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Type: **Research-oriented Oral Face-to-face presentation**

Students' Beliefs of the Impact of Generative AI in English Education

Saturday 17 May 2025 17:30 (25 minutes)

TITLE

Students' Beliefs on the Impact of Generative AI in English Education

RELEVANT SIG

Computer Assisted Language Learning (CALL)

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Generative AI, Essay Writing, Coding, Beliefs and Use

First-time presenter?

ABSTRACT

Since the emergence of generative AI, there has been a notable increase in learner's use of AI for language learning, which raises concerns on how to better guide learners to use AI to enhance writing skills (Uehara, 2023). The participants ($N = 84$) were English as a foreign language learners from three intact academic writing classes. They responded to a prompt on how they perceive the impacts of AI on English education. Values coding (Saldaña, 2021) was used to investigate a nuanced interpretation on the open-ended responses. Themes on the learners beliefs on generative AI emerged through this inductive method. Preliminary results showed that learners found AI provides learning benefits by offering instant, personalized, and non-judgmental feedback. Many were in favour of AI to be used as a supportive resource rather than a substitute for cognitive engagement. Conversely, learners expressed concerns that overreliance on AI could be detrimental to learning because its convenience may discourage active engagement in the learning process. Recommendations

for teachers supporting learners include facilitating regular in-depth discussions with students on the appropriate and ethical uses of AI tools and designing activities that help bridge the gap between writing without digital aid and writing with AI-supported tools.

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