#68 The Appropriateness of Using AI in EFL writing from Teachers' and Students' Perceptions

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Introduction

The increasing prevalence of Artificial Intelligence (AI) has brought both opportunities and challenges in higher education sector. In EFL writing, teachers' concern regarding students' use of Generative AI is growing, though it is undeniable that Generative AI might offer both positive and negative impacts on the writing process. It is important to explore how EFL teachers and students would perceive the appropriateness of using GenAI for the various steps in the writing process.

The aim of this research is to answer these following questions:

1. What are undergraduate students' and teachers' perspectives on using GenAI in the writing process (brainstorming, outlining, writing, revising, evaluation, and feedback)
2. How do student and teacher perspectives on the use of GenAI in the wrting process compare?
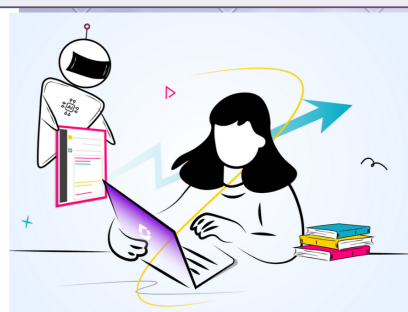
Methodology

- The study employed a mixed method appoach
- Participants: 115 English-major students and 26 EFL teachers
- Instrument:
  - Questionnaire adapted from Barrett and Pack's (2023) investigating participants' viewpoints regarding the appropriateness of using GenAI in six writing steps (brainstorming, outlining, writing, revising, feedback, evaluating);
  - Semi-structured interviews with 10 students and 8 teachers,

Divisions of Appropriateness as worded in questionnaire (with explanation)

A	B	C	D
"This use of AI is appropriate if the person already knows how to perform the task." Explanation: If a student or teacher is tasked with an assignment that they can already perform with a high degree of competency, then it is acceptable to offload that task to AI	"This use of AI is appropriate if the person uses the output to generate ideas about the task, but completes the task without further assistance from AI." Explanation: It is acceptable for students or teachers to use AI to generate models or ideas for task assignments, considering the submitted assignment is composed of their own language and not the language of the AI	"This use of AI is appropriate if the person submits the output for the task assignment and discloses the use of AI." Explanation: It is acceptable for students or teachers to submit task assignments that contain, in part or in whole, language produced by AI, considering that any AI language is clearly identified as such	"This use of AI is appropriate if the person submits the output for the task assignment but does not disclose the use of AI." Explanation: It is acceptable for students or teachers to submit task assignments that contain, in part or in whole, language produced by AI without disclosing the use of AI

Results

The data reveals significant differences between students' and teachers' perceptions regarding the appropriateness of using GenAI in the writing, revising, feedback and evaluating steps, while there is no significant difference in the brainstorming and outlining steps. While student participants tend to accept a higher level of AI content in their writing, teachers seemed to be much more cautious even in the tasks which are burdensome to them (giving feedback and evaluating).

The interview data further explains the statistical data with a strong emphasis on the issues of plagiarism and academic ethics. The divergence in perceptions between students and teachers regarding the use of GenAI is deeply rooted in concerns over academic integrity. Teachers are more inclined to restrict GenAI usage to ensure that students' work remains original and that their learning experience is authentic. This highlights the ethical implications of using AI in academic settings and the need for clear guidelines and policies to address the proper and ethical use of GenAI in educational contexts.

Writing Step	Divisions	Students No.	Students Freq.	Teachers No.	Teachers Freq.	χ2	Sig.
Brainstorm	A	39	33.9%	3	23.1%	4.04	.267
	B	58	50.4%	8	61.5%		
	C	10	8.7%	2	15.4%		
	D	8	7.0%	0	0%		
Outline	A	36	31.3%	2	15.4%	6.59	.086
	B	57	49.6%	10	76.9%		
	C	19	16.5%	1	7.7%		
	D	3	2.6%	0	0%		
Write	A	31	27%	0	0%	12.76	.005*
	B	60	52.2%	9	69.2%		
	C	17	14.8%	4	30.8%		
	D	7	6.1%	0	0%		
Revise	A	20	17.4%	1	7.7%	9.30	.026*
	B	32	27.8%	5	38.5%		
	C	40	34.8%	7	53.8%		
	D	23	20%	0	0%		
Feedback	A	21	18.3%	1	7.7%	7.94	.047*
	B	29	25.2%	6	46.2%		
	C	36	31.3%	5	38.5%		
	D	29	25.2%	1	7.7%		
Evaluate	A	15	13%	1	7.7%	8.08	.044*
	B	38	33%	8	61.5%		
	C	34	29.6%	3	23.1%		
	D	28	24.3%	1	7.7%		

*Note: *p < .05, **p <.01

Chi-square Results of Teachers' and Students' Perceptions on the Use of GenAI in the Writing Process

Conclusion

Our findings reveal distinct differences in perception between students and teachers, reflecting contrasting perspectives and priorities. Students, driven by a desire for efficiency, innovation, and enhanced productivity, as well as a lower awareness of originality and plagiarism and academic ethics, generally exhibit a higher degree of openness towards incorporating AI into their writing practices. In contrast, teachers approach the integration of AI into the writing process with a more cautious and discerning lens. While acknowledging the potential benefits of AI in facilitating certain writing tasks, teachers express concerns regarding its impact on academic integrity, originality, and the development of critical thinking skills. They emphasize the importance of nurturing students' independent writing abilities, fostering creativity, and instilling a deep understanding of the writing process beyond surface-level assistance provided by AI.

Implications

For students, it is imperative to encourage an exploratory approach towards utilizing technological aids like ChatGPT alongside traditional writing methods. Students should be encouraged to perceive ChatGPT as a supplementary tool rather than a substitute for their own writing skills.

For teachers, it is suggested that they should play an active role in guiding students in the use of GenAI for writing, including explicitly discussing the ethnic issue in writing, providing students opportunities to practice and refine their writing skills with the assistance of AI technology and closely monitoring students' progress to provide timely and constructive feedback.

References