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Post-task student use of generative AI in two university English courses

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TITLE

Post-task student use of generative AI in two university English courses

RELEVANT SIG

College and University Educators (CUE)

FORMAT

In-person interactive poster session

Short English description

KEYWORDS

generative AI use
teacher-student co-agency
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ABSTRACT

With the proliferation of generative AI tools such as ChatGPT and Gemini, university students have reportedly indiscriminately adopted such tools to complete homework assignments. With this assumption in mind, two educators from a Japanese university have embarked to research how a group of first-year university students enrolled in two semester-long English language courses choose to use generative AI in task-specific situations. Introducing the first step of an ongoing project, we will familiarize the audience with the evolving structure of the courses and the student cohort profile. We will then present the results of questionnaires about the students' generative AI use that they were prompted to finish once they have submitted each post-task reflection. As the results tentatively suggest, we believe it is crucial to make the connections between the content of post-task reflections and their interactive nature clear to both educators and students, and to highlight the dialogic value of such reflections as communicative links that foster student-teacher co-agency. Finally, the presentation will proceed to outline future research directions. We will conclude with implications that will be useful for university language teachers who find that their students over-rely on generative AI.

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