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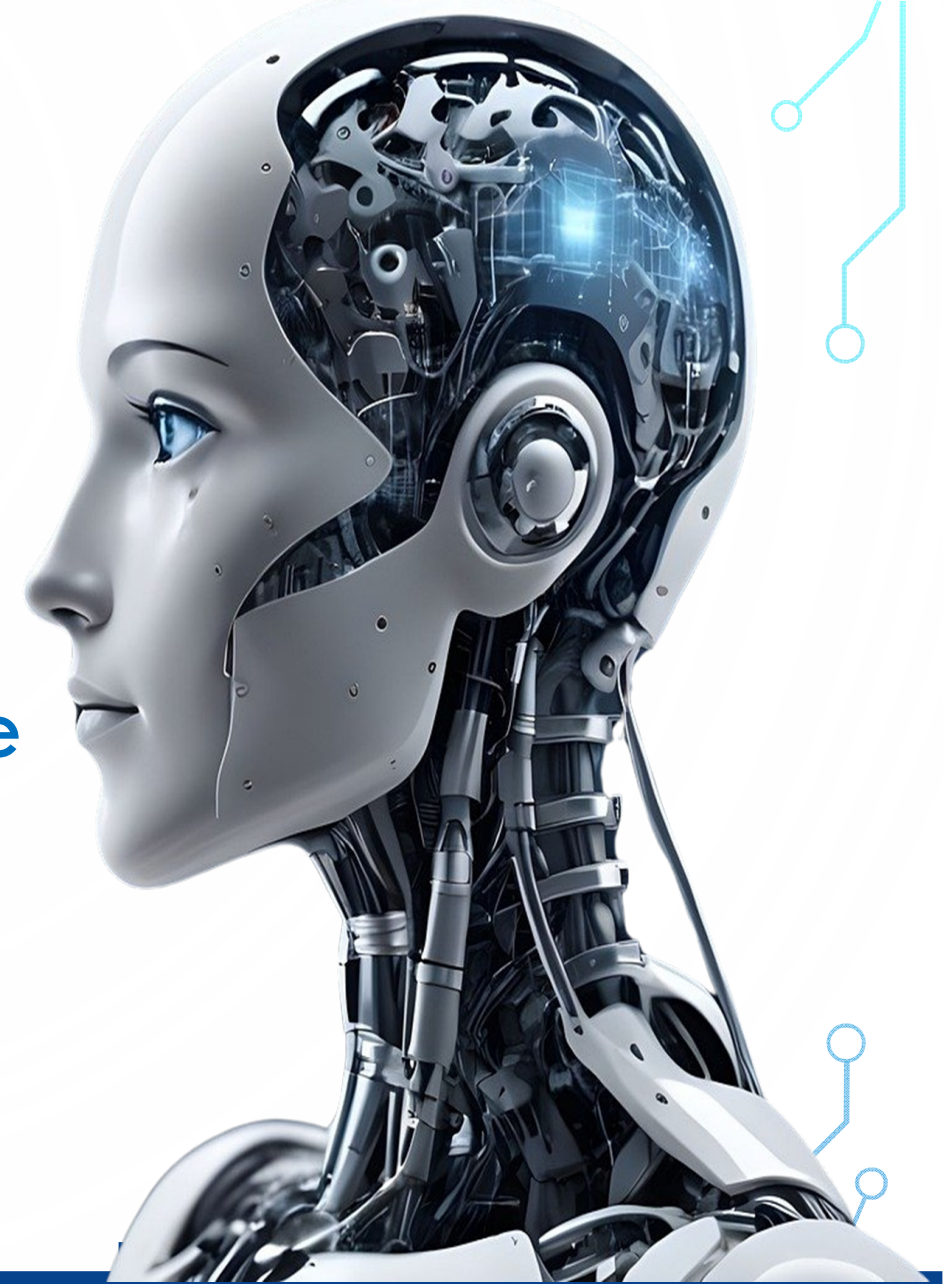
University of Plymouth, Plymouth, UK

14 - 17 April 2025



WESTMINSTER
International University in Tashkent

**Co-creating Academic Success:
Investigating the Impact of Generative
AI Tools on Collaborative Academic
Writing for EMI Students**



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Roadmap

Introduction: AI in academic writing



Methodology



Limitations



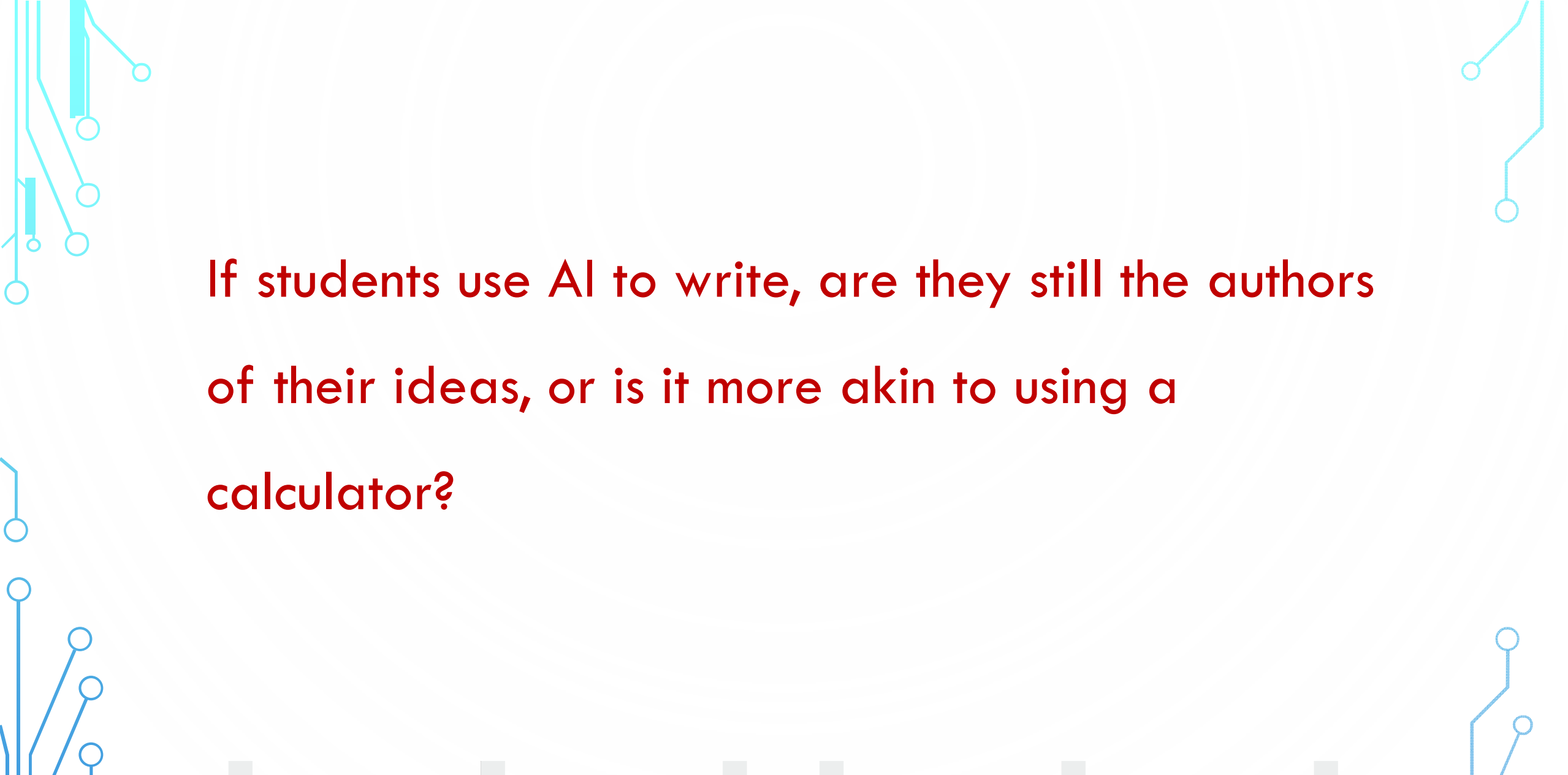
Motivation of the study



Preliminary Findings



Recommendations



If students use AI to write, are they still the authors of their ideas, or is it more akin to using a calculator?

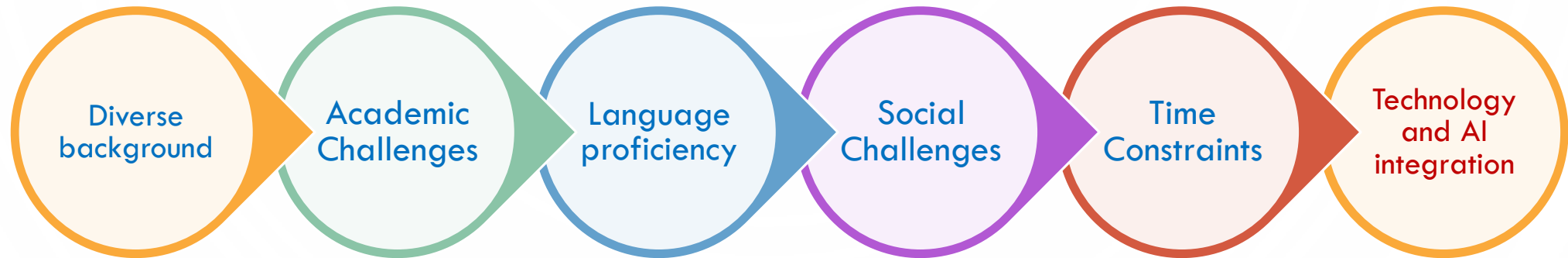
Motivation of the study

- AI tools are increasingly used by students to writing their work.
- Students struggle to balance AI-generated content with their learning.
- Inflated plagiarism cases (using AI for content and language)
- Understanding AI's impact will help educators in designing relevant assessment criteria.
- Also enhance student's awareness of healthy usage of Gen AI tools.

Module Context

- **Module:** Academic English
- **Status:** a year-long core module
- **Assessment task:** writing a research-based report of 2200-2400 words
- **Interaction pattern:** pair - work

Issues in teaching EMI learners



Institutional AI guidelines

- Westminster International University in Tashkent recognises that generative AI tools can legitimately support learning in several ways. The ways in which generative AI can typically be used as a tool to support learning include:
- Assisting with grammar and spelling checks.
- Utilising generative AI to identify internet keywords for an internet search.
- Aiding in the planning and development of an outline structure for a written assessment.
- Generating ideas for graphics, images, and visuals.
- Obtaining basic explanations of concepts.
- Assisting in debugging code. Helping overcome 'writer's block'.

Research Questions

- How do students perceive the role of artificial intelligence in their learning?
- How does AI influence the collaborative academic writing of EMI learners?

Methodology: Mixed Methods

Survey



Document Analysis

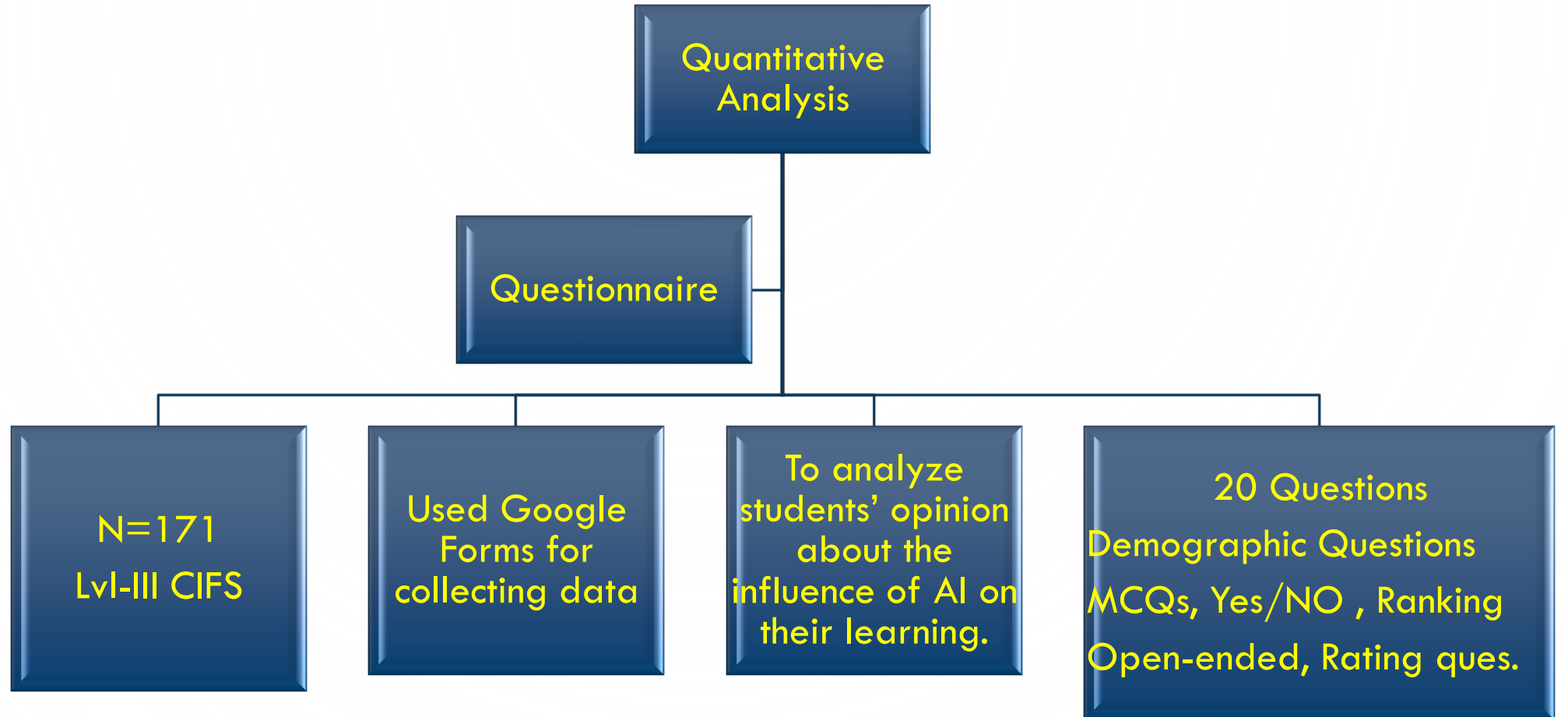


Focused Group Discussion

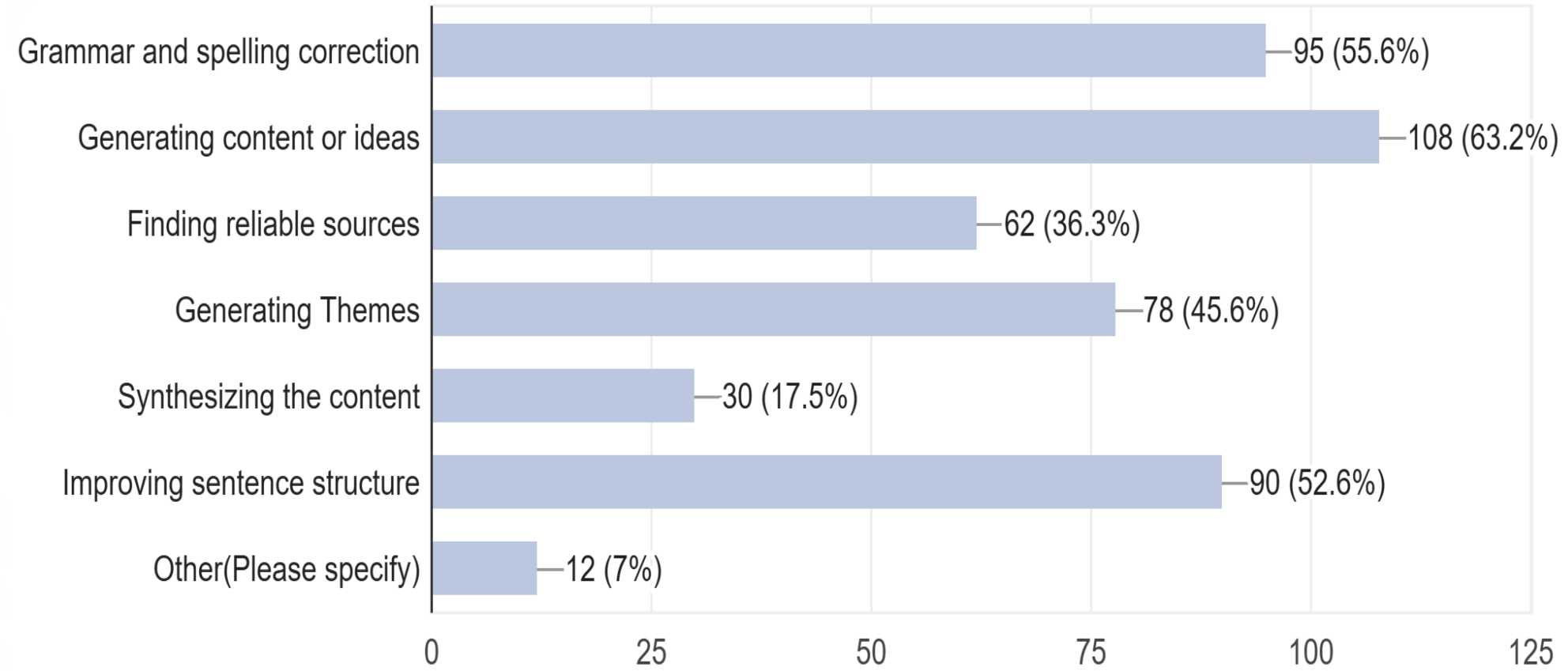


Preliminary Findings

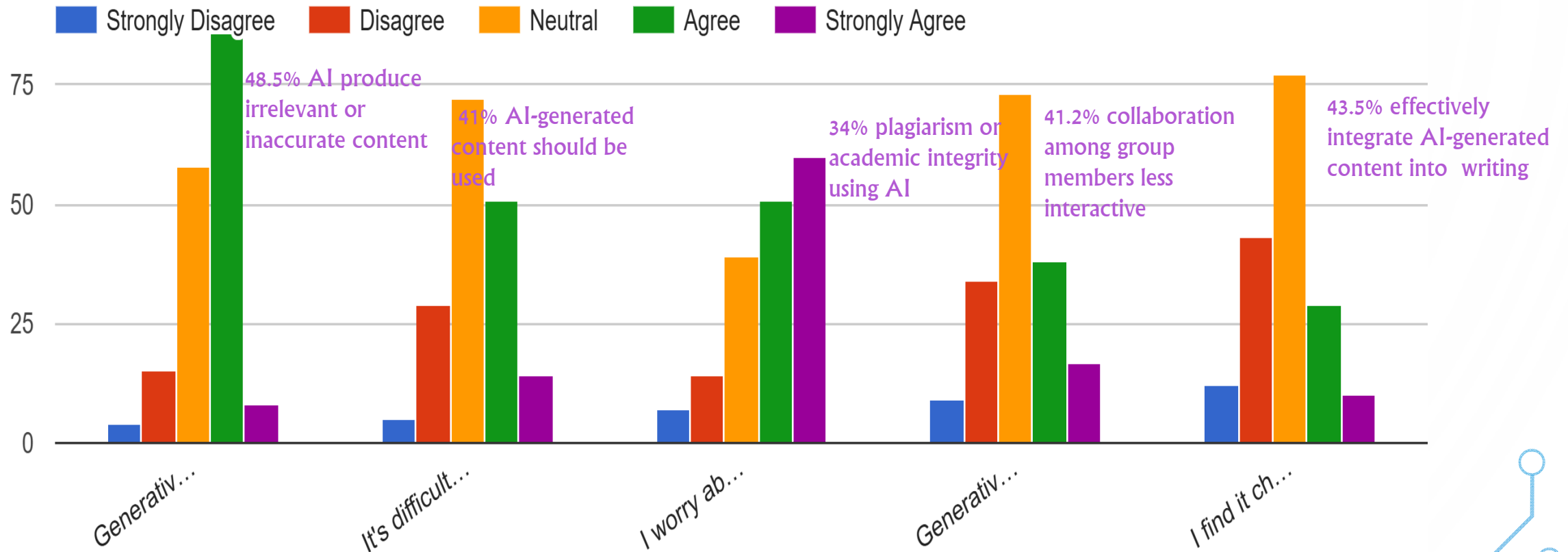
Research Instrument (1)



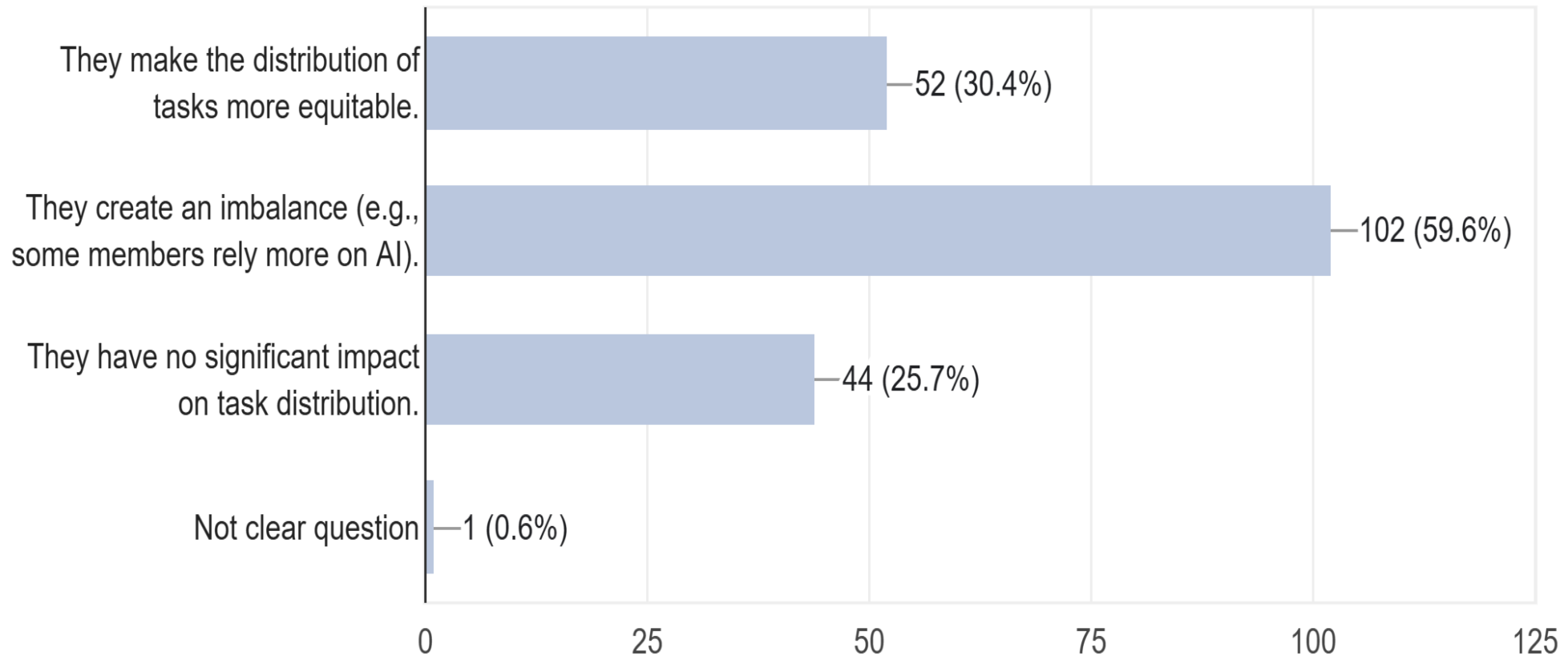
Using Gen AI in Academic Writing : Key Areas



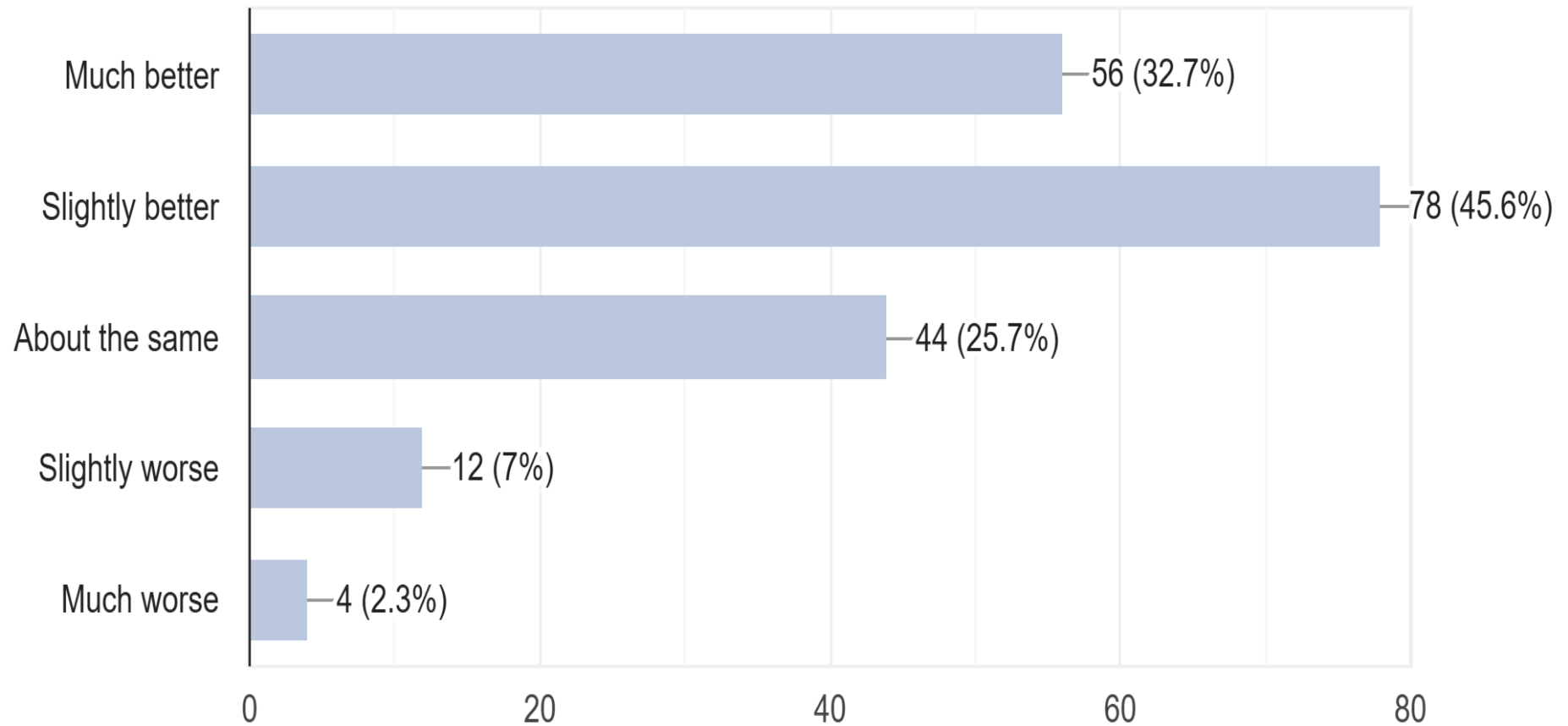
Challenges while Using Gen AI Tools



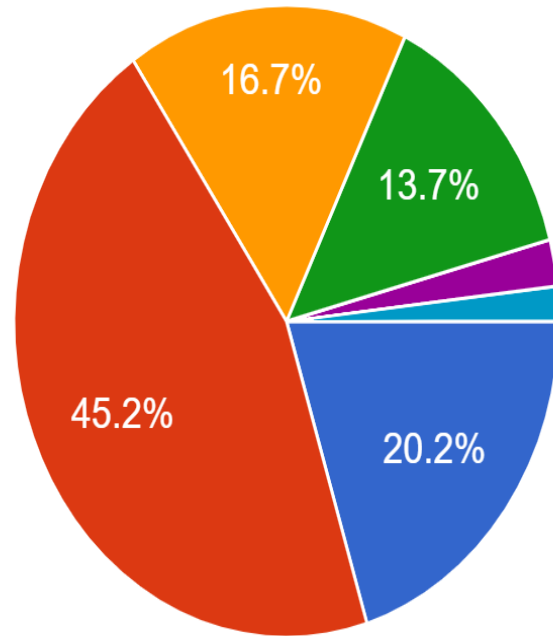
Gen AI Tools Influence Group Work



Overall Quality of Writing Tasks while Using Gen AI Tools



EMI Learners Preference for Assessment Tasks

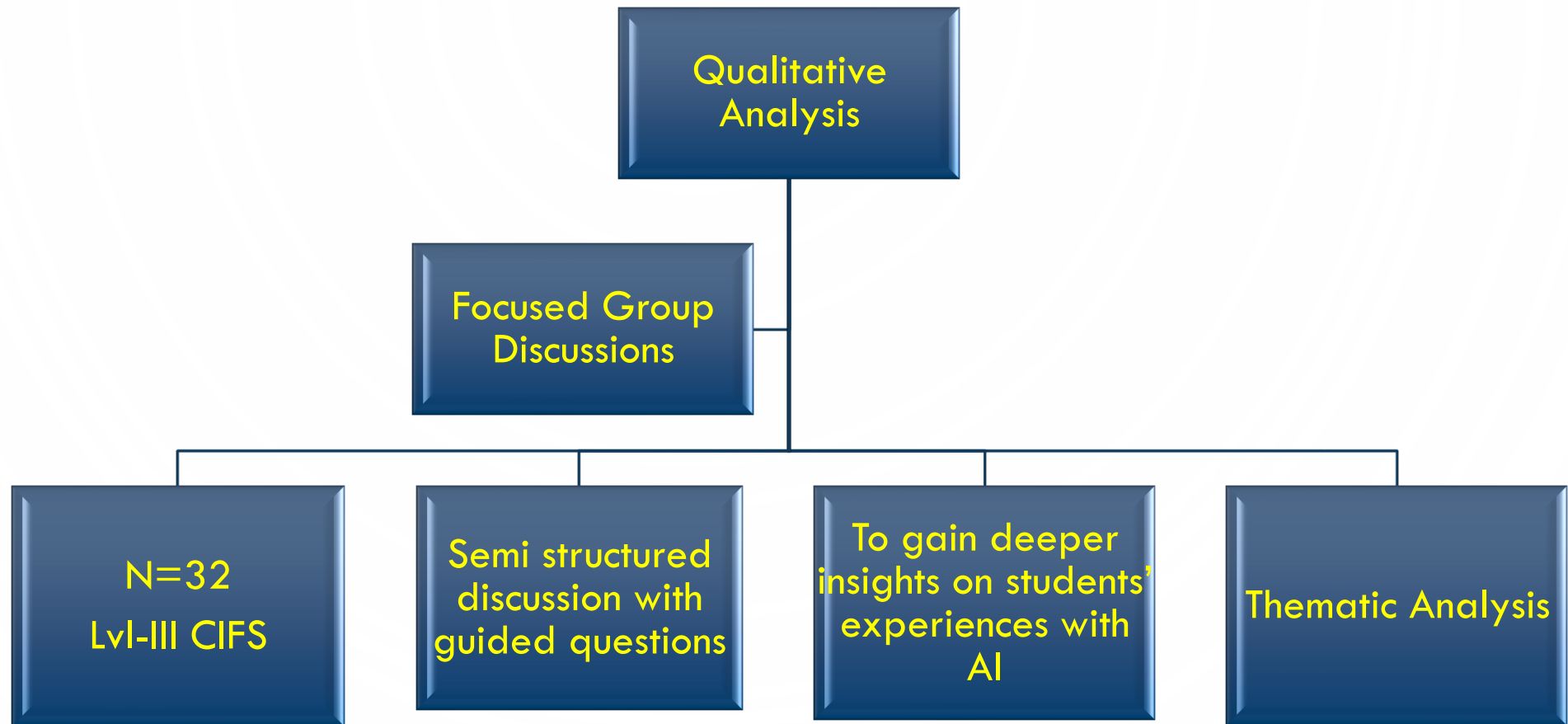


- Traditional Assessment (Written exam)
- Interactive Task (Presentation, debate, oral exam)
- Performance Based Tasks (Role Play, lab work, simulations)
- Project Based Tasks (Group projects, problem solving tasks)
- Portfolio Assessment
- Other



EMI Student's Perceptions

Research Instrument (2)



Student's Insights

Perceived benefits of Gen AI

Students mentioned that AI tools are **valuable** for generating ideas, brainstorming, checking grammar, and providing structural guidance for their writing tasks.

Challenges and limitations

Students expressed their concern about becoming **over-reliance on AI**, which they feel negatively influences their skills.

Participants noted that sometimes AI generates **unreliable information**.

There was **apprehension** about the potential for plagiarism, especially when AI is used for paraphrasing or generating content without prior understanding.

Collaboration Dynamics

Participants indicated that integrating AI in **group work leads to a conflict of opinion**, particularly when one member relies more on AI than a human-centred approach.

Some participants found that using AI **facilitates discussions** among peers for generating ideas and resolving differences of opinion.

Student's Insights

Learning and Skill Development

Students reported that AI tools **helped** them become more aware of academic writing standards, vocabulary usage, and writing clarity.

While students felt AI **hinders** their critical thinking, others believe it **encouraged** them to think critically about the content/feedback provided by AI.

Ethical Consideration and Group Dynamics

Participants advocated the **training** of using AI tools to enhance their work without compromising academic integrity.

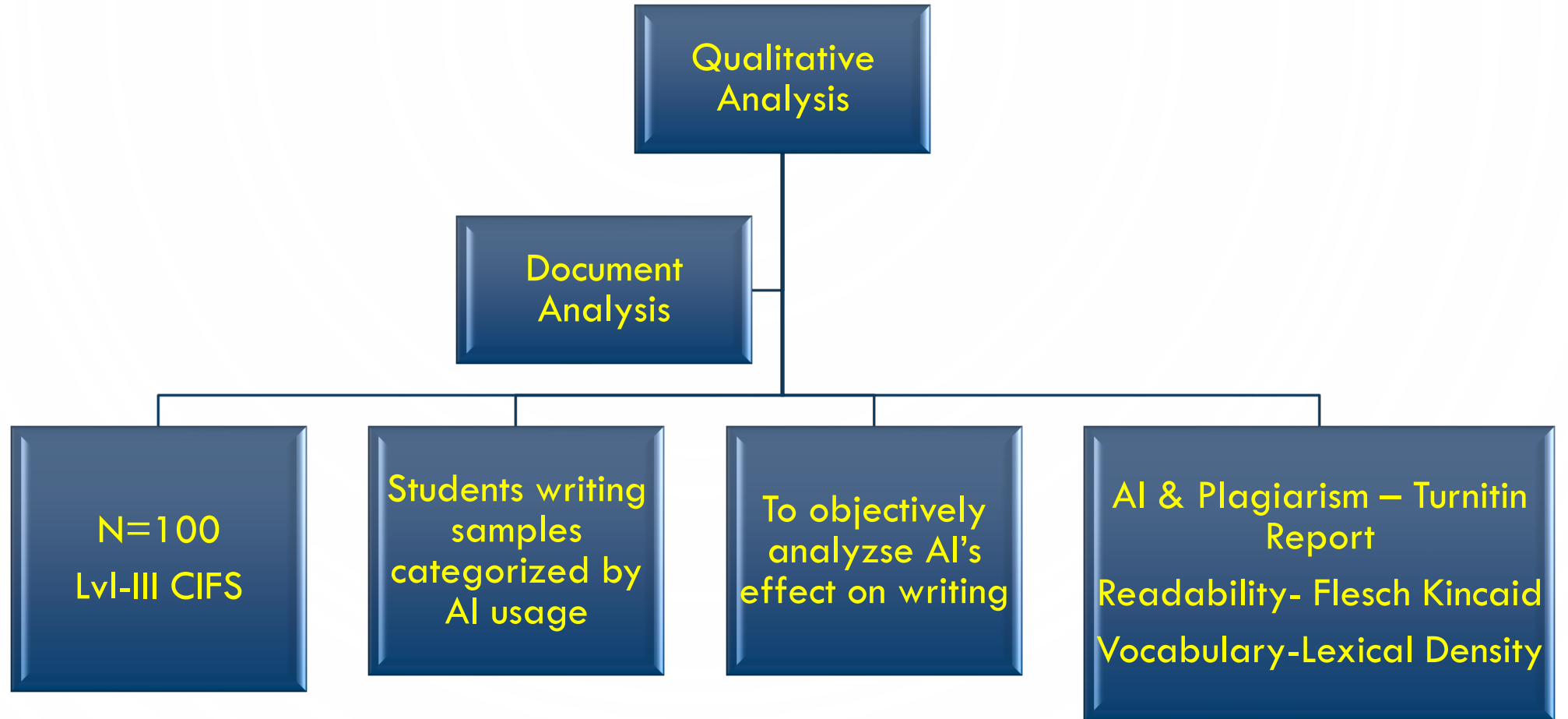
Many students suggested a **balanced approach**, where AI is used for specific tasks not for complete content generation.

Recommendations and Suggestions

Integrate AI tools with **traditional writing** methods to foster a more comprehensive learning experience.

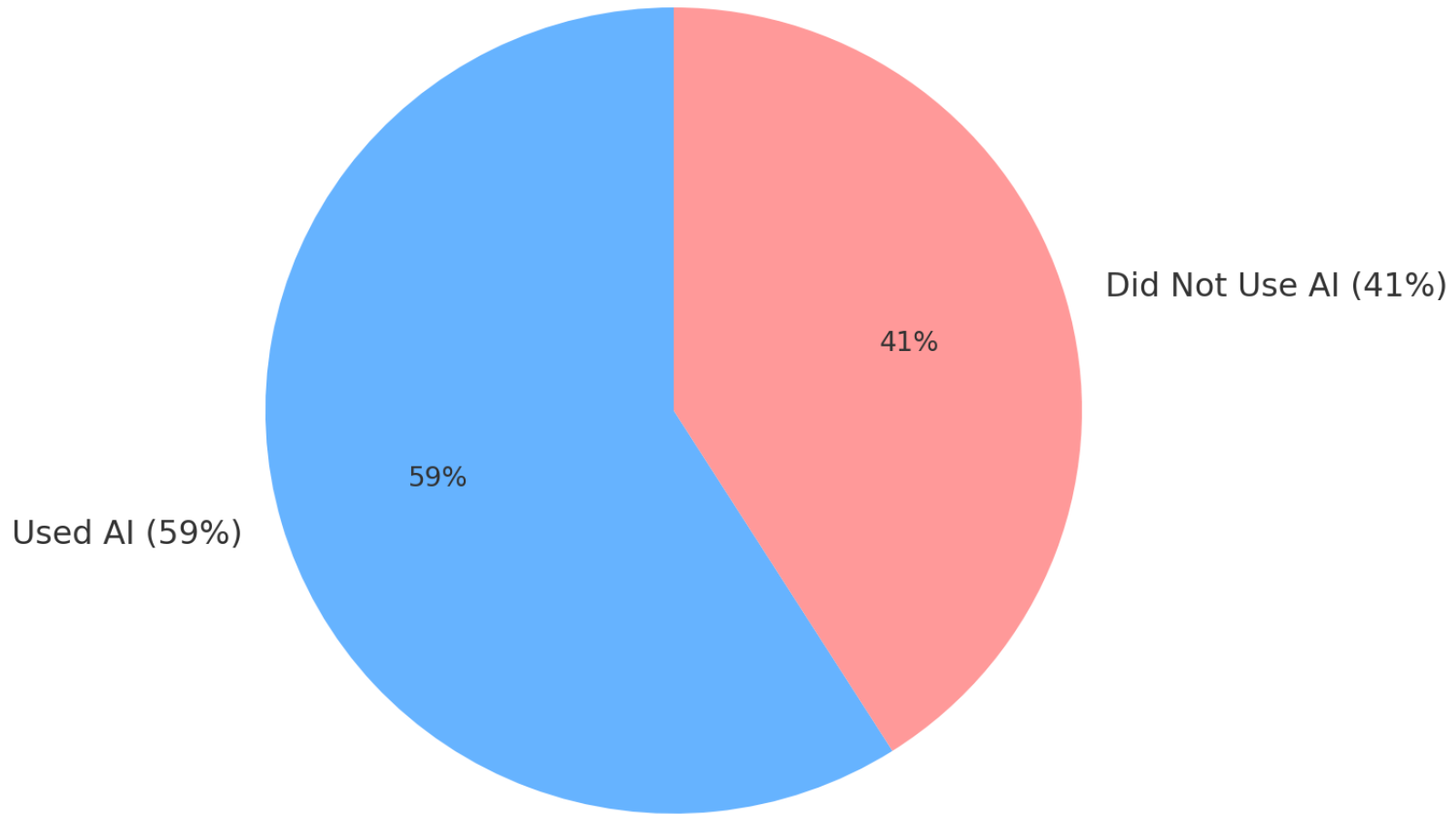
Students preferred **individual work** instead of pair work.

Research Instrument (3)



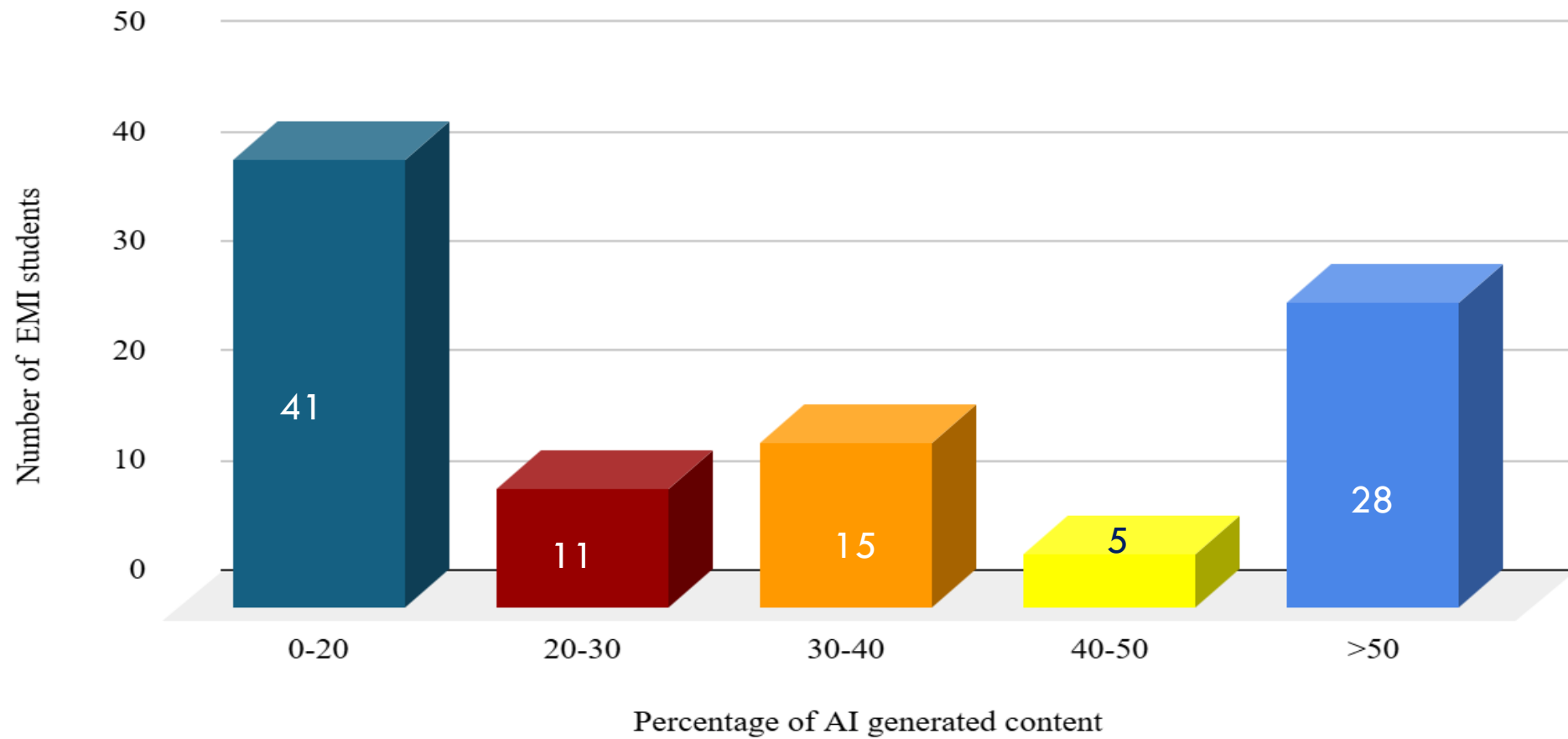
AI usage statistics

Student Use of AI in Academic Writing



EMI student's AI usage pattern

AI Generated Content

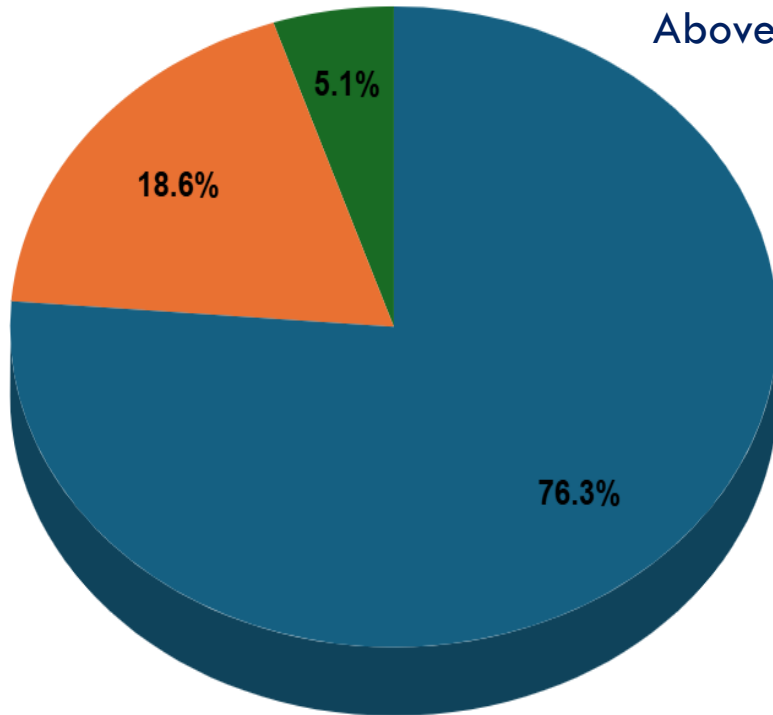


AI-Driven Plagiarism

Plagiarism Analysis

AI Generated Content

● 20 ● 40 ● >40

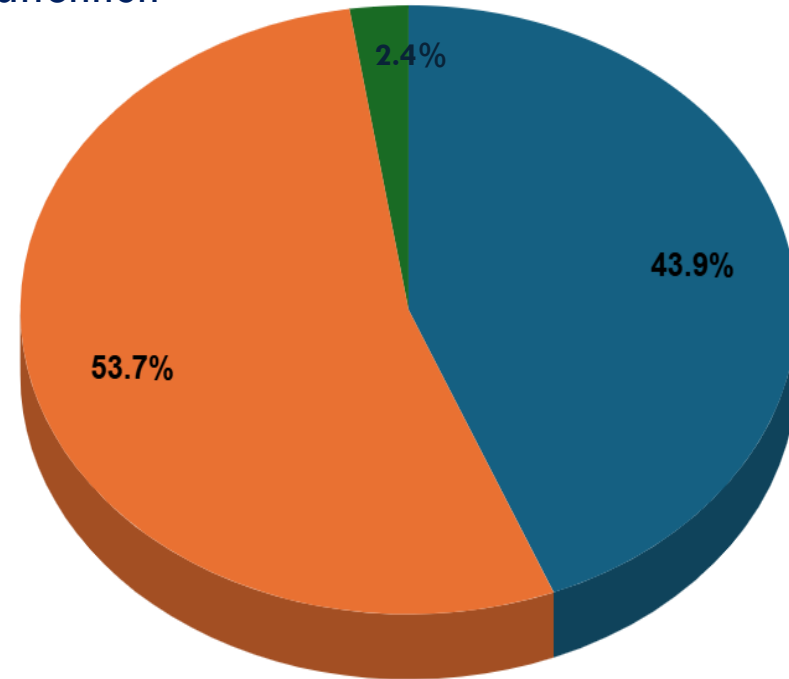


0-20% Safe
21%-40% Moderate usage
Above 40% Needs attention

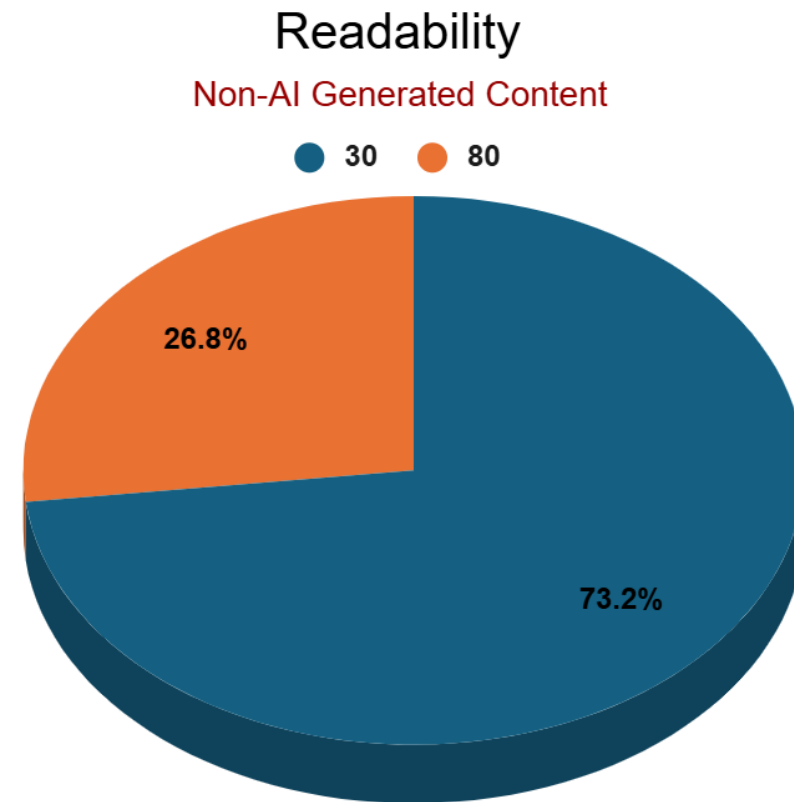
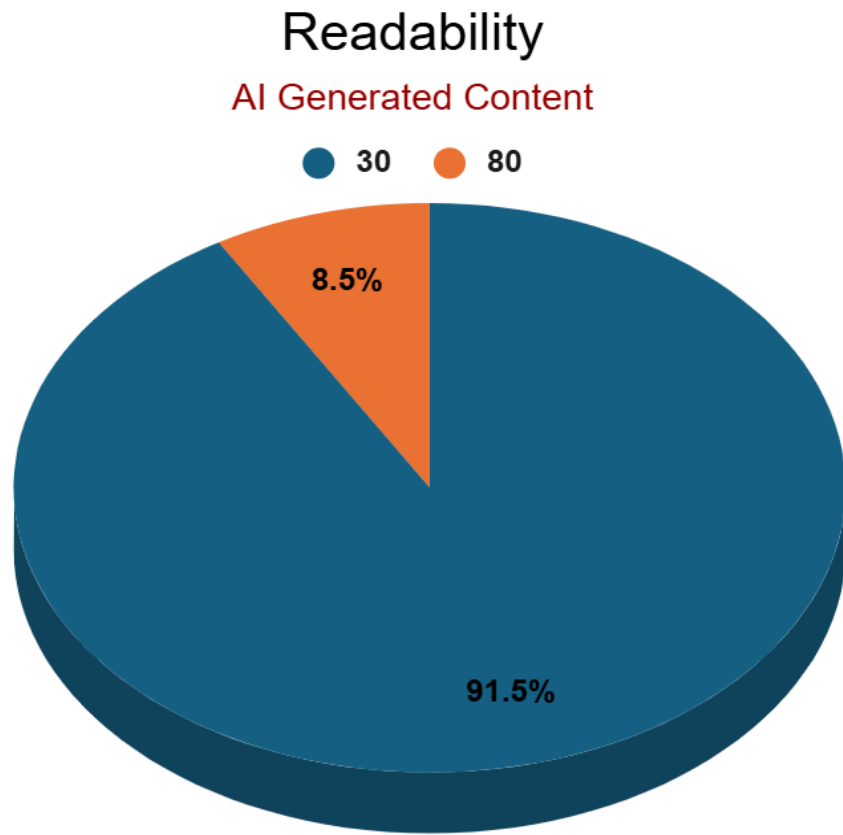
Plagiarism Analysis

Non-AI Generated Content

● 20 ● 40 ● >40



AI and Student Readability



AI and Readability Metrics

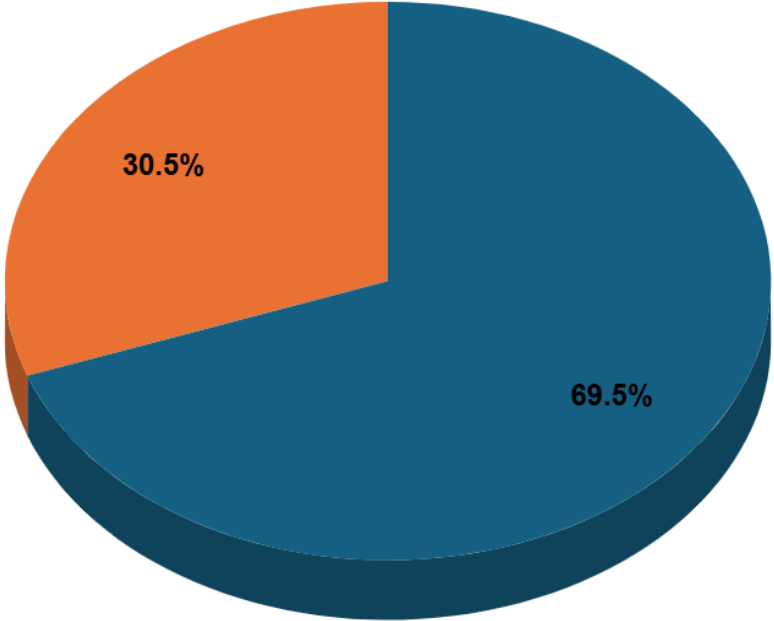
Percentage	Flesch Readability Ease 0-30: Difficult; 60-80: Standard; 90-100: Very Easy			F Kincaid Grade level 8: 8th Grader; 12: Senior Level; >14: College level		
	30	80	>80	8	12	14
Values						
AI Generated	91.53	8.47	0	1.69	0	98.31
Non- AI	73.17	26.83	0	4.88	2.44	92.68

AI and Lexical Density

Lexical Density

AI Generated Content

● 70 ● <70

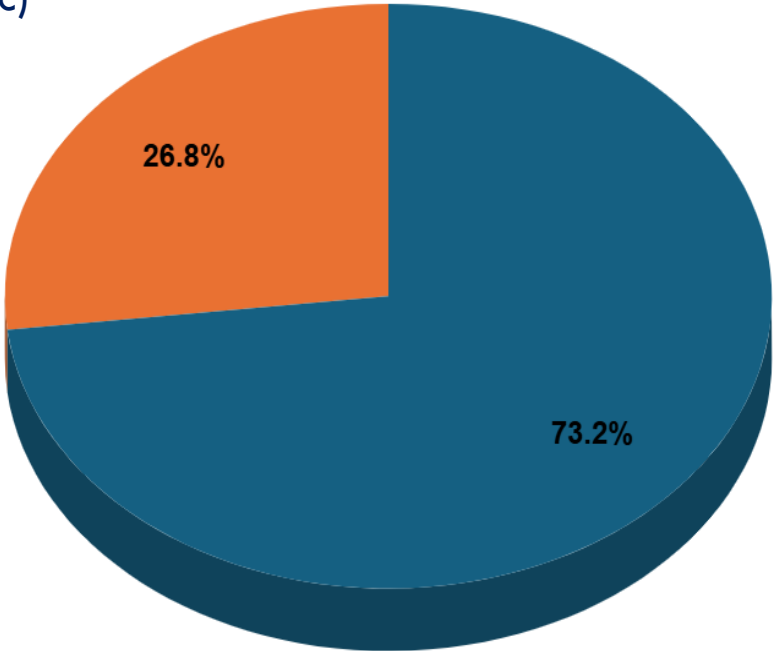


<40% Very Low (Spoken)
40-50 Moderate
50-60 Higher
>60% Very High (Academic)

Lexical Density

Non-AI Generated Content

● 70 ● <70



Limitations

- Limited participant diversity;
- Only AE module coverage;
- Reliance on Self-Reported AI Usage;
- Contextual Influence (EMI Setting)

Recommendations

- Promote AI as a Collaborative Partner
- Train Students in AI Literacy for Academic Integrity
- Embed in the curriculum (e.g., skills development, assessment)

What Do You Think?

Do you believe generative AI can truly support students' voices and collaboration, or are we risking too much?



Any Questions?





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Thank you...

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