

Will the next student essay you mark be written by A.I.?

**Implications of the recent A.I. technology
development on the future of the teaching of EAP
writing skills**

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Outline

- Landscape: where are we now?
- AIGC/Generative AI: why are we vulnerable to it?
- Plagiarism and cheating in a post-AIGC world
- The role of writing
- A Chinese EMI institution's potential approach



Landscape: where are we now?



Landscape: where are we now?

1. Faster, better, more Large Language Models



Landscape: where are we now?

2. Integration of AIGC with existing popular applications

Quizlet



duolingo



grammarly



Landscape: where are we now?

3. Microsoft 365 + CoPilot



Source: <https://www.howtogeek.com/879737/microsoft-365-copilot-will-add-ai-to-word-outlook-and-more/>



Landscape: where are we now?

4. More specialized AIGC-applications targeting researchers and students



Complete hours of
reading in minutes.

A web app that helps you read, find, share &



Ask a question, get conclusions from research papers



You Write, Jenni Completes

Supercharge your writing with the most advanced AI
writing assistant.



AIGC/Generative AI: why are we vulnerable to it?



Why are we vulnerable to it?

Two main reasons:

1. Massification of Higher Education
2. The types of assessments that we often use on EAP modules

Amid excitement and anxiety, the rest of the world is trying very hard to keep apace with the latest AIGC development , including education institutions...



Which side to take?

As of March, 8 of the 24 Russell Group universities have officially announced a ban on the program in assessed work¹

International Baccalaureate (IB) said that said schoolchildren will be allowed to use the chatbot in their essays³

Ban it?

More universities are in the process of updating guidance and assessment policies ²

Embrace it?

1. <https://www.redbrick.me/top-uk-universities-ban-chat-gpt>
2. <https://inews.co.uk/news/oxford-cambridge-ban-chatgpt-plagiarism-universities-2178391>
3. <https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>



Which side to take?

Imperial College London

*“Submitting work and assessments created by someone or **something** else, as if it was your own, **is plagiarism and is a form of cheating, and this includes AI-generated content.**”¹*

University College London

*“We believe these tools are potentially transformative as well as disruptive, that they will feature in many academic and professional workplaces, and that rather than seek to prohibit your use of them, **we will support you in using them effectively, ethically, and transparently.**”²*

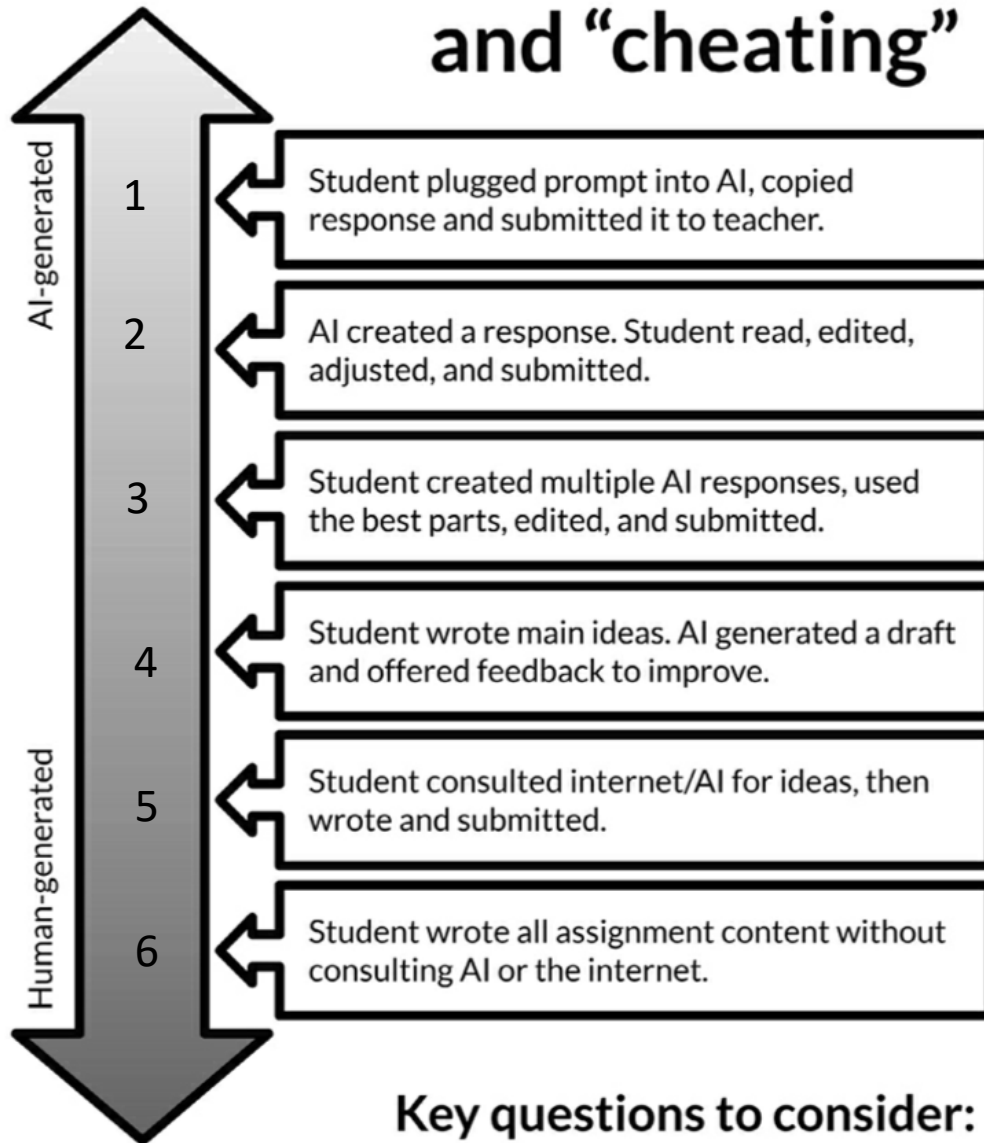
¹ <https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/conversational-ai-tools-guidance/>

² <https://www.ucl.ac.uk/teaching-learning/assessment-resources/ai-education-and-assessment-staff-briefing-1>

Plagiarism and cheating in a post-AIGC world



Rethinking “plagiarism” and “cheating”



Q1: Which of these would you consider “cheating”?

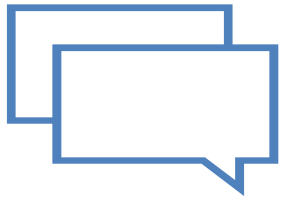
Q2: Which of these is relevant to our students’ future?

Q3: Which of these would you use in your work as a teacher?

The role of writing



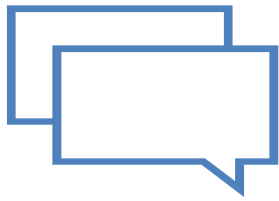
The role of writing



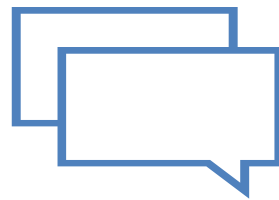
*“(Academic writing) is the main way that students **consolidate their learning** in a subject area, the means by which tutors **judge the extent students have understood material**, and the main instrument for **assessing success or failure**”.*

Hyland (2006, p.56)

The role of writing



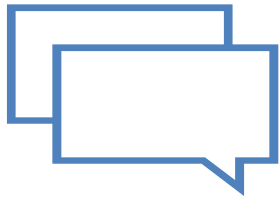
*“(ChatGPT and other forms of Generative AI) may push professors to **consider the way writing is used for assessment** in courses that are not designed to develop writing”*



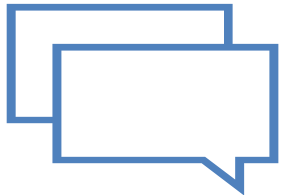
*“One of the things that may come up is we discover that **certain written assessments** we’ve done because we think students should be writing **could be better done in other ways**”.*

John Warner, in a recent interview with Beckie Supiano (2023)

The role of writing

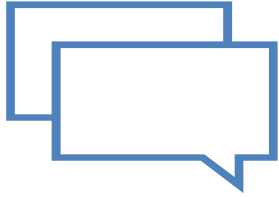


“writing-intensive classes need to be small enough so that instructors can offer personalized feedback. This is especially important because it creates buy-in from those who matter: the students.”

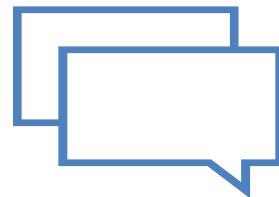


Why would students who are getting little to no feedback on their work not resort to ChatGPT to write their essays?

The role of writing



Why would they make themselves vulnerable on a page (for writing is indeed a very vulnerable act) if they know that the instructor reading doesn't have the resources to offer generous feedback? Better to let the machine produce a bland text than to take risks finding your own idiosyncratic voice.



*"The problem is not just the technology, but the context in which the technology embeds itself. **If students feel like they are just another cog in the university assembly line, then they will submit generic, machine-produced essays**".*

A Chinese EMI institution's potential approach



English Language Centre

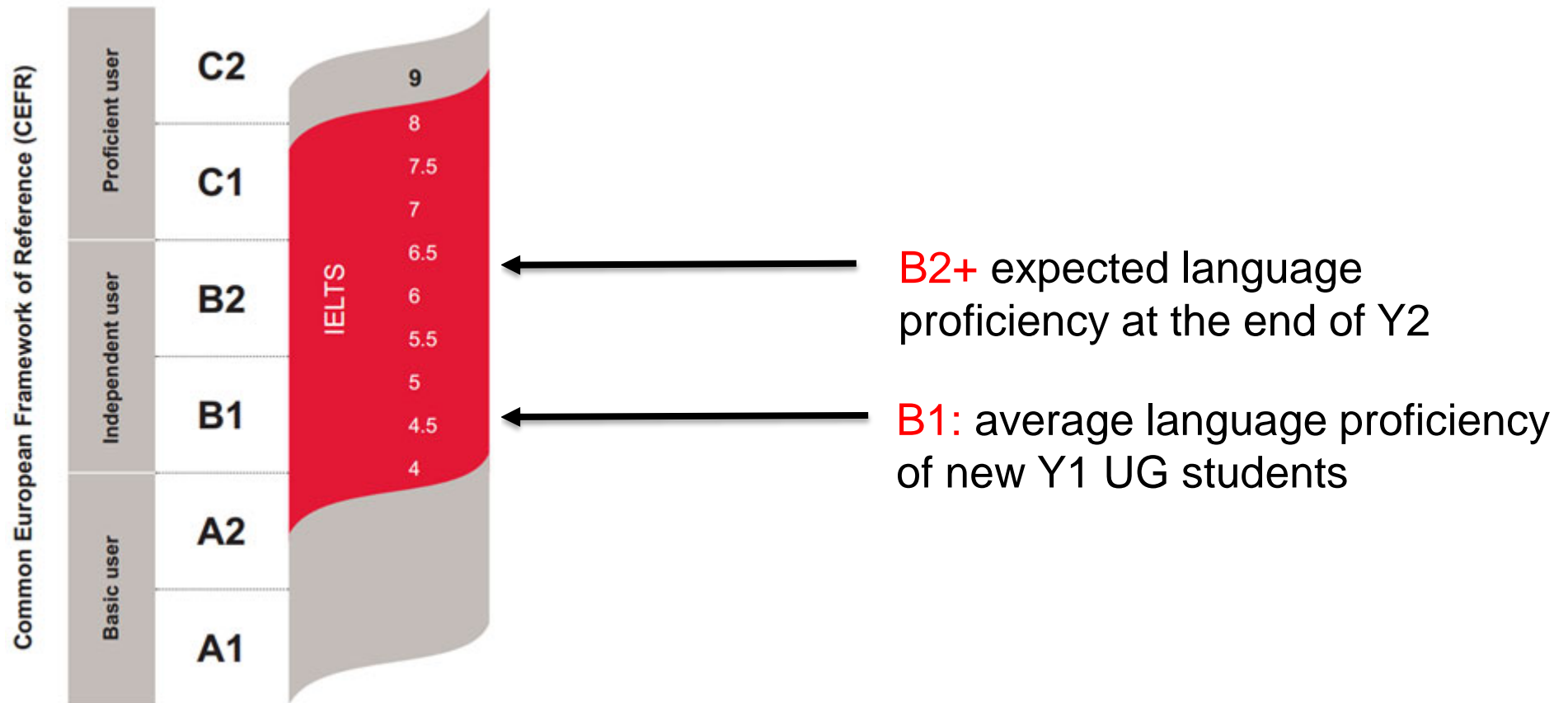
School of Languages, XJTLU

Context

- Largest transnational EMI university in China
- 5000+ new UG students and 3000+ PG students every year
- ELC is responsible for delivering Y1 (EGAP approach) and Y2 (ESAP approach) credit-bearing EAP modules



English Language Centre School of Languages, XJTLU



Potential Approach

Y1 EGAP



- Include more analog tests
 - Encourage critical thinking and problem-solving skills
- Reduce the weight of written coursework
- More emphasis on speaking assessment
- Find a way to link speaking and writing assessment (e.g., viva approach)



Y2 ESAP

- Include more project-based learning tasks
 - Promote more language and content integration
 - Increase student engagement
 - Ensure students' language proficiency development



Potential Approach: EAP for Design

Context

- EAP module for Y2 students from the Design School, XJTLU.
- 10 credit, year-long
- 450+ students and 8 EAP teachers



Potential Approach: EAP for Design

Before



- Three coursework
 - One writing coursework
 - Two speaking coursework
- Exam
 - Two-hour integrated exam

After



- A series of in-class tests added
- Project-based Learning
 - Two projects added
 - Final project worth 70% of the module marks
- Resit exam also changed to a project



Summary

- Acknowledging the fact that AI is going to stay and students will use them now matter how we want to regulate their use behaviors.
- Rethink and keep improving the contextualized approach to EAP teaching and assessment
- Continue to reskill and upskill so that we can fully tap the benefits of AIGC applications



References

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Thank you!

Questions?

