Providing definitions, explanations, or examples	The discrepancies in the number, order, and definition of the stages of the AWP across the reviewed papers underscore the importance of the current study in providing a detailed and reliable model of the AWP
	Kim et al. (2025)		Interview	Positive influence of GenAI tools on four (04) stages of the AWP: ideation, planning, drafting, and revision.	
	Wang (2024)		Interview	Positive influence of GenAI tools across four (04) stages: brainstorming, outlining, revising, and editing	
2.4. Why perceived disadvantages of GenAI tools on AWP	Wang (2024)	Negative influences of GenAI tools on the AWP	Interview	Leading to plagiarism	Perceived disadvantages in using GenAI tools in AWP to answer for "why" in the main research question
	Barrett and Pack (2023)		Questionnaire		
	Kim et al. (2024)		Interview	Overreliance on GenAI tools during their AWP limited their development of writing skills	
	Raheem et al. (2023)		Systematic review		
4. Reviewed studies on potential frameworks for investigating students' perceptions of GenAI tools' influences on AWP	Barrett and Pack (2023)	Acceptability of GenAI tools on stages in AWP	Survey	Acceptability framework (Barrett & Pack, 2023) does not suitable for the current research	Decide a potential framework for the current research
	Wang (2024)	Examine people's meaning-making, acting, and experience in "unknown," "less deliberate," and "more intuitive" situations	Interview	Sensemaking theory (Wang, 2024) does not suitable for the current research	
	Flinders University (2022)			Develop new academic writing process conceptual framework	

Appendix 2: Three (03) Main Research Methodologies Considerations

Research Methodology	Advantages	Disadvantages
Quantitative research	- Provide numerical data -allow ranking, measuring, and classìying the statistical data (Muijs, 2011) - Assist in the identification of patterns and enable generalizations (Muijs, 2011)	-Not allowed to gain deeper insights into participants' views (Muijs, 2011) -Necessitates a substantial sample size (Ahmad et al., 2019)
Qualitative research	- Gain deeper insights into participants' views (Lim, 2024) - Can accommodate open-ended questions and allows for the quantification of qualitative data (Tenny et al., 2022) - Save time and costs (Ahmad et al., 2019)	- Consume time and effort (Creswell & Poth, 2018) - Easily being affected by the researcher's bias (Creswell & Poth, 2018)
Mixed-method research	- Provide numerical data and enhance the understanding of quantitative data (Cohen et al., 2018) - Clarify the broader relevance of small-sample qualitative findings (Cohen et al., 2018)	- Consume more time, cost, and resources due to multiple stages of data collecting and distinct data processing (Wasti et al., 2022)

Appendix 3: Participant Information Sheet and Consent Form

PARTICIPANT INFORMATION SHEET AND CONSENT FORM

Title: 'International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influences on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia'

Chief Investigator
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Dear [name of contacted student],

My name is Nhi, and I am a postgraduate student studying in the TESOL Program at College of Humanities, Arts and Social Sciences. I am currently undertaking this postgraduate research as part of my Master of Teaching English to Speakers of Other Languages (TESOL) degree program.

I am writing this to provide you with the information about my research project and invite you to participate in this project on a voluntary basis. For further information, you are more than welcome to contact me in the first instance via *nguy1704@flinders.edu.au* or my supervisor via *mai.ngo@flinders.edu.au*.

Description of the study

This study investigates the perceptions of international postgraduate TESOL students at Flinders University in South Australia regarding their perceived influences of Generative AI tools (e.g., ChatGPT, Quilbot, and Grammarly) on their academic writing process. To learn more about this, the researcher will conduct 4-5 case studies of international postgraduate TESOL students from Flinders University. Each participating student represents a case study and will have an one-on-one semi-structured interview in a private booked room at the Central Library on the Bedford Park campus of Flinders University or via Zoom. If you consent to participate in this research, you will be interviewed for approximately one hour to share your thoughts and experiences using GenAI tools for any stages of your academic writing process, especially in your written assignments completed in the TESOL program. With your consent, the audio will be recorded and transcribed before being analyzed to find common themes and insights.

Your shared insights in the interview will help the research team understand how GenAI tools influenced your academic writing process and the perceived challenges and benefits involved. Practical recommendations for improving the teaching, learning and assessment of the TESOL program will be provided to university teaching staff, topic coordinators, and international postgraduate TESOL students.

Purpose of the study

This study aims to understand how you and other international postgraduate TESOL students at Flinders University perceive the influences of using GenAI tools on their academic writing process.

Benefits of the study

The research will bring about direct benefits to students and educators (i.e. program coordinators, topic coordinators) within the TESOL program at Flinders University. Firstly, the research provides the findings of international postgraduate TESOL students (IPTS)' perceived influences of Generative AI tools on their academic writing process. Secondly, the findings assist teacher educators in the Master of TESOL program at Flinders University in adequately supporting their students to use Generative AI tools responsibly and ethically in the academic writing process, ensuring the effective application of these tools at each and every step of the whole academic writing process. Thirdly, the research findings underscore the unique academic writing needs of IPTSs, hence facilitating the enhancement of customized academic writing support. Finally, the research contributes to the literature on responsible and ethical GenAI tool application in language education, especially in academic writing

Participant involvement and potential risks

If you agree to participate in the research study, you will be asked to:

- Attend a face-to-face/online one-on-one semi-structured interview with a researcher at Flinders University, Bedford Park campus in a private booked room in the main library that will be audio recorded. The interview will take approximately 1 hour.
- Respond to interview questions regarding your perceived influences of GenAI tools on academic writing process

To be selected you must meet the criteria of:

1. Being an international postgraduate student studying in South Australia on an international student visa

2. Being presently enrolled as a full time student in the Master of TESOL program at Flinders University.

3. Having completed at least two academic semesters at Flinders University

4. Using academic English, including writing and speaking academic English, as their second or foreign language.

5. Voluntarily consenting to participate in a one-on-one semi-structured interview, which will last approximately one hour and will be conducted in person at a previously reserved study room at Flinders University's city campus library or via Zoom.

6. Agreeing to the recording, transcription, and thematic analysis of the interview in order to address the research questions and achieve the research aim

7. Having prior experience utilizing GenAI tools in any stage of the academic writing process (i.e., prewriting, outlining, drafting, revising, editing)

You will receive an introductory email with details about this study. You will have time to ask questions to make sure that you understand everything before deciding to participate voluntarily. Participation is voluntary, and you can withdraw at any time without any consequences. Consent forms will explain how your confidentiality is protected. Your decision to participate or withdraw will not affect your academic standing.

Participating in this study does not involve any significant risks. However, discussing past academic experiences can be uncomfortable or stressful for some students. Feel free to ask any questions and address concerns before you decide whether you would like to participate. The research team will ensure you fully understand the study and can make an informed choice about participating.

No questions will be asked that could cause harm or discomfort to you. However, if you feel distressed, let any member of the research team know immediately. For further support, you can contact:

- Lifeline – 13 11 14, www.lifeline.org.au
- Beyond Blue – 1300 22 4636, www.beyondblue.org.au
- Flinders University's Student Counselling Student Services, https://students.flinders.edu.au/support/hcd/counselling

Flinders University offers a free and confidential Counselling Service for undergraduate and postgraduate students enrolled at Flinders. Experienced counselors assist students in identifying resolutions to obstacles and concerns affecting their mental health and well-being. Students can book counseling appointments through telephone, in-person visits, or video calls. The counseling offered is short and oriented toward solutions. If additional counseling and support are required, students should seek other services as directed by the counselors.

- If you have not previously consulted a counselor, please fill out the 'New Client' form. A duty counselor will contact you by phone to succinctly address your issues, inform you of available support alternatives, and arrange a counseling appointment.
- If you have consulted with a university counselor and wish to schedule another appointment, please call 8201 2118.
- For after-hours assistance, contact the Out-of-hours Crisis Line at 1300 512 409 or SMS 0488 884 103.

Withdrawal Rights

You may decline to take part in this research study. If you decide to take part and later change your mind, you may withdraw at any time without providing an explanation. To withdraw, please contact the Chief Investigator to have your data removed from the study. Any data collected up to the point of your withdrawal will be securely destroyed.

Confidentiality and Privacy

Only researchers listed on this form have access to the individual information provided by you. Researchers will take all possible steps to ensure privacy and confidentiality will be adhered to at all times.

The research outcomes may be presented at conferences written up for publication as described in this information form. You will not be named, and your individual information will not be identifiable in any research products without your explicit consent.

No data, including identifiable, non-identifiable and de-identified datasets, will be shared or used in future research projects without your explicit consent. Please provide your consent to this by ticking the appropriate box on the Consent Form at the end of this form.

Data Storage

The information collected will be stored securely on a password-protected computer and/or Flinders University's OneDrive system through Okta throughout the study. Any identifiable data will be de-identified for data storage purposes unless indicated otherwise. All data will be securely transferred to and stored at Flinders University in this project only. Following the required data storage period, all data will be securely deleted according to university protocols.

How will I receive feedback?

On project completion, a short summary of the outcomes will be provided to you via email.
Additionally, participants may contact the researcher via email at nguy1704@flinders.sa.edu.au. Alternatively, you can contact the chief investigator Dr. Mai Ngo,
at mai.ngo@flinders.edu.au.

Ethics Committee Approval

The project has been approved by Flinders University's Human Research Ethics Committee 8608.

Queries and Concerns

Queries or concerns regarding the research can be directed to the research team. If you have any complaints or reservations about the ethical conduct of this study, you may contact the Flinders University's Research Ethics

and Compliance Office team either via telephone (08) 8201 2543 or by emailing the Office via human.researchethics@flinders.edu.au.

Thank you for taking the time to read this information sheet which is yours to keep.

If you accept our invitation to be involved, please sign the enclosed Consent Form.

CONSENT FORM

Title: 'International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influences on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia' (8608)

Consent Statement

☐ I have read and understood the information about the research, and I understand I am being asked to provide informed consent to participate in this research study. I understand that I can contact the research team if I have further questions about this research study.

☐ I am not aware of any condition that would prevent my participation, and I agree to participate in this project.

☐ I understand that I am free to withdraw at any time during the study.

☐ I understand that I can contact Flinders University's Research Ethics and Compliance Office if I have any complaints or reservations about the ethical conduct of this study.

☐ I understand that my involvement is confidential, and that the information collected may be published. I understand that I will not be identified in any research products.

I further consent to:

☐ Participate in an interview
☐ Have my responses to interview questions audio recorded and transcribed
☐ My data and information, including personal information and contact details, are being used in this project at Flinders University

Signed:

Name:

Date:

Appendix 4: An Introductory Email

Subject: Invitation to Participate in Research Study on *International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influences on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia*

Dear [Participant's Name],

I hope this email finds you well. My name is Nhi Nguyen, and I am a student researcher in the TESOL program at Flinders University. I am conducting a study titled "*International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influence on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia" under the supervision of Dr. Mai Ngo, Senior Lecturer in TESOL and Applied Linguistics.*

This research was granted ethics approval on 3rd July, 2025. With the approval Certificate No. 8608

The purpose of this study is to investigate the perceptions of international postgraduate TESOL students at Flinders University in South Australia regarding their perceived influence of Generative AI tools (e.g.ChatGPT, Quilbot, and Grammarly), on their academic writing process.

You are invited to participate in this research project as you meet the following inclusion criteria of:

1. Being an international postgraduate student studying in South Australia on an international student visa

2. Being presently enrolled as a full time student in the Master of TESOL program at Flinders University.

3. Having completed at least two academic semesters at Flinders University

4. Using academic English, including writing and speaking academic English, as their second or foreign language.

5. Voluntarily consenting to participate in a one-on-one semi-structured interview, which will last approximately one hour and will be conducted in person at a previously reserved study room at Flinders University's city campus library or via Zoom.

6. Agreeing to the recording, transcription, and thematic analysis of the interview in order to address the research questions and achieve the research aim

7. Having prior experience utilizing GenAI tools in any stage of the academic writing process (i.e., prewriting, outlining, drafting, revising, editing)

Your insights, perceptions and experiences would be incredibly valuable to the study.

Participation Details:

This study will require a face-to-face or online semi-structured interview lasting approximately 1 hour. This will take place in a previously booked study room in Flinders University's Central Library in Bedford Park Campus or via Zoom. Interviews will be scheduled and conducted in August 2025 at an agreed time that is most convenient for you. During the interview, you will be asked to share your thoughts, perceptions, and experiences regarding using GenAI tools and your perceived impacts of GenAI tools on your academic writing process. The interview will be audio-recorded for transcription and emailed to you for review and cross-checking before subsequent analysis.

Confidentiality and Consent:

Your participation is entirely voluntary, and you may withdraw at any time without any consequences. All information you provide will be kept confidential and stored securely. Only the research team will have access to the data. Your identity will be anonymised in any publications or presentations resulting from this study.

Next Steps:

If you meet all 7 inclusion criteria and exclusion criteria and are willing to participate voluntarily in this research, please reply to this email with your time availability options for any time in the first two weeks of August 2025. I will schedule the interview at a time that suits you best and inform you of the schedule well in advance.

If you have any questions or require further information about the study, please do not hesitate to contact me at *nguy1704@flinders.edu.au* or *+61 466 173 648.*

Thank you for considering this invitation. Your participation and contribution will be immensely helpful in advancing our understanding of the perceived influences of GenAI tools on the academic writing process for Master of TESOL students like you.

Kind regards,

Nhi Nguyen

Master of TESOL,

College of Humanities, Arts and Social Sciences

Flinders University

Email: nguy1704@flinders.edu.au

Mobile: +61 466 173 648

This research project has been approved by the [_] Research Ethics Committee (Project Number [_]). For more information regarding ethical approval of the project, please contact the Flinders University's Research Ethics and Compliance Office team via telephone (08) 8201 2543 or by emailing the Office via human.researchethics@flinders.edu.au.

Appendix 5: The Ethics Approval Certificate

Flinders University

HUMAN ETHICS LOW RISK PANEL

APPROVAL NOTICE

Dear Dr Mai Ngo,

The below proposed project has been **approved** on the basis of the information contained in the application and its attachments.

Project No:

8608

Project Title:

International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influences on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia

Chief Investigator:

Dr Mai Ngo

Approval Date: 03/07/2025

Annual Report Due Date: 03/07/2026

Approved Co-Investigator/s:

Ms Nhi Nguyen

The following documents have been approved:

File Name	Date	Version
Research Timeline	31/05/2025	1.1
Interview Protocol and Questions	31/05/2025	1.1
Introductory Email	31/05/2025	1.1
NHI'S RESPONSES TO HREC'S COMMENTS	25/06/2025	1.1
Information Sheet and Consent Form - updated	25/06/2025	1.1

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

1. Approval Period and Annual Progress / Final Reports

The approval period is **one year in the first instance**. On submission of an annual report, an extension can be requested if the project is ongoing. The total approval period **cannot exceed five years** from the date of approval.

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research* an annual progress report must be submitted each year on the approval anniversary date for the duration of the ethics approval using the HREC Annual/Final Report Form available online via the ResearchNow Ethics & Biosafety system.

Please note that ethics approval will expire if the annual report is not submitted by the due date listed on top of this notice. If data is collected after expiry, it will not be covered in terms of ethics. It is the responsibility of the researcher to ensure that annual progress reports are submitted on time; and that no data is collected after ethics has expired.

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately.

2. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- All participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- The Flinders University logo is included on all participant documentation (e.g., letters of introduction, information forms and consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction.
- The HREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

This research project has been approved by Flinders University's Human Research Ethics Committee (Project ID 8608). If you have any complaints or reservations about the ethical conduct of this study, you may contact Flinders University's Research Ethics & Compliance Office via telephone on 08 8201 2543 or by email human.researchethics@flinders.edu.au.

3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such proposed changes / modifications include:

- change of project title;
- change to research team (e.g., additions, removals, researchers and supervisors)
- changes to research objectives;
- changes to research protocol;
- changes to participant recruitment methods;
- changes / additions to source(s) of participants;
- changes of procedures used to seek informed consent;
- changes to reimbursements provided to participants;
- changes to information / documents to be given to potential participants;
- changes to research tools (e.g., survey, interview questions, focus group questions etc);
- extensions of time (i.e. to extend the period of ethics approval past current expiry date).

To notify the Committee of any proposed modifications to the project please submit a Modification Request Form available online via the ResearchNow Ethics & Biosafety system.

4. Adverse Events and/or Complaints

Researchers should advise the Research Ethics, Integrity & Compliance Office immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that effects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

5. Recruitment of Flinders University Undergraduate Students

Please note: For all research projects wishing to recruit Flinders University students as participants, approval needs to be sought from the Pro Vice-Chancellor (Learning and Teaching Innovation), Professor Michelle Picard. To seek approval, please provide a copy of the Ethics approval for the project and a copy of the project application (including Participant Information and Consent Forms, advertising materials and questionnaires etc.) to the Pro Vice-Chancellor (Learning and Teaching Innovation) via michelle.picard@flinders.edu.au.

Yours sincerely,

Hendryk Flaegel

on behalf of

Human Research Ethics Low Risk Panel
Research Development and Support
human.researchethics@flinders.edu.au

Flinders University
Sturt Road, Bedford Park, South Australia, 5042
GPO Box 2100, Adelaide, South Australia, 5001

Flinders University's Human Research Ethics Committees (HREC A - EC00194 & HREC B - EC00482) are constituted in accordance with the National Statement on Ethical Conduct in Research and registered with the NHMRC.

Appendix 6: Interview Protocol and Description of the Interview Protocol

Appendix 6.1 Interview Protocol

INTRODUCTION AND INFORMED CONSENT

1. Self-introducing and outlining the aim of the interview and research questions.

Hello, my name is Nhi, and I am a student researcher in the Master in TESOL program in the College of Humanities, Arts and Social Sciences at Flinders University.

Thank you for agreeing to participate in this interview session for the research project on *International Postgraduate TESOL Students' Perceptions of Generative AI Tools' Influence on Academic Writing Process: Multiple Case Studies at Flinders University in South Australia.*
You have been invited to participate in this research project because you meet the following criteria:

1. Being an international postgraduate student studying in South Australia on a valid international student visa

2. Being presently enrolled as a full time student in the Master of TESOL program at Flinders University.

3. Having completed at least two academic semesters at Flinders University

4. Using academic English, including writing and speaking academic English, as your second or foreign language.

5. Voluntarily consenting to participate in a one-on-one semi-structured interview, which will last approximately one hour and will be conducted in person at a previously reserved study room at Flinders University's city campus library or via Zoom.

6. Agreeing to the recording, transcription, and thematic analysis of the interview in order to address the research questions and achieve the research aim

7. Having prior experience utilizing GenAI tools in any stage of the academic writing process (i.e., analyzing the question, brainstorming. researching, outlining, drafting, editing, proofreading, and checking references)

In this project, Generative AI Tools will be defined as any online websites or apps, including but not limited to ChatGPT, Grammarly, Quilbot, in which students enter a prompt to create content or receive feedback. This study will focus on GenAI tools when used for academic writing purposes.

This research seeks answers to the main research questions of:

To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their academic writing process? How and Why? and eight sub-questions as follows:

1a. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their first stage of analyzing the question in the academic writing process? How and Why?

1b. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their second stage of brainstorming in the academic writing process? How and Why?

1c. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their third stage of researching in the academic writing process? How and Why?

1d. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their fourth stage of outlining in the academic writing process? How and Why?

1e. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their fifth stage of drafting in the academic writing process? How and Why?

1f. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their sixth stage of editing in the academic writing process? How and Why?

1g. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their seventh stage of proofreading in the academic writing process? How and Why?

1h. To what extent have international postgraduate TESOL students at Flinders University perceived the influences of Generative AI tools on their eighth stage of checking references in the academic writing process? How and Why?

2. The participant will be given a copy of the participant information sheet and an informed consent form to read and sign.

"Before we begin, here is an informed consent form for you to read. If you agree to participate in this interview on the voluntary basis, please sign the form at the bottom. Please read it carefully, and if you have any questions or issues, feel free to ask me right away. Thank you very much".

3. The interview will start after the participant has signed the informed consent form.

The interview is approximately 45 to 60 minutes long and has 4 main parts.

The first part of the interview is an introduction and will aim to understand your basic background information as an international postgraduate student in Flinders University's TESOL program, followed by the main two parts with open-ended questions about your personal experiences with GenAI tools and your academic writing process respectively and the final section will give you the opportunity to provide any recommendations or feedback based on your personal experiences.

The interview will be conducted in English, only the audio will be recorded, and it will later be transcribed for research purposes. You will have the chance to revise the transcripts to correct any errors that may occur.

The interview consists of 8 main interview questions and few follow up questions.

Please ask me if there are any questions that need further explaining. Feel free to let me know if you need to take a break at any time. You can also withdraw from the interview any time without penalty.

We will now begin with the first question of the first part of the interview.

Section	Main Interview Questions	Sub-interview Questions/Prompts	Relevance of Each Interview Question
PART 1 – OPENING AND INTRODUCTION	Thank you for agreeing to participate in the interview and let's start with Interview Question 1. **Q1 Could you briefly introduce yourself and your background?**	1a. Your nationality? 1b. IELTS scores (overall scores and writing scores) 1c. How long have you studied overseas in Australia?	To gather relevant background information about participants, their academic writing scores and frequency of using GenAI tools in their academic writing.

		1d. How well do you perceive your academic writing performance in written assignments? 1e. Self-rate your current frequency of using GenAI tools in academic writing on the scale of 1 (least frequent) - 5 (most frequent)	
PART 2 - The Perceived Use of GenAI Tools In TESOL program at Flinders University	**Q2 Can you tell me about any GenAI tools that you are familiar with?**	2a. Could you give ONE example of GenAI tools that you are **most familiar** with? (i.e. Chat GPT, Grammarly, etc.) Why? 2b. How do you know about this GenAI tool?	To assess participants' perceived familiarity with GenAI tools, particularly in academic writing in Flinders's TESOL program and the extent of use of GenAI tools in each stage of the academic writing process.
	Q3: Have you ever used GenAI tools for writing academic assignments while studying in the TESOL program at Flinders University? If yes, can you share your experience in using them?	3a. If yes, What types of academic writing assignments have you used what GenAI tools for in the TESOL program? 3b. How is your overall experience of using that/those GenAI tools for academic writing in the TESOL program? and Why?	
	Q4: To what extent have you used GenAI tools for any stages of your academic writing process?	To what extent have you used GenAI tools in each of the 8 following stages in the academic writing process? On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4a. To what extent have you used GenAI tools in **Stage 1 (analyzing the question)?** - Understand the content and instructional words. Consider limitations and scope. On the	

		scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4b. To what extent have you used GenAI tools in **Stage 2 (brainstorming)?** - Find out the main points and main sections. On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4c. To what extent have you used GenAI tools in **Stage 3 (researching)?** - Use the keywords from brainstorming to scope a library search. On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4d. To what extent have you used GenAI tools in **Stage 4 (outlining)** - Arrange the order of ideas and find the supporting evidence. On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4e. To what extent have you used GenAI tools in **Stage 5 (drafting)?** - Draft your work, clearly identifying the introduction/ body/ conclusion. On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4f. To what extent have you used GenAI tools in **Stage 6 (editing)?** - Check the writing structure, cover essential points, and avoid irrelevant points. On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them? 4g. To what extent have you used GenAI tools in **Stage 7 (proofreading)?** - Make sentences clear, check grammar and punctuation. On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them?	

		4h. To what extent have you used GenAI tools in **Stage 8 (checking references)?** On the scale of 1 - 5 (1 for never, 5 for very often)? and How have you used them?	
PART 3: Perceived Influences of GenAI tools on academic writing process	**Q5 To what extent have you perceived the influences of GenAI tools on your academic writing process? How and Why?**	To what extent have you perceived the influences of GenAI tools on each of the 8 stages in the academic writing process? On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5a. To what extent have you perceived the influences of GenAI tools on **Stage 1: Analysing the question?** - Understand the content and instructional words. Consider limitations and scope. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5b. To what extent have you perceived the influences of GenAI tools on **Stage 2: Brainstorming?** - Find out the main points and main sections. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5c. To what extent have you perceived the influences of GenAI tools on **Stage 3: Researching?** - Use the keywords from brainstorming to scope a library search. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5d. To what extent have you perceived the influences of GenAI tools on **Stage 4: Outlining?** - Arrange the order of ideas and find the supporting evidence. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5e. To what extent have you perceived the influences of GenAI tools on **Stage 5:**	To investigate the perceptions of participants regarding their perceived influences of GenAI tools on each of 08 stages of their academic writing process (i.e.,analysing the question, brainstorming, researching, outlining, drafting, editing, proofreading, checking references).

		Drafting? - Draft your work, clearly identifying the introduction/ body/ conclusion. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5f. To what extent have you perceived the influences of GenAI tools on **Stage 6: Editing?** - Check the writing structure, cover essential points, and avoid irrelevant points. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5g. To what extent have you perceived the influences of GenAI tools on **Stage 7: Proofreading?** - Make sentences clear, check grammar and punctuation. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why? 5h. To what extent have you perceived the influences of GenAI tools on **Stage 8: Checking references?** - Ensure that the references match the topic's preferred style and that the formatting and paraphrasing are accurate. On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why?	
	Q6 Considering your overall experience, what are your overall perceived influences of GenAI tools on your academic writing process?	6a. Could you describe your overall perceived influences of GenAI tools on your academic writing process? On the scale of 1 - 5 (1 for none, 5 for strong)? How and Why?	To assess the participants' overall perceived influence of GenAI tools on the academic writing process.

PART 4 Recommendation/ Conclusion	**Q7 What would help you use GenAI tools more responsibly and ethically for improving the academic writing process?**	7a. At which stage(s) of the academic writing process do you believe international postgraduate TESOL students are most likely to demonstrate a lack of responsibility and ethical behavior in using GenAI tools? You can mention more than one stage. 7b. Any recommendations/suggestions (for TESOL program coordinators? TESOL lecturers? TESOL students? others?) that would help you use GenAI tools responsibly and ethically in this/these stage(s)?	To gather students' recommendations for TESOL program coordinators, TESOL lecturers, TESOL students, and others on using GenAI tools for improving the academic writing process.
	Q8: Are there any further comments you would like to make in relation to this research project? **Thank you for your time.**		

4. At the end of the interview, the participant will be thanked for their time. The researcher will promise to email the participant the transcription for cross-checking and verification. Tell the participants the following statements: Thank you very much for your time. You will not be named, and your individual information will not be identifiable in any research products without your explicit consent. No data, including identifiable, non-identifiable, and de-identified datasets, will be shared or used in future research projects without your explicit consent. Once again, thank you very much for your invaluable time spent on this interview. I wish you all the best with your studies at Flinders University.

Appendix 6.2 An overall description of the interview protocol

The interview protocol *consists of* ***four (04) main parts*** with eight (08) main interview questions and twenty-eight (28) follow-up sub-interview questions.

The ***first*** part is an introduction section that presents one (01) primary research question (Q1) and five (05) sub-interview questions designed to collect participants' significant background information. The participants' required background information includes the overall IELTS score, the IELTS academic writing scores, and the perceived frequency of GenAI tool use in their AW.

The ***second*** part comprises three (03) main interview questions (Q2, Q3, and Q4) and twelve (12) sub interview questions aimed at evaluating participants' perceived familiarity with GenAI tools in the context of AW in Flinders' TESOL program, as well as the perceived degree of GenAI tool use at each stage of the AWP.

The ***third*** part is the central part of the interview protocol, consisting of two (02) main interview questions (Q5 and Q6) and nine (09) sub interview questions/prompts that explore students' perceptions of the influence of GenAI tools on each of the eight (08) stages of their AWP. The first question focused on participants' perceptions of GenAI tools' influence on each of the eight (08) stages of the AWP, while the second question sought to elicit participants' overall perception of the entire AWP.

The ***fourth*** part of the interview protocol included two (02) main interview questions (Q7 & Q8) and two (02) sub interview questions for gathering participating students' recommendations for TESOL program coordinators, TESOL lecturers, and TESOL students regarding the responsible and ethical use of GenAI tools in their AWP, and participating students' further comments in relation to the current research.

Appendix 7: Reports of Four Single Case Studies

Appendix 7.1 Analytical Data for Case Study 1: VIE Student

Main themes	Sub-themes	Case study 1 (VIE student)
1. VIE student's background	**1.1 Nationality**	Vietnamese
	1.2 IELTS scores	Overall: 6.5 Writing: 6.5
	1.3 Time studied overseas in Australia	Almost 2 years
	1.4 Perceive academic writing performance in written assignments *(G - Good / NG: Not good)*	NG
2. VIE student's perceived use of GenAI Tools In TESOL program at Flinders University	**2.1 Most frequently used GenAI tools for academic writing** *(What?)*	Chat GPT Other GenAI tools: Google Translate, Grammarly
	2.2 Source of familiar GenAI tools *(from whom, where?)*	From a classmate in TESOL program
	2.3 Types of TESOL written assignments VIE Student has used GenAI tools *(i.e. report, portfolio, essay, research proposal, literature review, and critical review)*	All
	2.4 Overall experience of using that/those GenAI tools for academic writing in the TESOL program (*Positive/Negative)*	Positive (quick result, immediate feedback, easy to use)
3.VIE student's perceived use of GenAI tools in each of the 8 stages in the academic writing process. On the scale of 1 - 5 (1 for never, 5 for very often) and How used?	**3.1 Stage 1- Analysing the question**	**Perceived extent:** 4/5 (often) How: ● Copied the whole assignment question or some parts of the assignment question, then used specific prompts to ask ChatGPT to clarify the key words and questions
	3.2 Stage 2 - Brainstorming	**Perceived extent:** 4/5 (often) How: ● Copied whole assignment question then asked ChatGPT for brainstorming ideas ● Kept interacting with ChatGPT to understand recommended brainstorming ideas

	3.3 Stage 3 - Researching	**Perceived extent:** 1/5 (never) How: ● Used differently from other students ● Didn't use GenAI tools to research any sources or scope a library research project Note: VIE student perceived that other students usually used GenAI tools to search for academic sources
	3.4 Stage 4 - Outlining	**Perceived extent:** 5/5 (very often) How: ● Used prompts to ask ChatGPT to improve her draft logically
	3.5 Stage 5 - Drafting	**Perceived extent:** 1/5 (never) How: ● Wrote the draft herself in Vietnamese, then used Google Translate *Note: The participant did not know that Google Translate is a GenAI tool, so she rated it as never used*
	3.6 Stage 6 - Editing	**Perceived extent:** 5/5 (very often) How: ● Copied all her written work and assignment marking criteria into ChatGPT, ● Asked ChatGPT to check the writing structure, the flow of writing, and the essential points covered in the written work
	3.7 Stage 7 - Proofreading	**Perceived extent:** 4/5 (often) How: ● Copied each paragraph, then used GenAI tools like ChatGPT to improve her grammar and word choice.
	3.8 Stage 8 - Checking references	**Perceived extent:** 1/5 (never) How: ● Checked references manually
	A Summary of VIE student's perceived use of GenAI tools in all of the 8 stages in the academic writing process: - **Never** used GenAI: stage 3, 5, 8 - **Often** used GenAI: stage 1, 2, 7 - **Very often** used Gen AI**:** stage 4, 6 *Note: The sequence of 3 stages (outlining, drafting, and editing) in her academic writing process differs from Flinders University's standard academic writing process. VIE student actually started drafting (Stage 5), then outlining (Stage 4) and editing (Stage 6) at the same time*	
Overall, perceived use of using GenAI tools in academic writing process		**Perceived extent:** 4/5 (often)
4.VIE students perceived the influences of GenAI tools on academic writing process	**4.1 Very high influence** *(5 for very high)*	**Stage 4 - Outlining** **Perceived extent:** 5/5 (very high) How: ● Perceived that GenAI tools very much influenced her outlining process. ● The product's output depends on the keywords in the prompt she provides to ChatGPT.

On the scale of 1 - 5 (1 for none, 5 for very high). How and Why?		Why: ● Revised outline by ChatGPT using the general prompt, "outline this paragraph," to be better and smoother than the paragraph revised using her own prompt, "arrange ideas in the writing following definition, purpose, strengths, and weaknesses." ● Results obtained from ChatGPT in the outlining stage are pretty good and met her expectations.
		Stage 7 - Proofreading **Perceived extent:** 5/5 (very high) How: ● ChatGPT helped improve her writing paragraph based on her requirements, for example, whether she wants the writing to be more academic, more neutral, or more descriptive. Why: ● ChatGPT gave her clear and detailed feedback, which is good for improving her writing and her language skills, especially in grammar, punctuation, and word choice
	4.2 High influence *(4 for high)*	**Stage 1 - Analysing the question** **Perceived influenced:** 4/5 (high) How: ● The results that GenAI tools provided during the question analysis process are consistent with the assignment's questions Why: ● GenAI tools gave quick and good quality results
		Stage 2 - Brainstorming **Perceived extent:** 4/5 (high) How: ● GenAI tools provided immediate ideas with clear examples ● GenAI tools' provided ideas that met the VIE student's expectations Why: ● Using GenAI tools in the brainstorming stage helped reduce thinking efforts, whether the suggestions are correct or not. *Note: She mentioned that going into detail about each stage confused her because, when she was doing the assignment, she was often not fully aware of which stage of the academic writing process she was in.*
		Stage 6 - Editing **Perceived extent:** 4/5 (high) How: ● GenAI tools had a considerable influence on the editing stage by providing meaningful feedback ● However, the use of GenAI tools in the editing had some limitations which not usually happen Why: ● For example, gave ChatGPT a specific prompt to condense the writing and provided the assignment requirements. Still, the

<table>
<tr><td rowspan="5"></td><td></td><td>results were not as expected: the ideas considered necessary were omitted, while less essential ideas were retained</td></tr>
<tr><td>4.3 Moderate influence
(3 for moderate)</td><td>None</td></tr>
<tr><td>4.4 Low influence
(2 for low)</td><td>None</td></tr>
<tr><td rowspan="3">4.5 Non-influence

(1 for none)</td><td>Stage 3 - Researching
Perceived extent: 1/5 (none)

How:
● Preferred to find sources herself rather than using ChatGPT
Why:
● ChatGPT was perceived to be not reliable in researching, i.e. in providing sources
● Sources from Google Scholar or the Flinders University online Library are more reliable</td></tr>
<tr><td>Stage 5 - Drafting
Perceived extent: 1/5 (none)

How:
● Only used Google Translate to draft
Why:
● Mainly used Google Translate during the drafting stage, and concluded GenAI tools had no influence on her drafting.
● The VIE student feared plagiarism of GenAI tools during this stage.
Note: The VIE participant did not know that Google Translate is a GenAI tool, so rated it as never used</td></tr>
<tr><td>Stage 8 - Checking references
Perceived extent: 1/5 (none)

How:
● Cited references manually
Why:
● ChatGPT provides unreliable sources, such as invisible sources, irrelevant sources, and fake sources</td></tr>
<tr><td colspan="2">A Summary of VIE students perceived the influences of GenAI tools on academic writing process
- Non-influence: stage 3, 5, 8
- Low influence: no stage
- Moderate influence: no stage
- High influence: stage 1, 2, 6
- Very high influence: stage 4, 7</td></tr>
<tr><td colspan="2">Overall, perceived the influences of GenAI tools on academic writing process</td><td>Perceived extent: 4/5 (high)
How:
● Of the eight stages, she said she used GenAI tools in 5 stages (i.e. analysing the question, brainstorming, outlining, editing, proofreading) and didn't use them in only two (02) stages (i.e.: researching, drafting and checking references), so she rated the</td></tr>
</table>

		influence of GenAI tools on her academic writing process as considerable influence **Why:** ● GenAI tools gave her immediate feedback, helping her save time and effort during the academic writing process
5.VIE student's recommendations	**5.1 Stage(s) of the academic writing process is/are perceived as most likely to demonstrate a lack of responsibility and ethical behavior in using GenAI tools**	**Editing stage** **Why:** ● She found that paraphrases generated by GenAI tools in the editing stage are often taken from the original article and could easily lead to plagiarism. ● She mentioned that when checking the writing with Turnitin, the paraphrase clusters generated by ChatGPT are highlighted in yellow or red.
	5.2 Recommendations for TESOL program coordinators and lecturers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● Teachers and schools should provide AI detector tools (e.g., Turnitin) so students can proactively reduce the use of GenAI tools and reduce stress during the learning process. ● Teachers should popularize knowledge about the consequences of GenAI abuse in the writing process and give typical examples for students to know and avoid. ● Teachers and school should solemnly remind students whether and how to use GenAI in the academic writing process, in general and in particular.
	5.3 Recommendations for peers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● After receiving the paraphrased paragraph from ChatGPT, students should edit it again by ChatGPT, adjusting the sentence structure to make it more natural and less AI-like. ● Students should select keywords from the article and require ChatGPT to paraphrase them again to avoid duplication with the original.

Appendix 7.2 Analytical Data for Case Study 2: LAO Student

Main themes	Sub-themes	Case study 2 (LAO student)
1. LAO student's background	**1.1 Nationality**	Laotian
	1.2 IELTS scores	Overall: 6.5 Writing: 6.0
	1.3 Time studied overseas in Australia	Almost 2 years
	1.4 Perceive academic writing performance in written assignments *(G - Good / NG: Not good)*	NG
2. LAO student's perceived use of GenAI Tools In TESOL program at Flinders University	**2.1 Most frequently used GenAI tools for academic writing** *(What?)*	Chat GPT Other GenAI tools: Google Translate, Copilot, Grammarly, Google Gemini, Endnote
	2.2 Source of familiar GenAI tools *(from whom, where?)*	From classmates in TESOL program
	2.3 Types of TESOL written assignments VIE Student has used GenAI tools *(i.e. report, portfolio, essay, research proposal, literature review, and critical review)*	All
	2.4 Overall experience of using that/those GenAI tools for academic writing in the TESOL program (*Positive/Negative)*	**Positive** (improved vocabulary, sentence structure, task understanding)
3.LAO student's perceived use of GenAI tools in each of the 8 stages in the academic writing process. On the scale of 1 - 5 (1 for never, 5 for very often) and How used?	**3.1 Stage 1- Analysing the question**	**Perceived extent:** 4/5 (often) How: ● Copied the whole assignment question or some parts of the assignment question ● Asked GenAI tools to identify key terms or whole assignment question
	3.2 Stage 2 - Brainstorming	**Perceived extent:** 5/5 (very often) How: ● Asked ChatGPT to generate the ideas following the assignment requirement ● Developed her own ideas basing on the recommended ideas of ChatGPT or took directly good ideas from ChatGPT

	3.3 Stage 3 - Researching	**Perceived extent:** 3/5 (sometimes) How: ● Asked GenAI tools to point out relevant key terms in brainstormed ideas to scope the library search
	3.4 Stage 4 - Outlining	**Perceived extent:** 4/5 (often) How: ● Required GenAI tools to create an outline for the selected ideas
	3.5 Stage 5 - Drafting	**Perceived extent:** 4/5 (often) How: ● Asked ChatGPT to give a draft basing on the created outline ● Wrote her own draft by paraphrase relevant ideas in ChatGPT's draft ● Write draft with ChatGPT assistance
	3.6 Stage 6 - Editing	**Perceived extent:** 4/5 (often) How: ● Copied assignment marking criteria and the writing into ChatGPT and required it to improve the writing text based on the criteria
	3.7 Stage 7 - Proofreading	**Perceived extent:** 4/5 (often) How: ● Copied whole text into ChatGPT and asked it to check grammar, word choice, punctuation
	3.8 Stage 8 - Checking references	**Perceived extent:** 3/5 (sometimes) How: ● Copied source link or name of article into GenAI tools and asked them to cite the source ● Required GenAI tools to check the reference list
	A Summary of LAO student's perceived use of GenAI tools in all of the 8 stages in the academic writing process: - **Sometimes** used GenAI: stage 3, 8 - **Often** used GenAI: stage 1, 4, 5, 6, 7 - **Very often** used Gen AI**:** stage 2 *Note: The Lao student's academic writing process was the same as the academic writing process in the interview*	
Overall, perceived use of using GenAI tools in academic writing		**Perceived extent:** 4/5 (often)
4.LAO students perceived the influences of GenAI tools on academic writing process On the scale of 1 - 5 (1 for none, 5 for	**4.1 Very high influence** *(5 for very high)*	**Stage 2 - Brainstorming** **Perceived extent:** 5/5 (very high) How: ● GenAI tools gave immediate responses ● GenAI tools helped to explore different and new viewpoints Why: ● Perceived that most of ideas in her written assignment were taken or developed from GenAI tools' ideas *Note: GenAI tools' recommended ideas were good but sometimes need to be adjusted*

very high). How and Why?		**Stage 6 - Editing** **Perceived extent:** 5/5 (very high) How: ● GenAI tools helped identify unclear sentences, double-check the flow of the writing ● GenAI tools helped to check plagiarism Why: ● Perceived GenAI tools were useful in editing ● Appreciated the positive influences of GenAI tools during editing *Note: The LAO student wasn't sure whether to trust ChatGPT's plagiarism check results.*
		Stage 7 - Proofreading **Perceived influenced:** 5/5 (very high) How: ● GenAI tools gave immediate feedback for improving grammar, word choice, punctuation, conjunction Why: ● Mainly relied on GenAI tools for detecting grammatical errors ● Used different GenAI tools for proofreading such as ChatGPT, Grammarly
	4.2 High influence *(4 for high)*	**Stage 1 - Analysing the question** **Perceived influenced:** 4/5 (high) **How:** ● GenAI tools helped to understand the assignment question quickly **Why:** ● Understood the question clearly thanks to GenAI tools' explanation ● Assignment questions were usually complicated, leading to the need for GenAI tools *Note: Although understood the assignment requirement, still wanted to use GenAI tools for double-check*
		Stage 4 - Outlining **Perceived extent:** 4/5 (high) How: ● GenAI tools provided logical order of ideas Why: ● GenAI tools provides many good examples of writing outlines for the assignment ● However, outlines from ChatGPT needed to be adjusted to meet assignment requirement
		Stage 5 - Drafting **Perceived extent:** 4/5 (high) How ● GenAI tools gave good example draft for developing her own draft ● GenAI tools gave meaningful feedback and guidance to assist drafting such as guiding to write complex sentences

<table>
<tr><td rowspan="5"></td><td></td><td>Why
GenAI tools, as a language tutor, assisted LAO student during drafting
Not completely relied on GenAI tools</td></tr>
<tr><td rowspan="2">4.3 Moderate influence
(3 for moderate)</td><td>Stage 3 - Researching
Perceived extent: 3/5 (moderate)
How:
GenAI tools gave helpful answers in identifying key terms in brainstormed ideas to scope the library search
Why:
GenAI tools' explanations were sometimes too general
Recommended sources by GenAI tools were not reliable
Used reliable tools like Google Scholar for researching</td></tr>
<tr><td>Stage 8 - Checking references
Perceived extent: 3/5 (moderate)

How:
GenAI tools helped save time in citing and check references
Why:
Citing results from GenAI tools were sometimes unreliable
Must used different GenAI tools at once time (Endnote, ChatGPT, Copilot) to enhance the citing results' quality</td></tr>
<tr><td>4.4 Low influence
(2 for low)</td><td>None</td></tr>
<tr><td>4.5 Non-influence
(1 for none)</td><td>None</td></tr>
<tr><td colspan="2">A summary of LAO students perceived the influences of GenAI tools on academic writing process
Non-influence: no stage
Low influence: no stage
Moderate influence: stage 3, 8
High influence: stage 1, 4, 5
Very high influence: stage 2, 6, 7</td></tr>
<tr><td colspan="2">Overall, perceived the influences of GenAI tools on academic writing process</td><td>Perceived extent: 5/5 (very high)
How:
GenAI tools improved every stage in her academic writing process
Why:
Felt more confident in the academic writing process and academic writing in general</td></tr>
<tr><td rowspan="2">5. LAO student's recommendations</td><td>5.1 Stage(s) of the academic writing process is/are perceived as most likely to demonstrate a lack of responsibility and ethical behavior in using GenAI tools</td><td>Drafting
Why:
Over-reliance GenAI tools in drafting causes plagiarism or AI-generated content</td></tr>
<tr><td>5.2 Recommendations for TESOL program coordinators and lecturers that would help using GenAI tools</td><td>Provide clear guidelines and examples of how to use GenAI tools in each stage of the academic writing process</td></tr>
</table>

	responsibly and ethically in this/these stage(s)	
	5.3 Recommendations for peers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● Use GenAI tools thoughtfully ● Book learning advisors for help with their draft instead of relying too much on GenAI tools

Appendix 7.3 Analytical Data for Case Study 3: NEP Student

Main themes	Sub-themes	Case study 3 (NEP student)
1. NEP student's background	**1.1 Nationality**	Nepali
	1.2 IELTS scores	Overall: 6.5 Writing: 6.5
	1.3 Time studied overseas in Australia	Almost 2 years
	1.4 Perceive academic writing performance in written assignments *(G - Good / NG: Not good)*	NG
2. NEP student's perceived use of GenAI Tools In TESOL program at Flinders University	**2.1 Most frequently used GenAI tools for academic writing** *(What?)*	Chat GPT Other GenAI tools: Google Translate, Grammarly. Scribbr
	2.2 Source of familiar GenAI tools *(from whom, where?)*	From friends and a lecturer in TESOL program
	2.3 Types of TESOL written assignments VIE Student has used GenAI tools *(i.e. report, portfolio, essay, research proposal, literature review, and critical review)*	Except for essay
	2.4 Overall experience of using that/those GenAI tools for academic writing in the TESOL program (*Positive/Negative)*	Positive (question analysis, idea generation, grammar checking)
3.NEP student's perceived use of GenAI tools in each of the 8 stages in the academic writing process. On the scale of 1 - 5 (1 for never, 5 for very often) and How used?	**3.1 Stage 1- Analysing the question**	**Perceived extent:** 5/5 (very often) How: ● Copied the whole assignment question or some parts of the assignment question into ChatGPT ● Asked ChatGPT to clarify the keywords and questions
	3.2 Stage 2 - Brainstorming	**Perceived extent:** 4/5 (often) How: ● Had ideas first, then compared with ChatGPT's ideas to see if they matched each other ● Continued to develop own ideas based on ChatGPT's suggested ideas
	3.3 Stage 3 - Researching	**Perceived extent:** 2/5 (rarely) How: ● Asked GenAI tools to point out key words between ideas

		• Copied key words from brainstormed ideas and asked ChatGPT suggest relevant source
	3.4 Stage 4 - Outlining	**Perceived extent:** 4/5 (often) How: • Used ChatGPT outline as suggestion, then developed her own outline
	3.5 Stage 5 - Drafting	**Perceived extent:** 4/5 (often) How: • Copied the assignment question into ChatGPT and asked it to write a draft • Took ChatGPT's draft as a reference and wrote her own draft • Required ChatGPT to give feedback and guidance while writing
	3.6 Stage 6 - Editing	**Perceived extent:** 4/5 (often) How: • copied the writing into ChatGPT and asked it to give feedback • Improved the writing based on ChatGPT's feedback
	3.7 Stage 7 - Proofreading	**Perceived extent:** 4/5 (often) How: • Copied parts or the full assignment into ChatGPT and asked it to check sentence flow, punctuation, and grammar
	3.8 Stage 8 - Checking references	**Perceived extent:** 2/5 (rarely) How: • Copied references into ChatGPT and required it to double-check • Used GenAI tools for citing reference by give these tools the link or name of the article
	A Summary of NEP student's perceived use of GenAI tools in all of the 8 stages in the academic writing process: - **Rarely** used GenAI: stage 3, 8 - **Often** used GenAI: stage 2, 4, 5, 6, 7 - **Very often** used Gen AI: stage 1 *Note: NEP student edited (Stage 6) and proofread (Stage 7) her writing at one time*	
Overall, perceived use of using GenAI tools in academic writing process		**Perceived extent:** 5/5 (very often)
4.NEP students perceived the influences of GenAI tools on academic writing process On the scale of 1 - 5 (1 for none, 5 for very high). How and Why?	**4.1 Very high influence** *(5 for very high)*	**Stage 1 - Analysing the question** **Perceived extent**: 5/5 (very high) How: • GenAI tools helped to simplify the questions and understand the question clearly Why: • Understood the questions, still use ChatGPT to check again
		Stage 2 - Brainstorming **Perceived extent**: 5/5 (very high) How: • GenAI tools provided good and new ideas Why: • Even though she had her ideas she still wanted to compare with

		GenAI tools ● ChatGPT's ideas were evaluated can be back up ideas
		Stage 6 - Editing **Perceived extent**: 5/5 (very high) How: ● GenAI tools gave high quality feedback to assist editing Why: ● Perceived that GenAI tool played important role in editing *Note: Just required ChatGPT to give her feedback instead of asking ChatGPT to edit automatically*
		Stage 7 - Proofreading **Perceived extent**: 5/5 (very high) How: ● GenAI tools gave meaningful feedback in correcting sentence structure and grammar Why: ● Highly evaluated GenAI tools functions in checking grammar and providing correcting feedback ● Used more than one tool in proofreading (ChatGPT, Grammarly)
	4.2 High influence *(4 for high)*	**Stage 4 - Outlining** **Perceived extent**: 4/5 (high) How: ● GenAI tools gave an example outline that assisted in developing her own outline Why: ● Rated 4 because ChatGPT sometimes did not give an outline in a systematic structure
		Stage 5 - Drafting **Perceived extent**: 4/5 (high) How: ● GenAI tools gave good example drafts ● GenAI tools gave useful feedback and guidance while drafting Why: ● Perceived that not entirely relied on GenAI tools, still wrote her own draft with GenAI tools' assistance to keep personal writing style
		Stage 8 - Checking references **Perceived extent**: 4/5 (high) How: ● GenAI tools helped check the reference or provide prompt feedback to improve it. Why: ● Used more than one GenAI tool in checking reference (Endnote, Scribbr, ChatGPT) ● Rated four because GenAI tools' reference included mistakes and needed to be checked manually

		Note: GenAI tools gave her valuable feedback to manually cite sources, even if she rarely used them.
	4.3 Moderate influence *(3 for moderate)*	None
	4.4 Low influence *(2 for low)*	**Stage 3 - Researching** **Perceived extent**: 2/5 (low) How: ● Recommended sources from ChatGPT could be used, but need to be checked before using ● Mostly used sources from Google Scholar and the Flinders University online Library in the writing Why: ● Recommended papers from ChatGPT were sometimes fake and unreliable
	4.5 Non-influence *(1 for none)*	None
	A Summary of NEP students perceived the influences of GenAI tools on academic writing process - **Non-influence:** no stage - **Low influence:** stage 3 - **Moderate influence:** no stage - **High influence**: stage 4, 5, 8 - **Very high influence**: stage 1, 2, 6, 7	
Overall, perceived the influences of GenAI tools on academic writing process		**Perceived extent:** 4/5 (high) How: ● GenAI tools were good tools in many stages of the academic writing process (analysing the question, brainstorming, outlining, editing, proofreading, checking references) Why: ● Rated 4 because GenAI tools were not good for recommending sources
5.NEP student's recommendations	**5.1 Stage(s) of the academic writing process is/are perceived as most likely to demonstrate a lack of responsibility and ethical behavior in using GenAI tools**	**Drafting** ● Copying the whole draft or most parts of the draft from ChatGPT causes plagiarism
	5.2 Recommendations for TESOL program coordinators and lecturers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● Give specific guidelines for each part of the written assignment to reduce the use of GenAI tools ● Organise workshops to instruct students on how to use GenAI tools ethically and responsibly
	5.3 Recommendations for peers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● Use GenAI tools wisely ● Just take GenAI tools' products as a reference for developing your draft ● Be careful when using GenAI tools in the drafting stage

Appendix 7.4 Analytical Data for Case Study 4: CHI Student

Main themes	Sub-themes	Case study 4 (CHI student)
1. CHI student's background	**1.1 Nationality**	Chinese
	1.2 IELTS scores	Overall: 6.0 Writing: 5.5
	1.3 Time studied overseas in Australia	Almost 2 years
	1.4 Perceive academic writing performance in written assignments *(G - Good / NG: Not good)*	NG
2. CHI student's perceived use of GenAI Tools In TESOL program at Flinders University	**2.1 Most frequently used GenAI tools for academic writing** *(What?)*	Chat GPT Other GenAI tools: Google Translate, Grammarly
	2.2 Source of familiar GenAI tools *(from whom, where?)*	From classmates in TESOL program
	2.3 Types of TESOL written assignments VIE Student has used GenAI tools *(i.e. report, portfolio, essay, research proposal, literature review, and critical review)*	Many (especially lesson plans, and reflective essay)
	2.4 Overall experience of using that/those GenAI tools for academic writing in the TESOL program (*Positive/Negative)*	Positive (useful ideas)
3.CHI student's perceived use of GenAI tools in each of the 8 stages in the academic writing process. On the scale of 1 - 5 (1 for never, 5 for very often) and How used?	**3.1 Stage 1- Analysing the question**	**Perceived extent:** 2/5 (rarely) How: ● Copied the assignment question into ChatGPT and asked it to explain the key instruction words
	3.2 Stage 2 - Brainstorming	**Perceived extent:** 3/5 (sometimes) How: ● Copied the assignment question into ChatGPT and asked it to list some key ideas that could be included ● Selected the useful points
	3.3 Stage 3 - Researching	**Perceived extent:** 2/5 (rarely) How: ● Copied the assignment question and asked ChatGPT what sources are related to the current assignment, then chose the useful ones

	3.4 Stage 4 - Outlining	**Perceived extent:** 2/5 (rarely) How: ● Copied the outline into ChatGPT and asked if the order of ideas is logical or not ● Based on ChatGPT's feedback, adjusted the outline herself
	3.5 Stage 5 - Drafting	**Perceived extent:** 2/5 (rarely) **How:** ● Copied the outline or main ideas into ChatGPT and asked it to show a draft sample with an introduction, body, and conclusion ● Read the example to understand how to organize her own draft ● Wrote the draft by herself or sometimes used Google Translate *Note: The participant did not know that Google Translate is a GenAI tool*
	3.6 Stage 6 - Editing	**Perceived extent:** 1/ 5 (never) How: ● She never used GenAI tools in editing
	3.7 Stage 7 - Proofreading	**Perceived extent**: 3/5 (sometimes) How: ● Copied paragraphs into Grammarly or ChatGPT and asked it to check grammar, spelling, and punctuation ● Read the GenAI tools' feedback and decided which corrections were suitable before making changes to the writing
	3.8 Stage 8 - Checking references	**Perceived extent**: 3/5 (sometimes) How: ● Copied the reference list into ChatGPT or Grammarly and asked if the references follow the APA 7th format ● Fixed them by checking with the official APA 7th guide or the university's referencing website
	A Summary of CHI student's perceived use of GenAI tools in all of the 8 stages in the academic writing process: - **Never** used GenAI: stage 6 - **Rarely** used GenAI: stage 1, 3, 4, 5 - **Sometimes** used Gen AI: stage 2, 7, 8 *Note: CHI students' academic writing process is almost the same as the interview's academic writing process. However, CHI students brainstormed (Stage 2) and researched (Stage 3) simultaneously. In addition, CHI students performed outlining (Stage 4) twice, before and after drafting (Stage 5)*	
Overall, perceived use of using GenAI tools in academic writing process		**Perceived extent:** 2/5 (rarely)
4.CHI students perceived the influences of GenAI tools on	**4.1 Very high influence** *(5 for very high)*	None
	4.2 High influence *(4 for high)*	None

<table>
<tr><td rowspan="3">academic writing process

On the scale of 1 - 5 (1 for none, 5 for very high). How and Why?</td><td rowspan="2">4.3 Moderate influence
(3 for moderate)</td><td>Stage 1 - Analysing the question
Perceived extent: 3/5 (moderate)
How:
GenAI tools helped clarify the focus of the assignment and understand the question quickly
Why:
GenAI tools cannot fully explain the question's meaning,
Read the instructions again herself, based on GenAI tools' suggestions
Note: Once she understood the question, she didn't use AI for this stage. She prefers to develop her own critical understanding rather than rely too much on AI explanations.</td></tr>
<tr><td>Stage 4 - Outlining
Perceived extent: 3/5 (moderate)
How:
GenAI tools provided meaningful feedback to improve writing flow and the connection between sections
GenAI tools helped to check whether the outline is logical and clear
Why:
GenAI suggested outlines were not always a match with her expected outline structure and must create an outline by herself basing on GenAI tools’ suggestion
Note: She rarely used GenAI tools for outlining, but when she did, she found them helpful</td></tr>
<tr><td rowspan="3">4.4 Low influence
(2 for low)</td><td>Stage 2 - Brainstorming
Perceived extent: 2/5 (low)
How:
CHI student must consider before using GenAI tools’ ideas
Took GenAI tools’ ideas as suggestions
Why:
Rated 2 because some ideas from GenAI tools are too general, not very natural, or not relevant to her understanding of the question.
GenAI tools reduced thinking effort</td></tr>
<tr><td>Stage 5 - Drafting
Perceived extent: 2/5 (low)
How:
GenAI tools provided an example draft with clear parts
Why:
Only took the GenAI tools-generated draft as a reference and did her own draft
Drafts from GenAI tools were too general and sometimes did not match the academic tone
Note: The participant did not know that Google Translate is a GenAI tool</td></tr>
<tr><td>Stage 7- Proofreading
Perceived extent: 2/5 (low)
How:</td></tr>
</table>

		• GenAI tools highlight her grammatical mistakes and give clear suggestions for correction **Why:** • Didn't rely entirely on GenAI tools • Took GenAI tools' suggestion as a reference • Using the GenAI tool in proofreading sometimes changed her voice *Note: Proofreading manually helps her learn from mistakes and improve English writing skills.*
		Stage 8 - Checking references **Perceived** extent**:** 2/5 (low) How: • GenAI tools helped correct references and guided in citing references • GenAI tools provided good feedback for small details in the reference, like italics or punctuation Why: • GenAI tools' citing results were not always accurate. • Always rechecked the references using the official APA 7th guidelines
	4.5 Non-influence *(1 for none)*	**Stage 3 - Researching** **Perceived extent:** 1/5 (none) How: • Usually used Flinders University library and Google Scholar to search for sources **Why:** • Provided source from GenAI tools were too general and not reliable
		Stage 6 - Editing **Perceived extent:** 1/5 (none) **How:** • Preferred to check the structure and main points herself rather than rely on GenAI **Why:** • Wanted to practice editing skills, • Made sure the ideas and structure really reflect her academic writing purposes *Note: She was not confident about her editing results, but still tried to improve the writing by herself first. She sees that editing is part of learning, and by practicing it, she can improve her English proficiency*
	A Summary of CHI students perceived the influences of GenAI tools on academic writing process - **Non-influence:** stage 3, 6 - **Low influence:** stage 2, 5, 7, 8 - **Moderate influence:** stage 1, 4 - **High influence**: no stage - **Very high influence**: no stage	

Overall, perceived the influences of GenAI tools on academic writing process		**Perceived extent:** 2/5 (low) **How:** ● GenAI tools improved writing efficiency and reduced grammar mistakes **Why:** ● Ideas generated by GenAI tools might not be as good as those from human critical thinking. ● Overreliance on GenAI tools made the writing sound less personal or less critical. ● Using GenAI tools limited the chance to practice academic English writing, which is one of her important learning purposes.
5. CHI student's recommendations	**5.1 Stage(s) of the academic writing process is/are perceived as most likely to demonstrate a lack of responsibility and ethical behavior in using GenAI tools**	**Editing stage** **Why:** ● Some students might copy GenAI-generated content directly into their work at the editing stage without understanding or rewriting it in their own words, leading to plagiarism or AI-generated content
	5.2 Recommendations for TESOL program coordinators and lecturers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● Teachers should set clear rules for using GenAI tools and educate students on their use at each stage of the academic writing process
	5.3 Recommendations for peers that would help using GenAI tools responsibly and ethically in this/these stage(s)	● Students should always verify the information produced by GenAI in editing stage and must not copy AI-generated content directly

Appendix 8 Cross Case Findings

Appendix 8.1 A Summary of four (04) students perceived frequency of GenAI tools use in all of the 8 stages in the academic writing process

A Summary of four (04) students perceived frequency of GenAI tools use in all of the 8 stages in the academic writing process					
	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
Stage 1- Analysing the question		CHI		VIE LAO	NEP
Stage 2 - Brainstorming			CHI	VIE NEP	LAO
Stage 3 - Researching	VIE	NEP CHI	LAO		
Stage 4 - Outlining		CHI		LAO NEP	VIE
Stage 5 - Drafting	VIE	CHI		LAO NEP	
Stage 6 - Editing	CHI			LAO NEP	VIE
Stage 7 - Proofreading			CHI	VIE LAO NEP	
Stage 8 - Checking references	VIE	NEP	LAO CHI		
Overall, perceived use of using GenAI tools in academic writing process		CHI 2.25	VIE 3.125	LAO 3.875 NEP 3.625	

Appendix 8.2 A Summary of four (04) student's perceived influences of GenAI tools on all of the 8 stages in the academic writing process

A Summary of four (04) student's perceived influences of GenAI tools on all of the 8 stages in the academic writing process					
	None (1)	Low (2)	Moderate (3)	High (4)	Very High (5)
Stage 1- Analysing the question			CHI	VIE LAO	NEP
Stage 2 - Brainstorming		CHI		VIE	LAO NEP
Stage 3 - Researching	VIE CHI	NEP	LAO		
Stage 4 - Outlining			CHI	LAO NEP	VIE
Stage 5 - Drafting	VIE	CHI		LAO NEP	
Stage 6 - Editing	CHI			VIE	LAO NEP
Stage 7 - Proofreading		CHI			VIE LAO NEP
Stage 8 - Checking references	VIE	CHI	LAO	NEP	
Overall, perceived the influences of GenAI tools on academic writing process		CHI 2.0	VIE 3.125	LAO 4.125 NEP 4.25	

Appendix 8.3. A Summary of Perceived Advantages and Disadvantages of Using GenAI tools in Each of Eight Stages of AWP

Stages		VIE Student	LAO Student	NEP Student	CHI Student
Stage 1 - Analysing the Question-	**(+) Perceived Advantages**	(+) The results that Chat GPT provided during the question analysis process are consistent with the assignment's requirements (+) Chat GPT gave quick and good quality results	(+) GenAI tools helped to understand the assignment question quickly (+) Student understood the question clearly thanks to GenAI tools' explanation (+) complicated assignment questions, led to the need for GenAI tools	(+) GenAI tools helped to simplify the questions and understand the question clearly (+) Student understood the questions, still use ChatGPT to check again	(+) GenAI tools helped clarify the focus of the assignment and understand the question quickly
	(-) Perceived Disadvantages	X	X	X	(-) GenAI tools cannot fully explain the question's meaning, → Read the instructions again herself, based on GenAI tools' suggestions
Stage 2 - Brainstormi ng	**(+) Perceived Advantages**	(+) GenAI tools provided immediate ideas with clear examples (+) GenAI tools' provided ideas that met the VIE student's expectations (+) Using GenAI tools in the brainstorming stage helped reduce thinking efforts, whether the suggestions are correct or not.	(+) GenAI tools gave immediate responses GenAI tools helped to explore different and new viewpoints (+) Most of ideas in written assignment were taken or developed from GenAI tools' ideas	**(+)** GenAI tools provided good and new ideas (+) Even though she had her ideas she still wanted to compare with GenAI tools (+) ChatGPT's ideas were evaluated can be back up ideas	(+) GenAI tools gave many ideas (+) GenAI tools reduced thinking effort

	(-) Perceived Disadvantages	X	X	X	(-) Rated 2 because some ideas from GenAI tools are too general, not very natural, or not relevant to her understanding of the question.
Stage 3 - Researching	**(+) Perceived Advantages**	X	(+) GenAI tools gave helpful answers in identifying key terms in brainstormed ideas to scope the library search	(+) Recommended sources from ChatGPT could be used, but need to be checked before using	X
	(-) Perceived Disadvantages	(-) Preferred to find sources herself rather than using ChatGPT **(-)** ChatGPT was perceived to be not reliable in researching, i.e. in providing sources (-) Sources from Google Scholar or the Flinders University online Library are more reliable	(-) GenAI tools' explanations were sometimes too general (-) Recommended sources by GenAI tools were not reliable (-) Used reliable tools like Google Scholar for researching	(-) Recommended papers from ChatGPT were sometimes fake and unreliable (-) Mostly used sources from Google Scholar and the Flinders University online Library in the writing	(-) Usually used Flinders University library and Google Scholar to search for sources (-) Provided source from GenAI tools were too general and not reliable
Stage 4 - Outlining	**(+) Perceived Advantages**	(+) The product's output depends on the keywords in the prompt she provides to ChatGPT. (+) Revised outline by ChatGPT using the general prompt, "outline this paragraph," to be better and smoother than the paragraph revised using her own prompt, "arrange ideas in the writing following definition, purpose, strengths, and weaknesses."	(+) GenAI tools provided logical order of ideas (+) GenAI tools provides many good examples of writing outlines for the assignment	(+) GenAI tools gave an example outline that assisted in developing her own outline	(+) GenAI tools provided meaningful feedback to improve writing flow and the connection between sections (+) GenAI tools helped to check whether the outline is logical and clear

		(+) Results obtained from ChatGPT in the outlining stage are pretty good and met her expectations			
	(-) Perceived Disadvantages	X	(-) However, outlines from ChatGPT needed to be adjusted to meet assignment requirement	(-) ChatGPT sometimes did not give an outline in a systematic structure	(-) GenAI suggested outlines were not always a match with her expected outline structure and must create an outline by herself basing on GenAI tools' suggestion
Stage 5 - Drafting	**(+) Perceived Advantages**	X	(+) GenAI tools gave good example draft for developing her own draft (+) GenAI tools gave meaningful feedback and guidance to assist drafting such as guiding to write complex sentences (+) GenAI tools, as a language tutor, assisted LAO student during drafting	(+) GenAI tools gave good example drafts (+) GenAI tools gave useful feedback and guidance while drafting (+) Perceived that not entirely relied on GenAI tools, still wrote her own draft with GenAI tools' assistance to keep personal writing style	(+) GenAI tools provided an example draft with clear parts (+) Only took the GenAI tools-generated draft as a reference and did her own draft
	(-) Perceived Disadvantages	(-) Mainly used Google Translate during the drafting stage without knowing Google Translate is a GenAI tool , and concluded GenAI tools had no influence on her drafting. (-) The VIE student feared plagiarism of GenAI tools during this stage.	X	X	(-) Drafts from GenAI tools were too general and sometimes did not match the academic tone

Stage 6 - Editing	**(+) Perceived Advantages**	(+) GenAI tools had a considerable influence on the editing stage by providing meaningful feedback	(+) GenAI tools helped identify unclear sentences, double-check the flow of the writing GenAI tools helped to check plagiarism	(+) GenAI tools gave high quality feedback to assist editing	X
	(-) Perceived Disadvantages	(-) However, the use of GenAI tools in the editing had some limitations which do not usually happen. For example, gave ChatGPT a specific prompt to condense the writing and provided the assignment requirements. Still, the results were not as expected: the ideas considered necessary were omitted, while less essential ideas were retained	X	X	(-) Preferred to check the structure and main points herself rather than rely on GenAI (-) Wanted to practice editing skills. Made sure the ideas and structure really reflect her academic writing purposes
Stage 7 - Proofreading	**(+) Perceived Advantages**	(+) ChatGPT helped improve her writing paragraph based on her requirements, for example, whether she wants the writing to be more academic, more neutral, or more descriptive. (+) ChatGPT gave her clear and detailed feedback, which is good for improving her writing and her language skills, especially in grammar, punctuation, and word choice	(+) GenAI tools gave immediate feedback for improving grammar, word choice, punctuation, conjunction (+) Mainly relied on GenAI tools for detecting grammatical errors (+) Used different GenAI tools for proofreading such as ChatGPT, Grammarly	(+) GenAI tools gave meaningful feedback in correcting sentence structure and grammar (+) Highly evaluated GenAI tools functions in checking grammar and providing correcting feedback (+) Used more than one tool in proofreading (ChatGPT, Grammarly)	(+) GenAI tools highlight her grammatical mistakes and give clear suggestions for correction (+) Didn't rely entirely on GenAI tools Took GenAI tools' suggestion as a reference
	(-) Perceived Disadvantages	X	X	X	(-) Using the GenAI tool in proofreading sometimes changed her voice

Stage 8 - Checking references	**(+) Perceived Advantages**	X	(+) GenAI tools helped save time in citing and check references	(+) GenAI tools helped check the reference or provide prompt feedback to improve it.	(+) GenAI tools helped correct references and guided in citing references (+) GenAI tools provided good feedback for small details in the reference, like italics or punctuation
	(-) Perceived Disadvantages	(-) Cited references manually (-) ChatGPT provides unreliable sources, such as invisible sources, irrelevant sources, and fake sources	(-) Citing results from GenAI tools were sometimes unreliable (-) Must used different GenAI tools at once time (Endnote, ChatGPT, Copilot) to enhance the citing results' quality	(-) Used more than one GenAI tool in checking reference (Endnote, Scribbr, ChatGPT) (-) GenAI tools' reference sometimes included mistakes and needed to be checked manually	(-) GenAI tools' citing results were not always accurate. (-) Always rechecked the references using the official APA 7th guidelines

Note: X: not applicable *- X means participants did not know or did not have an answer to the perceived advantages/disadvantages of GenAI tools at a certain stage, even though the interviewer did ask them*

Appendix 9. Four (04) Single Case Studies Reports

Appendix 9.1 The Single Case Study Report for VIE Student

This sub-section reports the single case study for the interviewed Vietnamese (VIE) student, based on the interview data thematically analysed and tabulated in ***Appendix 7.1.***

9.1.1 VIE Student's Background

The Vietnamese student participant (VIE) is currently enrolled in the Master of TESOL program at Flinders University. At the time of being interviewed, she had lived and studied in Adelaide, South Australia, for almost two (02) years. With English as her second language, her overall IELTS proficiency is 6.5, with an IELTS writing band of 6.5. She self-assessed her academic writing performance in written assignments as not good (NG) and self-perceived the need for further academic writing improvement.

9.1.2 VIE Student's Perceived Use of GenAI Tools in the TESOL Program at Flinders University

In the interview, the VIE student indicated that ChatGPT was her most familiar GenAI tool and reported using ChatGPT for all types of written assignments in the Master of TESOL program. She also admitted the use of other GenAI tools such as Grammarly and Google Translate in assisting her academic writing in the TESOL program without knowing that Google Translate was a GenAI tool. The VIE student said she had used Google Translate and Grammarly before studying overseas in Australia, and got to know ChatGPT from a classmate in the TESOL program at Flinders University. Finally, she noted that in general, using GenAI tools provided her with positive learning experiences. In her words, she said,

> *"It's positive because ChatGPT gives me quick, high-quality results. When I don't understand a point or want to clarify it, I can simply ask ChatGPT for an explanation and feedback."* ***(VIE student)***

9.1.3 VIE Student's Perceived Frequency of GenAI Tools Use in the Academic Writing Process

With a particular reference to the perceived frequency of use of GenAI tools in the eight- stage academic writing process, the VIE student reported that she ***never used*** GenAI tools in the three (03) particular stages of stage 3 (researching), stage 5 (drafting), and stage 8 (checking references). In contrast, the VIE student shared that she ***very often used*** GenAI tools in two (02) stages of stage 4 (outlining) and Stage 6 (editing); she ***often used*** GenAI tools in three (03) remaining stages, namely stage 1 (analysing the question), stage 2 (brainstorming), and stage 7 (proofreading). She also provided details as to how and why to use or not to use them in each Stage *(See Appendix 7.1 for details).* Although there were three (03) stages in the AWP that were perceived as having no GenAI used, overall, the VIE student perceived that she often used GenAI tools throughout her academic writing process.

Notably, the VIE student self-perceived that she had completed all stages of the academic writing process in the interview; however, the order in which she performed was different. VIE student stated:

> *"I didn't strictly follow the writing process mentioned in this interview; I started drafting first and then worked on outlining and editing at the same time."* ***(VIE student)***

VIE student shared that Google Translate is not a GenAI tool, as she never used GenAI tools in stage 5 (drafting), but she often used Google Translate to support the drafting process, as mentioned by the VIE student:

> *"I did not use the GenAI tools at this stage. I drafted in Vietnamese and then used Google Translate to help me translate. I don't think Google Translate is a GenAI tool because [in my mind] it provides a rough, word-by-word translation and doesn't offer suggestions for adding or editing words like GenAI tools such as ChatGPT or Grammarly."* ***(VIE student)***

9.1.4 VIE Student's Perceived Influences of GenAI Tools on the Academic Writing Process

The interview data revealed that the VIE student perceived ***no degree of influence*** of GenAI tools on the three (03) stages in the academic writing process, particularly in stage 3 (researching), stage

5 (drafting), and stage 8 (checking references). However, she perceived a ***very high degree*** of influence from GenAI tools across two out of the eight stages, particularly in stage 4 (outlining) and stage 7 (proofreading). In addition, the VIE student perceived that GenAI tools had a ***high degree*** of influence on her AWP, particularly in stage 1 (analysing the question), stage 2 (brainstorming), and stage 6 (editing). Meanwhile, this can be interpreted as GenAI tools were perceived by the VIE student to have had a high influence on five out of eight (5/8) stages in her AWP, which aligns with her overall perception, as she commented in the interview:

> *"I found that using GenAI tools had a positive influence on many stages of the AWP. Except for the stages where I didn't use GenAI tools, such as stage 3 (researching), stage 5 (drafting), and stage 8 (checking references), the stages where I did use GenAI tools were all good experiences"* ***(VIE student)***

Appendix 9.2 The Single Case Study Report for LAO Student

This sub-section reports the single case study for the interviewed Laotian (LAO) student, based on the interview data thematically analysed and tabulated in ***Appendix 7.2.***

9.2.1 LAO Student's Background

Like the VIE student, the LAO student participant is currently enrolled in the Master of TESOL program at Flinders University. At the time of being interviewed, she had lived and studied in Adelaide, South Australia, for almost two years. With English as her second language, her overall IELTS proficiency is 6.5, with an IELTS writing band of 6.0. Like the VIE student, the LAO student self-assessed her academic writing performance in written assignments as not good (NG) and also self-perceived the need for further academic writing improvement.

9.2.2 LAO Student's Perceived Use of GenAI Tools in the TESOL Program at Flinders University

In the interview, the LAO student indicated that ChatGPT was her most familiar GenAI tool and reported using ChatGPT for all types of written assignments in the Master of TESOL program. She also admitted to using other GenAI tools, namely Google Translate, Copilot, Grammarly, Google Gemini, and EndNote, for academic writing in the TESOL program. The LAO student said

she learned about ChatGPT from classmates in the TESOL program. Finally, she noted that, in general, using GenAI tools provided her with positive learning experiences, saying, "The GenAI tool provides good results, improves vocabulary, revises sentence structure, and assists in understanding the task."

9.2.3 LAO Student's Perceived Frequency of Use of GenAI Tools in the Academic Writing Process

The LAO student reported that she ***sometimes*** used GenAI tools in the two (02) stages of stage 3 (researching) and stage 8 (checking references). She also perceived that she ***often*** used GenAI tools in five (05) stages, namely stage 1 (analysing the question), stage 4 (outlining), stage 5 (drafting), stage 6 (editing), and stage 7 (proofreading). Whereas, GenAI tools were perceived as being used ***very often*** by the LAO student in one stage, particularly in stage 2 (brainstorming). In general, the LAO student perceived that she used GenAI tools throughout all eight stages in her academic writing process.

9.2.4 LAO Student's Perceived Influences of GenAI Tools on the Academic Writing Process

The interview data revealed that the LAO student perceived GenAI tools had a ***moderate*** degree of influence in only two (02) stages of stage 3 (researching) and stage 8 (checking references). Meanwhile, she perceived a ***very high*** degree of influence of GenAI tools across three (03) out of the eight stages in the academic writing process, particularly in stage 2 (brainstorming), stage 6 (editing), and stage 7 (proofreading). Whereas, GenAI tools were perceived by the LAO student to have a ***high*** degree of influence on three (03) other stages of the academic writing process, specifically on stage 1 (analysing the question), stage 4 (outlining), and stage 5 (drafting). Meanwhile, this can be interpreted as meaning that GenAI tools were perceived to have a high degree of influence on six out of eight (6/8) stages in her academic writing process, which aligns with what she noted in the interview.

> *"Using GenAI tools in AWP makes me feel more confident. Her experience with GenAI tools in AWP is excellent. GenAI tools help her improve her planning and organise her ideas."* ***(LAO student)***

Appendix 9.3 The Single Case Study Report for NEP Student

This sub-section reports the single case study for the interviewed Nepalese (NEP) student, based on the interview data thematically analysed and tabulated in ***Appendix 7.3.***

9.3.1 NEP Student's Background

Like both VIE and LAO students, the NEP student participant is currently enrolled in the Master of TESOL program at Flinders University. At the time of being interviewed, she had lived and studied in Adelaide, South Australia, for almost two years. With English as her second language, her overall IELTS proficiency is 6.5, with an IELTS writing band of 6.5. She self-assessed her academic writing performance in written assignments as good (G).

9.3.2 NEP Student's Perceived Use of GenAI Tools in the TESOL Program at Flinders University

In the interview, the NEP student indicated that ChatGPT was her most familiar GenAI tool and reported using ChatGPT for most types of written assignments in the Master of TESOL program, except for essays. As she mentioned:

> "*I don't use GenAI tools in short academic essays because most of them are easy to understand and have simple writing structures*." ***(NEP student)***

She also admitted to using other GenAI tools, namely Google Translate, Grammarly, and Scribbr, for academic writing in the TESOL program. The NEP student told the researcher that she learned about ChatGPT from friends and a lecturer in the TESOL program. Finally, she noted in the interview that, in general, using GenAI tools provided her with positive learning experiences, saying,

> *"GenAI tools are very helpful to me; they help me understand the assignment guidelines, get ideas for how to complete the assignment, check grammar, and provide feedback to improve the assignment by adding or removing information."* ***(NEP student)***

9.3.3 NEP Student's Perceived Frequency of GenAI Tools Use in the Academic Writing Process

With a particular reference to the eight-stage academic writing process, the NEP student reported that she ***rarely*** used GenAI tools in the two (02) stages of stage 3 (researching) and stage 8 (checking references). In contrast, the NEP student shared that she ***very often*** used GenAI tools in stage 1 (analysing the question), and ***often*** used GenAI tools in the remaining five stages, namely stage 2 (brainstorming), stage 4 (outlining), stage 5 (drafting), stage 6 (editing), and stage 7 (proofreading). She also provided details on how and why to use or not use them at each stage (see Appendix 7.1 for details). Overall, the NEP student reported using GenAI tools very often throughout her academic writing process.

9.3.4 NEP Student's Perceived Influences of GenAI Tools on the Academic Writing Process

The interview data revealed that the NEP student perceived **a *low*** degree of influence of GenAI tools on stage 3 (researching). However, she perceived a ***very high*** degree of influence from GenAI tools across four of the eight stages, particularly in stage 1 (analysing the question), stage 2 (brainstorming), stage 6 (editing), and stage 7 (proofreading). Meanwhile, GenAI tools were perceived to have had a ***high*** degree of influence on three (03) other stages, particularly, on stage 4 (outlining), stage 5 (drafting), and stage 8 (checking references) of the NEP student's academic writing process. This can be interpreted as GenAI tools having a high influence on seven out of eight (7/8) stages in her academic writing process, which aligns with her overall perception, as NEP student noted,

> *"Because GenAI tools are good tools for brainstorming, outlining, editing, proofreading, and checking references. But from my perspective, GenAI tools are not good for researching."* ***(NEP student)***

Notably, NEP student' perceived level of use and the level of influence of GenAI tools at the stages are discrepant. For example, the NEP student reported rarely using GenAI tools in stage 8 (checking references); however, she considered them to have a strong influence during this stage. Specifically, the NEP student mentioned that:

> *"Though I mainly cite sources by myself, I still perceive the positive influences of GenAI tools in this stage because they give me good feedback to assist my manual citation."* ***(NEP student)***

Appendix 9.4 The Single Case Study Report for CHI Student

This sub-section reports the single case study for the interviewed Chinese (CHI) student, based on the interview data thematically analysed and tabulated in ***Appendix 7.4.***

9.4.1 CHI Student's Background

The CHI student is currently enrolled in the Master of TESOL program at Flinders University. At the time of being interviewed, she had lived and studied in Adelaide, South Australia, for almost two years. With English as her second language, her overall IELTS proficiency is 6.0, with an IELTS writing band of 5.5. She self-assessed her academic writing performance in written assignments as not good (NG) and self-perceived the need for further academic writing improvement.

9.4.2 CHI Student's Perceived Use of GenAI Tools in the TESOL Program at Flinders University

In the interview, the CHI student indicated that ChatGPT was her most familiar GenAI tool and reported using ChatGPT for many types of written assignments in the Master of TESOL program, especially for lesson plans and reflective essays. She also admitted the use of Grammarly and Google Translate for academic writing in the TESOL program, without being aware that Google Translate was a GenAI tool. The CHI student told the interviewer that she got to know ChatGPT from classmates in the TESOL program. Finally, she noted that overall, using GenAI tools provided her with positive learning experiences by saying,

> *"My overall experience of using Grammarly and ChatGPT for academic writing is very positive. These tools help me a lot and give me many useful ideas. However, I think they still lack human thinking and experience, so I need to adjust and improve the results myself."* ***(CHI student)***

9.4.3 CHI Student's Perceived Frequency of GenAI Tools Use in the Academic Writing Process

With a particular reference to the eight-stage academic writing process, the CHI student reported that she ***never*** used GenAI tools in one stage, which is stage 6 (editing). Furthermore, the CHI

student shared that she ***rarely*** used GenAI tools across four (04) stages: stage 1 (analysing the question), stage 3 (researching), stage 4 (outlining), and stage 5 (drafting). The interview data revealed that the CHI student ***sometimes*** used GenAI tools in three remaining stages of the academic writing process: stage 2 (brainstorming), stage 7 (proofreading), and stage 8 (checking references). CHI students also provided details as to how and why to use or not use them in each Stage (*See Appendix 7.1 for details*). Overall, the CHI student reported rarely using GenAI tools in five out of eight (5/8) stages throughout her academic writing process.

Notably, CHI students perceived a different asynchrony of stages in the academic writing process. CHI student shared that she performed outlining (Stage 4) twice, once before and once after drafting (Stage 5). CHI student stated that:

> *"The order is mostly the same, but I sometimes go back to earlier stages, such as revising my outline after drafting. I do this because new ideas come up while I write, and I need to adjust my plan to make my essay more logical."* ***(CHI student)***

Specifically, the CHI student reported rarely using GenAI tools in stage 5 (drafting). When asked further, she confirmed that she sometimes used Google Translate in drafting but did not consider it a GenAI tool. As she noted,

> *"Until now, I hadn't thought of Google Translate as a GenAI tool because [I thought] it existed a long time ago before GenAI tools emerged."* ***(CHI student)***

9.4.4. CHI Student's Perceived Influences of GenAI Tools on the Academic Writing Process

The interview data revealed that the CHI student perceived a ***moderate*** degree of influence from GenAI tools across two of the eight stages, particularly in stage 1 (analysing the question) and stage 4 (outlining). Meanwhile, the CHI student perceived GenAI tools as having a ***low*** degree of influence on four (04) stages: stage 2 (brainstorming), stage 5 (drafting), stage 7 (proofreading), and stage 8 (checking references). Whereas, she perceived ***no influence*** of GenAI tools in the two (02) remaining stages of stage 3 (researching) and stage 6 (editing). In general, this can be interpreted as GenAI tools having a low influence on six out of eight (6/8) stages in the CHI student's academic writing process, which aligns with her overall perception, as she noted in the interview,

> *"GenAI tools in general can improve my writing efficiency and reduce grammar mistakes, but they cannot replace my own thinking. I still need to develop my ideas and arguments by myself."* ***(CHI student)***

Markedly, CHI student: she perceived herself as rarely using GenAI tools in stage 4 (outlining); however, the CHI student rated the influence of GenAI tools on the outlining stage as moderate. The CHI student shared that:

> *"I rarely use GenAI in outlining, but when I do, it is quite helpful. Even though I use it less often, its feedback makes a clear difference in improving the logic and flow of my outline. That's why I rated the influence higher."* ***(CHI student)***

Appendix 10: Cross-case Findings in Response to Research Questions

Appendix 10.1 Cross-case Findings on Perceived Frequency of GenAI Tool Use

Appendix 10.1 presents the cross-case findings from four student case studies, showing their perceived frequency of GenAI tool use across the eight stages of the AWP. The perceived frequency is interpreted on a five-point scale of 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (very often). In addition, Appendix 10.1 reports the perceived average frequency of use of GenAI tools across the entire AWP for each case study and cross cases.

Appendix 10.1: Cross-case Findings on Students' Perceived Frequency of Use of GenAI Tools in Eight (08) Stages of the Academic Writing Process

Eight (08) stages in the academic writing process	**Perceived Frequency of GenAI Tool Uses across Four (04) Student Case Studies** *On the scale from 1 (never) to 5 (very often)*			
	VIE student	**LAO student**	**NEP student**	**CHI student**
1. Analysing the question	4 often		5 very often	2 rarely
2. Brainstorming	4 often	5 very often	4 often	3 sometimes
3. Researching	1 never	3 sometimes	2 rarely	
4. Outlining	5 very often	4 often		2 rarely
5. Drafting	1 never	4 often		2 rarely
6. Editing	5 very often	4 often		1 never
7. Proofreading	4 often			3 sometimes
8. Checking references	1 never	3 sometimes	2 rarely	3 sometimes
Whole Academic Writing Process	**3.125 SOMETIMES**	**3.875 A BIT MORE OFTEN**	**3.625 OFTEN**	**2.25 RARELY**

As can be seen from Appendix 10.1, while three out of four most participating students often used GenAI tools in ***stage 1 - analyzing the question*** (i.e VIE and LAO students often used, NEP student very often used), whereas CHI student rarely used GenAI tools in this stage.

In ***stage 2 - brainstorming***, the perceived frequency of GenAI tool use among participants varied: bothVIE and NEP students often used GenAI tools, LAO student very often used GenAI tools, while CHI student sometimes used them.

In ***stage 3 - researching***, the frequency of GenAI tools' use was relatively lower for all research participants, from never (VIE student) to rarely (NEP and CHI students), and sometimes use (LAO student).

In ***stage 4 - outlining***, participating students(LAO and NEP students) often and VIE student very often used GenAI tools, while CHI student rarely used them.

In ***stage 5 - drafting***, LAO and NEP students often used GenAI tools, while VIE student never used GenAI tools, and CHI student rarely used GenAI tools in this stage.

In ***stage 6 - editing***, while the majority of participating students often (LAO and NEP students) and very often (VIE student) used GenAI tools, the CHI student never used GenAI tools in this stage.

In ***stage 7 - proofreading***, GenAI tools were sometimes used by CHI student and often used by the three remaining participating students (i.e., VIE, LAO, and NEP students).

In the final stage, ***stage 8 - checking references***, LAO and CHI students sometimes used GenAI tools, NEP student rarely used GenAI tools, and VIE student reported that she never used GenAI tools in this stage.

In general, GenAI tools were perceived to be ***often/very often*** used in the following stages: Stage 1 (analysing the question), Stage 2 (brainstorming), Stage 4 (outlining), Stage 6 (editing), and

Stage 7 (proofreading) by VIE, LAO, and NEP Students, ***often*** used in Stage 5 (drafting) by both LAO and NEP student, ***sometimes/rarely*** used in Stage 3 (researching), Stage 5 (drafting), Stage 8 (checking references) by CHI, LAO, and NEP Students and ***never used*** in Stage 3 (researching), Stage 5 (drafting), Stage 8 (checking references) by VIE Student. *(See Appendix 8.1 for more details)*

For the overall perceived frequency of GenAI tool use across the entire AWP, as perceived by each participating student, the researcher calculated the average perceived frequency by dividing the total sum of all perceived degrees across the eight stages by eight, and interpreted it, consistently using the same five-point Likert scale (1 - never to 5 - very often). Following this calculation, as can be seen from Appendix 10.1, among the four participating students, the average degree of frequency of GenAI tools' use on the ***whole academic writing process*** is interpreted to be rarely (2.25) by CHI student, sometimes (3.125) by VIE, often (3.625) by NEP, and a bit more often (3.875) by LAO student.

Appendix 10.2 Cross-case Findings on Perceived Influences of GenAI Tool Use on the AWP

Appendix 10.2 presents cross-case findings from four student case studies, showing their perceived levels of influence of GenAI tools across the eight stages of the AWP. The level of GenAI tools' influence is measured on a 5-point Likert scale: 1 (none), 2 (low), 3 (moderate), 4 (high), 5 (very high). In addition, Appendix 10.2 also reports the average perceived level of GenAI tools' influence across the entire AWP for each case study and cross cases.

Appendix 10.2: Cross-case Findings on Participating Students' Perceived Levels of Influences of GenAI Tools in Eight (08) Stages of the Academic Writing Process

Eight (08) stages in the academic writing process	**Perceived Level of Influence across Four (04) Case Studies** *On the scale from 1 (none) to 5 (very high).*			
	VIE student	**Lao student**	**NEP student**	**CHI student**
1. Analysing the question	4 High		5 Very High	3 Moderate
2. Brainstorming	4 High	5 Very High		2 Low
3. Researching	1 None	3 Moderate	2 Low	1 None
4. Outlining	5 Very High	4 High		3 Moderate
5. Drafting	1 None	4 High		2 Low
6. Editing	4 High	5 Very High		1 None
7. Proofreading	5 Very High			2 Low
8. Checking references	1 None	3 Moderate	4 High	2 Low
Whole Academic Writing Process	**3.125 MODERATE**	**4.125 HIGH**	**4.25 A BIT HIGHER**	**2 LOW**

As can be seen from Appendix 10.2, all four (04) participating students perceived the influences of GenAI tools on ***stage 1 - analyzing the question,*** as ranging from a ***moderate*** level (CHI student) to a ***high level*** (VIE & LAO students) and an even ***very high*** degree of influence (NEP student). Additionally, while three out of four participants believed that GenAI tools had a ***high*** degree (the VIE student) and a ***very high*** degree (LAO and NEP students) of influence on ***stage 2 - brainstorming***, only one participating student, CHI student, perceived that GenAI tools had a ***low*** degree of influence on her brainstorming process (Stage 2). Next, the influence of GenAI tools on ***stage 3 - researching*** was perceived as only at a ***moderate*** level by the LAO student, at a ***low*** level by the NEP student, and at ***no level*** by the VIE and CHI students.

In addition, according to Appendix 10.2, four participating students' perceptions of the influence of GenAI tools on ***stage 4 - outlining*** ranged from a ***moderate*** degree (CHI student) to a ***high*** degree (LAO and NEP students) to a ***very high*** degree (VIE student). Additionally, LAO and NEP students confirmed the ***high*** degree of influence of GenAI tools on ***stage 5 - drafting***. In contrast, CHI and VIE students perceived the influence of GenAI tools on this stage only at a ***low*** degree, or even at ***no level***, respectively. Moreover, except for the CHI student who perceived ***no influence*** of GenAI tools on ***stage 6 - editing***, the remaining three participants all believed that GenAI tools had a ***high*** degree (VIE student) to a ***very high*** degree (LAO & NEP) of influence on this stage.

In ***stage 7 - proofreading***, while the remaining three participating students (VIE, LAO, and NEP) perceived that GenAI tools ***had a very high influence on*** this academic writing stage, the CHI student acknowledged only a ***low*** degree of influence from GenAI tools during this proofreading stage. As for the final ***stage 8 - checking references***, Appendix 10.2 illustrates that all four students' perceived degrees of influence of GenAI tools on the final stage varied, ranging from ***no degree*** of influence (VIE student), to a ***low*** degree (CHI student), to a ***moderate*** degree (LAO student), to a ***high*** degree (NEP).

In general, the degrees of influence of GenAI tools were perceived to be ***high/very high*** in Stage 1 (analysing the question), Stage 2 (brainstorming), Stage 4 (outlining), Stage 6 (editing), and Stage 7 (proofreading) by VIE, LAO, and NEP Students. They were perceived to be ***moderate*** in Stage 1 (analysing the question), Stage 3 (researching), Stage 4 (outlining), and Stage 8 (checking references) by CHI and LAO Students. Whereas they were perceived to be ***low*** in Stage 2 (brainstorming), Stage 5 (drafting), Stage 7 (proofreading), Stage 8 (checking references) by CHI Student, in Stage 3 by NEP Student, and ***no influence*** at all in Stages 3 (researching), 5 (drafting), 6 (editing), 8 (checking references) by VIE and CHI students. *See Appendix 8.2 for details.*

For the average perceived degree of influence of GenAI tools on the entire AWP, as perceived by each participating student, the researcher calculated the average by dividing the total sum of all perceived degrees across the eight stages by eight and then interpreted, using the same five-point Likert scale (1 - no influence to 5 - very high influence). Following this calculation, as can be seen from Appen, among the four participating students, the average degree of influences of GenAI

tools on the ***whole academic writing process*** is interpreted to be the lowest (2.0) by the CHI student, moderate (3.125) by the VIE student, high (4.125) by the LAO student and the highest (4.25) by the NEP students.

Appendix 11: Details of Students' Perceived Frequency and Influences of GenAI Tools on Eight (08) Stages of Academic Writing Process

Appendix 11.1: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 1 (Analysing the Question)

Stage 1 - Analysing the question	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	4 often		5 very often	2 rarely
2.To what extent IPTS perceived the influences of GenAI tools on the first stage?	4 High		5 Very High	3 Moderate
3.How	Copied the whole assignment question or some parts of the assignment question, then used specific prompts to ask ChatGPT to clarify the key words and questions	Copied the whole assignment question or some parts of the assignment question Asked Chat GPT to identify key terms or whole assignment question	Copied the whole assignment question or some parts of the assignment question into ChatGPT Asked ChatGPT to clarify the keywords and questions	Copied the assignment question into ChatGPT and asked it to explain the key instruction words
4.Why (+) perceived advantages; (-) perceived disadvantages)	(+) The results that Chat GPT provided during the question analysis process are consistent with the assignment's requirements (+) Chat GPT gave quick and good quality results (-) None	(+) GenAI tools helped to understand the assignment question quickly (+) Student understood the question clearly thanks to GenAI tools' explanation (+) complicated assignment questions, led to the need for GenAI tools *Note: Although understood the assignment requirement, still wanted to use GenAI tools for double-checking*	(+) GenAI tools helped to simplify the questions and understand the question clearly (+) Student understood the questions, still use ChatGPT to check again	(+) GenAI tools helped clarify the focus of the assignment and understand the question quickly (-) GenAI tools cannot fully explain the question's meaning, → Read the instructions again herself, based on GenAI tools' suggestions *Note: Once she understood the question, she didn't use AI for this stage. She preferred to develop her own critical understanding rather than rely too much on AI explanations.*

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.2: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 2 (Brainstorming)

Stage 2 - Brainstorming	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	4 often	5 very often	4 often	3 sometimes
2.To what extent IPTS perceived the influences of GenAI tools on the second stage?	4 High	5 Very High		2 Low
3.How	Copied whole assignment question then asked ChatGPT for brainstorming ideas Kept interacting with ChatGPT to understand recommended brainstorming ideas	Asked ChatGPT to generate the ideas following the assignment requirement Developed her own ideas based on the recommended ideas of ChatGPT or took/coped directly good ideas from ChatGPT	Had own ideas first, then compared them with ChatGPT's ideas to see if they matched each other Continued to develop own ideas based on ChatGPT's suggested ideas	Copied the assignment question into ChatGPT and asked it to list some key ideas that could be included Selected the useful points suggested by Chat GPT
4.Why **(+) perceived advantages;** **(-) perceived disadvantages)**	(+) GenAI tools provided immediate ideas with clear examples (+) GenAI tools' provided ideas that met the VIE student's expectations (+) Using GenAI tools in the brainstorming stage helped reduce thinking efforts, whether the suggestions are correct or not. *Note: She mentioned that going into detail about each stage confused her because, when she was doing the assignment, she was often not fully aware of which stage of the academic writing process she was in.*	(+) GenAI tools gave immediate responses GenAI tools helped to explore different and new viewpoints (+) Most of ideas in written assignment were taken or developed from GenAI tools' ideas *Note: GenAI tools' recommended ideas were good but sometimes need to be adjusted*	**(+)** GenAI tools provided good and new ideas (+) Even though she had her ideas she still wanted to compare with GenAI tools (+) ChatGPT's ideas were evaluated can be back up ideas	(+) GenAI tools gave many ideas (+) GenAI tools reduced thinking effort (-) Rated 2 because some ideas from GenAI tools are too general, not very natural, or not relevant to her understanding of the question.

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.3: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 3 (Researching)

Stage 3 - Researching	**VIE Student**	**LAO Student**	**NEP Student**	**CHI Student**
1.Perceived frequency of GenAI tool uses	1 never	3 sometimes	2 rarely	
2.To what extent IPTS perceived the influences of GenAI tools on the third stage?	1 None	3 Moderate	2 Low	1 None
3.How	Didn't use GenAI tools to research any sources or scope a library research project Note: VIE student perceived that other students usually used GenAI tools to search for academic sources	Asked GenAI tools to point out relevant key terms in brainstormed ideas to scope the library search	Asked GenAI tools to point out key words between ideas Copied key words from brainstormed ideas and asked ChatGPT suggest relevant source	Copied the assignment question and asked ChatGPT what sources are related to the current assignment, then chose the useful ones
4.Why **(+) perceived advantages;** **(-) perceived disadvantages)**	(-) Preferred to find sources herself rather than using ChatGPT (-) ChatGPT was perceived to be not reliable in researching, i.e. in providing sources (-) Sources from Google Scholar or the Flinders University online Library are more reliable	(+) GenAI tools gave helpful answers in identifying key terms in brainstormed ideas to scope the library search (-) GenAI tools' explanations were sometimes too general (-) Recommended sources by GenAI tools were not reliable (-) Used reliable tools like Google Scholar for researching	(+) Recommended sources from ChatGPT could be used, but need to be checked before using (-) Recommended papers from ChatGPT were sometimes fake and unreliable (-) Mostly used sources from Google Scholar and the Flinders University online Library in the writing	(-) Usually used Flinders University library and Google Scholar to search for sources (-) Provided source from GenAI tools were too general and not reliable

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.4: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 4 (Outlining)

Stage 4 - Outlining	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	5 very often	4 often		2 rarely
2.To what extent IPTS perceived the influences of GenAI tools on the fourth stage?	5 Very High	4 High		3 Moderate
3.How	Used prompts to ask ChatGPT to improve her draft logically	Required GenAI tools to create an outline for the selected ideas	Used ChatGPT outline as suggestion, then developed her own outline	Copied the outline into ChatGPT and asked if the order of ideas is logical or not Based on ChatGPT's feedback, adjusted the outline herself
4.Why **(+) perceived advantages;** **(-) perceived disadvantages)**	(+) The product's output depends on the keywords in the prompt she provides to ChatGPT. (+) Revised outline by ChatGPT using the general prompt, "outline this paragraph," to be better and smoother than the paragraph revised using her own prompt, "arrange ideas in the writing following definition, purpose, strengths, and weaknesses." (+) Results obtained from ChatGPT in the outlining stage are pretty good and met her expectations.	(+) GenAI tools provided logical order of ideas (+) GenAI tools provides many good examples of writing outlines for the assignment (-) However, outlines from ChatGPT needed to be adjusted to meet assignment requirement	(+) GenAI tools gave an example outline that assisted in developing her own outline (-) ChatGPT sometimes did not give an outline in a systematic structure	(+) GenAI tools provided meaningful feedback to improve writing flow and the connection between sections (+) GenAI tools helped to check whether the outline is logical and clear (-) GenAI suggested outlines were not always a match with her expected outline structure and must create an outline by herself basing on GenAI tools' suggestion *Note: She rarely used GenAI tools for outlining, but when she did, she found them helpful*

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.5: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 5 (Drafting)

Stage 5 - Drafting	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	1 never	4 often		2 rarely
2.To what extent IPTS perceived the influences of GenAI tools on the fifth stage?	1 None	4 High		2 Low
3.How	Wrote the draft herself in Vietnamese, then used Google Translate *Note: The participant did not know that Google Translate is a GenAI tool, so she rated it as never used*	Asked ChatGPT to give a draft basing on the created outline Wrote her own draft by paraphrase relevant ideas in ChatGPT's draft Write draft with ChatGPT assistance	Copied the assignment question into ChatGPT and asked it to write a draft Took ChatGPT's draft as a reference and wrote her own draft Required ChatGPT to give feedback and guidance while writing	Copied the outline or main ideas into ChatGPT and asked it to show a draft sample with an introduction, body, and conclusion Read the example to understand how to organize her own draft Wrote the draft by herself or sometimes used Google Translate *Note: The participant did not know that Google Translate is a GenAI tool*
4.Why (+) perceived advantages; (-) perceived disadvantages)	(-) Mainly used Google Translate during the drafting stage, and concluded GenAI tools had no influence on her drafting. (-) The VIE student feared plagiarism of GenAI tools during this stage. *Note: The VIE participant did not know that Google Translate is a GenAI tool, so rated it as never used*	(+) GenAI tools gave good example draft for developing her own draft (+) GenAI tools gave meaningful feedback and guidance to assist drafting such as guiding to write complex sentences (+) GenAI tools, as a language tutor, assisted LAO student during drafting *Note: Not completely relied on GenAI tools*	(+) GenAI tools gave good example drafts (+) GenAI tools gave useful feedback and guidance while drafting (+) Perceived that not entirely relied on GenAI tools, still wrote her own draft with GenAI tools' assistance to keep personal writing style	(+) GenAI tools provided an example draft with clear parts (+) Only took the GenAI tools-generated draft as a reference and did her own draft (-) Drafts from GenAI tools were too general and sometimes did not match the academic tone

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.6: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 6 (Editing)

Stage 6 - Editing	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	5 very often	4 often		1 never
2.To what extent IPTS perceived the influences of GenAI tools on the sixth stage?	4 High	5 Very High		1 None
3.How	Copied all her written work and assignment marking criteria into ChatGPT, Asked ChatGPT to check the writing structure, the flow of writing, and the essential points covered in the written work	Copied assignment marking criteria and the writing into ChatGPT and required it to improve the writing text based on the criteria	Copied the writing into ChatGPT and asked it to give feedback Improved the writing based on ChatGPT's feedback	She never used GenAI tools in editing
4.Why **(+) perceived advantages;** **(-) perceived disadvantages)**	(+) GenAI tools had a considerable influence on the editing stage by providing meaningful feedback (-) However, the use of GenAI tools in the editing had some limitations which do not usually happen. For example, gave ChatGPT a specific prompt to condense the writing and provided the assignment requirements. Still, the results were not as expected: the ideas considered necessary were omitted, while less essential ideas were retained	(+) GenAI tools helped identify unclear sentences, double-check the flow of the writing GenAI tools helped to check plagiarism *Note: The LAO student wasn't sure whether to trust ChatGPT's plagiarism check results.*	(+) GenAI tools gave high quality feedback to assist editing *Note: Just required ChatGPT to give her feedback instead of asking ChatGPT to edit automatically*	(-) Preferred to check the structure and main points herself rather than rely on GenAI (-) Wanted to practice editing skills. Made sure the ideas and structure really reflect her academic writing purposes *Note: She was not confident about her editing results, but still tried to improve the writing by herself first. She sees that editing is part of learning, and by practicing it, she can improve her English proficiency*

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.7: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 7 (Proofreading)

Stage 7 - Proofreading	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	4 often			3 sometimes
2.To what extent IPTS perceived the influences of GenAI tools on the seventh stage?	5 Very High			2 Low
3.How	:Copied each paragraph, then used GenAI tools like ChatGPT to improve her grammar and word choice.	Copied whole text into ChatGPT and asked it to check grammar, word choice, punctuation	Copied parts or the full assignment into ChatGPT and asked it to check sentence flow, punctuation, and grammar	Copied paragraphs into Grammarly or ChatGPT and asked it to check grammar, spelling, and punctuation Read the GenAI tools' feedback and decided which corrections were suitable before making changes to the writing
4.Why **(+) perceived advantages;** **(-) perceived disadvantages)**	(+) ChatGPT helped improve her writing paragraph based on her requirements, for example, whether she wants the writing to be more academic, more neutral, or more descriptive. (+) ChatGPT gave her clear and detailed feedback, which is good for improving her writing and her language skills, especially in grammar, punctuation, and word choice	(+) GenAI tools gave immediate feedback for improving grammar, word choice, punctuation, conjunction (+) Mainly relied on GenAI tools for detecting grammatical errors (+) Used different GenAI tools for proofreading such as ChatGPT, Grammarly	(+) GenAI tools gave meaningful feedback in correcting sentence structure and grammar (+) Highly evaluated GenAI tools functions in checking grammar and providing correcting feedback (+) Used more than one tool in proofreading (ChatGPT, Grammarly)	(+) GenAI tools highlight her grammatical mistakes and give clear suggestions for correction (+) Didn't rely entirely on GenAI tools Took GenAI tools' suggestion as a reference (-) Using the GenAI tool in proofreading sometimes changed her voice *Note: Proofreading manually helps her learn from mistakes and improve English writing skills.*

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*

Appendix 11.8: Details of Students' Perceived Frequency and Influences of GenAI Tools on Stage 8 (Checking references)

Stage 8 - Checking references	VIE Student	LAO Student	NEP Student	CHI Student
1.Perceived frequency of GenAI tool uses	1 never	3 sometimes	2 rarely	3 sometimes
2.To what extent IPTS perceived the influences of GenAI tools on the eighth stage?	1 None	3 Moderate	4 High	2 Low
3.How	Checked references manually	Copied source link or name of article into GenAI tools and asked them to cite the source	Copied references into ChatGPT and required it to double-check Used GenAI tools for citing reference by give these tools the link or name of the article	Copied the reference list into ChatGPT or Grammarly and asked if the references follow the APA 7th format Fixed them by checking with the official APA 7th guide or the university's referencing website
4.Why (+) perceived advantages; (-) perceived disadvantages)	(-) Cited references manually (-) ChatGPT provides unreliable sources, such as invisible sources, irrelevant sources, and fake sources	(+) GenAI tools helped save time in citing and check references (-) Citing results from GenAI tools were sometimes unreliable (-) Must used different GenAI tools at once time (Endnote, ChatGPT, Copilot) to enhance the citing results' quality	(+) GenAI tools helped check the reference or provide prompt feedback to improve it. (-) Used more than one GenAI tool in checking reference (Endnote, Scribbr, ChatGPT) (-) GenAI tools' reference sometimes included mistakes and needed to be checked manually	(+) GenAI tools helped correct references and guided in citing references (+) GenAI tools provided good feedback for small details in the reference, like italics or punctuation (-) GenAI tools' citing results were not always accurate. (-) Always rechecked the references using the official APA 7th guidelines

***Note**: the "How" and "Why information in the Table are the actual direct quotes from the interview transcripts.*