Generative AI in Academic Writing: English for Academic Purposes Practitioners' Perceptions and Teaching Practice

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A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Arts in Applied Linguistics and English Language Teaching

King's College London
September 2024

Acknowledgements

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List of Abbreviations

AI	Artificial Intelligence
AWE	Automated Writing Evaluation
BA	Bachelor of Arts
BALEAP	British Association of Lecturers in English for Academic Purposes
BSc	Bachelor of Science
CFTEAP	Competency Framework for Teachers of English for Academic Purposes
CPD	Continuing Professional Development
DELTA	Diploma in Teaching English to Speakers of Other Languages
EAP	English for Academic Purposes
EGAP	English for General Academic Purposes
ELT	English Language Teaching
ESP	English for Specific Purposes
ESAP	English for Specific Academic Purposes
GenAI	Generative AI
GPT	Generative Pre-trained Transformer
HE	Higher Education
HEI	Higher Education Institution
IELTS	International English Language Testing System
LLM	Large Language Model
MA	Master of Arts
MCQ	Multiple Choice Question
MT	Machine Translator
NNES	Non-native English Speaker
PhD	Doctor of Philosophy
RQ	Research Question
TEFL	Teaching English as a Foreign Language
TEFL-Q	TEFL Qualified
TESOL	Teaching English to Speakers of Other Languages
SPSS	Statistical Package for the Social Sciences

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Abstract

The study investigates how English for Academic Purposes (EAP) practitioners in UK higher education perceive the impact of Generative AI (GenAI) tools on academic writing. The research focuses on practitioners' perceptions of students' use of GenAI for their writing and how these tools are incorporated into teaching practices. Two main objectives guided the research, namely understanding EAP practitioners' perceptions of GenAI in academic writing and exploring their pedagogical decisions.

A mixed-method approach was employed, combining a quantitative survey with qualitative semi-structured interviews. This design allowed for an initial broad analysis of the perceptions and practices of 45 EAP practitioners from 22 universities in the UK, followed by an in-depth exploration of their experiences and thoughts.

In contrast to previous studies of university teachers, the majority of EAP practitioners have discussed and taught about GenAI, indicating increasing attention towards these tools in the field of academic writing. Possible factors that may have influenced practitioners teaching GenAI were their personal use of the tools, positive attitudes to the impact on student skills and student engagement. However, results showed a lack of consensus in perceptions of GenAI's role in academic writing. While many practitioners saw its potential for scaffolding student writing, the number teaching those skills was lower and concerns were expressed around the potential negative impact on learning. In addition, practitioners' universities have started implementing GenAI policies for academic writing, but practitioners largely found them inadequate.

The findings emphasise the need for institutions to develop clear policies on GenAI usage in academic writing and provide comprehensive training for EAP practitioners. The study concludes that although practitioners are engaging with GenAI in their teaching, many still lack the knowledge or institutional support to guide students effectively. Future research should focus on how adequate policies and training can be aligned with the rapid advancements in GenAI technologies to enable practitioners to adequately support students' academic writing.

1. Introduction

The recent disruption triggered by Generative Artificial Intelligence (GenAI) in various industries worldwide cannot be understated. In the field of education, GenAI has the potential to revolutionise teaching and learning and force institutions to rethink curriculum design, assessments and policies (Chan and Colloton, 2024). Universities have been particularly affected by large language models (LLMs) like ChatGPT's capabilities of processing written information and generating novel content based on user input (Bobula, 2024). The use of these tools by students in their academic work has led to concerns around plagiarism and academic integrity (Amani *et al.*, 2023) and the possible impacts on student learning and assessment design (Kasneci *et al.*, 2023).

A field acutely affected is English for Academic Purposes (EAP) as it focuses on language instruction tailored to the communicative needs of individuals in academic settings (Hyland and Shaw, 2016). As students' proficiency and learning in EAP are often assessed through written assignments there is particular concern that AI-assisted tools may mask underlying language difficulties and hinder language development (Alharbi, 2024). GenAI can impact key areas of the academic writing process, like reading literature, brainstorming, linguistic expression, feedback and editing (Chan and Colloton, 2024) hence the impact of GenAI on academic writing is particularly significant and in need of exploration.

However, Roe *et al.* (2024) claim that the role of GenAI in EAP is a relatively unexplored research area. Liu *et al.* (2024) agree, specifically citing the lack of studies on the perceptions of key stakeholders in EAP around the use of LLMs in teaching and learning. Considering most of the extant studies are on perceptions of students in higher education (HE) (e.g. Chan and Hu, 2023; Utami *et al.*, 2023) or academic teaching staff at universities (e.g. McGrath *et al.*, 2023; Cong-Lem *et al.*, 2024), there is a need for studies in the field of EAP. Further, Ansari *et al.* (2024) observed that three-quarters of studies on ChatGPT in HE were non-empirical, highlighting the need for empirical research on how teachers and students use GenAI in HE. As

EAP practitioners are uniquely placed as language and writing experts in higher education institutions (HEIs), their perceptions of the impacts of GenAI on academic writing would be of particular value. Therefore, this study aims to address the research gap specifically of EAP practitioners' perceptions and teaching practices around GenAI use.

This study has two main goals. Firstly, to advance understanding of the impact of GenAI on academic writing and its instruction in my context, UK HE. Secondly, to gain insights into EAP teaching practices for enhancing academic writing instruction and learning with GenAI.

In order to establish the study's methodology and research questions a comprehensive literature review of GenAI in relation to the UK HE context, EAP and academic writing will be detailed in Section 2. Section 3 will explicate the mixed-methods research design of quantitative survey data collection combined with semi-structured interviews. Section 4 presents the findings and discussion of the data analysis indicating potential areas of concern among EAP practitioners and detailing their recommendations. Finally, Section 5 concludes with an attempt to address the goals of this study in reference to the two research questions around the implications and recommendations for UK HE and EAP regarding GenAI.

2. Literature Review

A literature review on GenAI in academic writing was conducted to inform this study's research questions and instruments. I will first present an overview of the EAP and academic writing field, followed by definitions of AI and GenAI and explore their integration into HE. Theoretical foundations, including scaffolding, learner autonomy and critical thinking, will be examined through the British Association of Lecturers in English for Academic Purposes (BALEAP) Competency Framework for Teachers of English for Academic Purposes (CFTEAP) (BALEAP, 2008), with attention to the link between teachers' beliefs and pedagogy. Finally, the research questions will be outlined and justified.

2.1 EAP and Academic Writing Instruction

In English Language Teaching (ELT), the field of English for Specific Purposes (ESP) arose to provide adequate preparation for learners' specific needs in job roles or studies in English (Charles and Pecorari, 2016). EAP emerged as a distinct field from ESP in the 1960s (Wingate and Tribble, 2012). Due to its origins in language teaching a major focus of EAP is on supporting non-native English speaker (NNES) learners' linguistic skills and their use in university-level academic study (Jordan, 2001). Contemporary EAP expands upon this to encompass a broad range of settings and learners (Hyland and Jiang, 2021). This includes both undergraduates and postgraduates and is not limited to NNES but can include first-language English speakers (Bell, 2024). EAP practitioners may teach English for General Academic Purposes (EGAP) which focuses on generic academic English, or English for Specific Academic Purposes (ESAP) which concentrates on the specific discourse, lexis and genres that are necessary in particular academic disciplines (Hyland, 2006). EAP thus focuses not just on language skills but also the acculturation to the academic discourse community (Charles and Pecorari, 2016), which includes the texts and genres as well as the ideas, values and practices students will encounter in their disciplinary communities.

The accelerating development of the EAP field is a direct response to changes in HE worldwide, including marketisation and internationalisation (Bell, 2024). Considering the UK context, Tribble (2009) states succinctly

> EAP in the United Kingdom can best be understood in the context of the spread of the English language to other educational cultures and the rapid growth in the number of L2[1] students entering UK higher education
>
> (p.402)

International student numbers have increased rapidly, now constituting almost a quarter of the total number of students in the UK (Bolton *et al.*, 2024) and bring with them huge financial revenue to HEIs (Hyland, 2018). In UK HE, EAP may be taught in foundation courses and pre-sessional courses which typically prepare these international students for academic programmes, or in-sessional courses where students study alongside their main degree programmes (Jordan, 2001). EAP practitioners may often be involved in remedial study support, like in university writing centres (Liu and Harwood, 2022). EAP may also be taught outside of HEIs in private language schools in preparation for students to enter universities (e.g. Kaplan, 2023) or in secondary schools (Bell, 2024).

Academic writing instruction is a crucial area of EAP as the production of academic text genres is an essential part of academic study. Academic writing is becoming more digital and multimodal requiring students to use a variety of digital tools in the academic writing process (Lim and Polio, 2020; Kessler and Casal, 2024). Now the ability to evaluate written output and compose writing appropriately through digital tools is a key aspect of the digital literacy needed for modern-day writing (Hyland, 2022).

There is no single definition of the processes and steps which constitute academic writing. The process of writing proposed by Flower and Hayes (1981) outlines three writing processes: planning, translating and reviewing. There are various sub-processes within each phase. 'Planning' includes generating ideas, organising the information and setting goals. 'Translating'

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[1] L2 means 'second language', in the context of this quotation English is the students' second language.

is the process of composing the text. 'Reviewing' includes evaluating the text, reorganising and editing. Further, as reading is the starting point of literacy instruction (Tribble and Wingate, 2013) it must also be considered as an important part of the academic writing process. Academic writing depends on reading, which involves not only understanding the texts but also analysing and evaluating them (Alexander *et al.*, 2008) and there has been increasing interest in the role of reading for writing in the field of EAP (Hirvela, 2016). This study will consider academic writing to consist of all of these stages, including reading, planning, composing and reviewing, as areas in which GenAI may have an impact.

2.2 AI and GenAI in HE

Lea (2016) observed a major shift in both the HE landscape and student-teacher relationships due to the rise of digital technologies. Various technological changes had already impacted teaching and learning dramatically, even before the release of GenAI. In addition, the COVID-19 pandemic contributed to the rapid acceleration of digitalisation in HE since 2019 (Bygstad *et al.*, 2022). Increased adoption of various digital tools among HEIs, educators and students has led to significant changes, which will be explored below.

The digital technologies with the greatest impact on HE are arguably AI-powered tools. As there is no singular definition of AI, it is crucial to explore this concept as a foundation for the discussion of GenAI. UNICEF defines AI as

> machine-based systems that can, given a set of human-defined objectives, make predictions, recommendations, or decisions that influence real or virtual environments. AI systems interact with us and act on our environment, either directly or indirectly. Often, they appear to operate autonomously, and can adapt their behaviour by learning about the context.
>
> (UNICEF, 2021, p.16)

The key idea is that humans define the objectives and parameters of the AI tool. Then, the AI can interact in some way and appear autonomous with the ability to learn, even though they

are limited by the programming written by their human creators. The idea of apparent intelligence is further developed in the AI definition from a European Parliament report, which states AI is a computer system that

> displays behavior simulating intelligence by, inter alia, collecting and processing data, analyzing and interpreting its environment, and by taking action, with some degree of autonomy, to achieve specific goals.
> (European Parliament, 2021, p.6)

The 'specific goal' that the AI has been programmed to do is another crucial addition to the definition of AI above. AI is a tool built to achieve a goal but with some ability to be autonomous or learn. AI is thus a broad term that encompasses a range of technologies and approaches, such as machine learning, natural language processing and neural networks (Baker and Smith, 2019).

GenAI adds to these definitions of AI 'the power to imitate human capabilities to produce outputs such as text, images, videos, music and software codes' (Miao and Holmes, 2023, p.2). Users input text, called 'prompts', and GenAI chatbots generate a personalised and detailed response within seconds. These generated responses utilise the underlying LLM programming and vast amounts of training data to notice patterns in the data and predict what the most common next word may be to produce coherent text-based outputs (Sabzalieva and Valentini, 2023). GenAI improves and learns from user input using 'reinforcement learning from human feedback' (Carlson *et al.*, 2023, p.1). These technologies are recent innovations with the first LLM being released in 2018 (Kasneci *et al.*, 2023).

ChatGPT is the most well-known and widely used GenAI tool which was publicly launched on November 30th 2022 by OpenAI (OpenAI, 2022). Within a week of release it had over one million users (Dennean *et al.*, 2023) and by January 2023 had over 100 million, which makes it the fastest-growing consumer application in history (Hu, 2023). One reason for ChatGPT's wide use may be due to being user-friendly and intuitive (Salloum *et al.*, 2024), requiring no special technical skills above an everyday computer user. The free version of ChatGPT available from

2022 was GPT-3.5, which is capable of outputting plain text, bullet point lists, tabulated text and numerical data. Alternative GenAI LLMs with different features and functionality, like Microsoft's Copilot, Google's Gemini, and Anthropic's Claude, have also been developed.

Due to ChatGPT's ability to produce novel written output, it quickly became widespread among students for academic work. Many HEIs worldwide initially responded with a knee-jerk response of banning the use of GenAI in academic work (Sabzalieva and Valentini, 2023) because use of GenAI in writing was seen as a form of plagiarism (Cotton *et al.*, 2024). Perceptions changed throughout 2023 due to developing understanding and familiarity with GenAI tools (Perkins *et al.*, 2024). Guidance documents have been produced by international organisations, like UNESCO's 'Guidance for GenAI in Education and Research' (Miao and Holmes, 2023) and 'ChatGPT and AI in HE' (Sabzalieva and Valentini, 2023). These both identify key issues[2] with GenAI in the field of EAP, including academic integrity for students (Bobula, 2024), bias in the underlying programming and training data which results in biased output (Bentley *et al.*, 2023) and concerns around privacy for the data we input (Wang *et al.*, 2023).

Despite the limitations of GenAI, educators have been encouraged to develop AI literacy in students and help avoid overreliance on the tools (Miao and Holmes, 2023). Ng *et al.* (2021) developed a four-aspect AI literacy framework, which consists of 'know and understand, use and apply, evaluate and create, and ethical issues' (p.1). Although this framework was designed for use in the AI discipline (i.e. for students who programme AI), it could be applied to the use of GenAI. In a recent book on GenAI in HE, Chan and Colloton (2024) dedicate a chapter to AI literacy. They succinctly define it as 'understanding the basic principles of AI, recognising its applications, and being aware of ethical, social, and privacy implications while responsibly engaging with AI systems' (Chan and Colloton, 2024, p.26). This covers the same ground as Ng *et al.* (2021)'s definition but adds responsible use as a key aspect of engaging with GenAI in HE contexts.

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[2] It is important to acknowledge there are also significant ethical issues with GenAI beyond the scope of EAP and this study, like the huge environmental impact due to energy consumption (The International Energy Agency, 2024) and poor labour conditions for workers involved in training LLMs (Hern, 2024).

Various UK institutions have released guidelines for GenAI in education. The Department for Education (DfE) produced guidance for GenAI in education (DfE, 2023), the Joint Council for Qualifications (JCQ) offers guidance for GenAI in assessments (JCQ, 2024) and JISC (2023, 2024) provides guidance specifically for GenAI in HE contexts. These documents acknowledge that GenAI use in education is now a reality and aim to support educators to make informed decisions around ethical and appropriate GenAI use for students. A good example of this is the Russell Group of 24 universities' joint statement promoting AI literacy amongst both staff and students, supporting ethical and effective use of the tools while maintaining academic integrity (Russell Group, 2023).

However, continual GenAI developments quickly render guidance documents outdated. For example, in May 2024 GPT-4o was launched which boasts that it can 'reason across audio, vision, and text in real time' (OpenAI, 2024a) with significant improvements in handling non-English text. Many of the previous recommendations to 'AI-proof' student assignments, like those by Rudolph *et al.* (2023), would now be able to be easily performed by GPT-4o. These constant updates make it challenging for educators to stay informed, assess the impact on student work, and teach the effective and ethical use of GenAI. For HEIs, it necessitates constant updating of policies and training for staff and students. Concerningly, studies into HEI's policies around AI show that they are slow to adapt their policy approaches (Perkins and Roe, 2024) which means they may struggle to cope with these constant technological advances.

2.3 AI and GenAI in Academic Writing

In the field of academic writing, AI-powered tools may support various stages of the academic writing process. Roe *et al.* (2023) systematically classified these tools into three main categories based on their functionality. Firstly, machine translators (MTs), like Google Translate which has been utilising a form of AI (neural machine translation) since 2016 (Google, 2016). MTs have commonly been used by students in the academic writing process to improve lexicogrammatical accuracy (Lee, 2020). Secondly, digital writing assistants like Grammarly can

support the writing process by improving writing and giving suggestions (Roe *et al.*, 2023). Thirdly, automated paraphrasing tools like QuillBot have training data on grammar, lexis, register and clarity, which enables alternative forms of inputted text via synonym substitution (Pfeifer, 2024). There has been widespread use of automated writing evaluation (AWE) programs in EAP which combine automated scoring and feedback (Zhang and Hyland, 2018). However, Rudolph *et al.* (2023) warn that ChatGPT's cutting-edge ability to give feedback may make existing AWE programs redundant.

No matter the tool, Yim and Warschauer (2016) emphasise the practitioner's role in implementing a technology-integrated EAP curriculum as a facilitator guiding appropriate use of the tools. However, determining appropriate use of AI-powered tools for supporting academic writing requires empirical research on the impact on students. The majority of existing EAP research has been into MT in academic writing due to its longer history. Studies indicate that MT can improve linguistic accuracy (Chung and Ahn, 2022) and enhance content and vocabulary (Tsai, 2022). Research tends to indicate that GenAI tools can aid students in their writing when used appropriately (e.g. Kasneci *et al.*, 2023; Kohnke *et al.*, 2023; Xiao and Zhi, 2023; Du and Alm, 2024). Empirical studies into students' use of GenAI in academic writing have shown it may support students in various aspects of the academic writing process, including brainstorming and idea generation (Xiao and Zhi, 2023), summarising and paraphrasing text (Glahn, 2023), planning and structuring (Xiao and Zhi, 2023), synthesising sources (Strobl *et al.*, 2024), argument formulation (Guo *et al.*, 2024), feedback for improvement (Carlson *et al.*, 2023) and overall writing productivity (Yuan *et al.*, 2024).

However, GenAI's suitability for supporting academic writing is questionable, as it may lack the genre-specific training data and discipline-specific knowledge required for advanced study in HE (Yuan *et al.*, 2024). Concerningly, most GenAI platforms, including ChatGPT, do not disclose the large textual corpora they are trained on, and ChatGPT cannot access or report the specific documents it used to generate its responses (Chan and Colloton, 2024). ChatGPT output is often considered generic due to its training on various disparate text genres (Perkins *et al.*, 2024). Further, a critical EAP perspective (e.g. Benesch, 2010) criticises traditional EAP

pedagogy as reproducing Anglo-centric discourse norms unquestioningly (Hyland, 2018). Similarly, ChatGPT could exacerbate this issue as it outputs homogenous language based on mostly Anglo-centric text from the internet (Barrett and Pack, 2023).

Nevertheless, recent studies indicate improvements in ChatGPT's performance in academic writing. Perkins *et al.* (2024) showed that an entirely ChatGPT-4 generated essay in the School of Business at a UK Quality Assurance Agency approved university could achieve a first-class grade of 75 out of 100 in blind marking. Further, in January 2024 OpenAI launched the GPT store which allows users to create and share customised chatbots (OpenAI, 2024b). This can enable educators to create customised versions of ChatGPT with extra prompts built in which change ChatGPT in pedagogically significant ways, like having ChatGPT elicit from learners rather than providing answers. Users can also 'fine-tune' (see Wang and Gayed, 2024) the LLM by giving it additional training data from specific academic discourse communities. This may overcome the weaknesses of using the base form of GenAI models and improve academic writing support.

The increased ability of GenAI to output high-quality academic work is a pressing concern in HE around learning loss and a negative impact on academic writing skills (Amani *et al.*, 2023). However, few empirical studies have yet examined the impact of GenAI tools, like ChatGPT, in HE (Ansari *et al.*, 2024). In empirical research on MT, Fredholm's (2019) longitudinal study of MT use among high school students found higher lexical diversity at the time of MT use but if access to MT was removed, there was a lack of long-term vocabulary development. Similarly, when GenAI is removed, we may find students have failed to build the skills required for academic writing. Little is currently known about the long-term impact of GenAI on student skills. Nevertheless, most researchers seem to agree with Strobl *et al.*, (2024) who call for teachers to employ writing pedagogy which guides students to critically approach AI-based writing and translation in a way that supports their writing skills development.

The final concern I will examine is academic integrity in academic writing assessments which is especially a concern in EAP where students' language learning and abilities are often assessed

by their writing outputs. Plagiarism facilitated by technology is a longstanding issue in academic writing (Hyland, 2022), for instance with students' MT use for academic writing there were concerns about student overreliance (Lee, 2020), academic integrity violations (Groves and Mundt, 2021) and loss of learning (Gayed *et al.*, 2022). The research around GenAI finds very similar issues to those MT faced. For example, Yuan *et al.*'s (2024) small-scale empirical study showed three of the seven student writers reported copying and pasting directly from ChatGPT into their academic work which raises issues of potential plagiarism. On the other hand, some studies of student perceptions indicate students consider undisclosed use of GenAI to complete assignments as unacceptable (Barrett and Pack, 2023).

For HEIs and educators, in order to enforce academic integrity policies or to offer additional support on undisclosed GenAI use, it must be able to be detected. Presently tools to detect AI-generated text, like Turnitin AI Detector and GPTZero, are not accurate (Bentley *et al.*, 2023; Liang *et al.*, 2023) and are easily evaded by running text through multiple GenAI tools (Moorhouse *et al.*, 2023). Further, studies suggest that educators are unable to reliably judge GenAI produced assignments (Scarfe *et al.*, 2024) and even linguistic experts cannot reliably detect GenAI texts (Casal and Kessler, 2023). This calls into question the design of existing assessments if they can be easily completed by GenAI (Rudolph *et al.*, 2023). Although, Perkins *et al.* (2024) have recently designed an AI assessment scale which Roe *et al.* (2024) have adapted to the EAP context to attempt to address these issues. The EAP AI Assessment Scale involves five levels of AI use ranging from no AI use (Level 1) to selective AI integration for advanced skills (Level 5) shown in Table 2.1

Level	Description	Focus	Example Tasks
Level 1: No AI Use	All language and skills tasks completed without AI assistance.	Developing core language skills and academic competencies independently.	Traditional examinations, in-class presentations, in-class comprehension and critical thinking tasks.
Level 2: AI-Assisted Language Input	AI used to generate or augment input materials.	Enhancing comprehension and analysis skills.	Inviting learners to engage with or create AI-generated texts for reading or listening comprehension and micro skills development. Instructor-created AI materials for assessment or practical use.
Level 3: AI for Limited Language or skills Practice	AI used for targeted practice of specific language and discourse features or academic skills development.	Reinforcing particular aspects of language, discourse, academic or discipline-specific conventions.	AI-generated content for controlled or semi-controlled practice of discipline-specific vocabulary and/or discourse features; simulated academic discussions with AI.
Level 4: AI-Assisted Task Completion with Critical Evaluation	Students use AI to assist in complex academic tasks but must critically evaluate and substantially revise AI outputs.	Developing critical thinking and digital literacy alongside language and academic skills.	Using AI for initial research or drafting, followed by substantial human revision, reflection, evaluation and critique.
Level 5: Selective AI Integration for Advanced Skills	More extensive AI use allowed but emphasizing its role in enhancing, not replacing, student work.	Preparing students for real-world academic and discipline-specific scenarios involving AI.	Using AI for data analysis in research projects, developing AI-enhanced academic presentations and discipline-specific outcome tasks

Table 2.1: EAP AI Assessment Scale (Roe *et al.*, 2024, p.7)

Table 2.1 shows the guidelines on the amount of GenAI use which is acceptable in each level of the assignment with clear example tasks, while also focusing on developing student skills. Although the EAP AI Assessment Scale by Roe *et al.* (2024) has yet to be published in a peer-reviewed journal, it is already an important step in acknowledging and supporting GenAI in the unique EAP context in HEIs.

Though further research on student skills and assessment scales with GenAI is needed, I argue that studying EAP practitioners is particularly valuable, given their expertise in language and academic writing. I will now move on to examine the theoretical background that can frame this research into EAP practitioners.

2.4 Theoretical background

As this study focuses on the UK HE context, I will examine the teacher competency framework (CFTEAP) produced by BALEAP (2008). The CFTEAP consists of four contextual categories, (1) academic practice, (2) EAP students, (3) curriculum development and (4) programme implementation, comprised of eleven competencies. These signify the knowledge and skills necessary for successful EAP instruction. BALEAP (2008) claim the framework represents the best practices in the field due to being developed from empirical research and scrutinised at BALEAP's April 2007 conference. However, the CFTEAP has been criticised for lacking an explanation of the methodology behind the selection of its criteria and no additional updates since 2008 (Ding and Campion, 2016). Nevertheless, as it is the accepted standard for EAP practitioners in the UK HE context, I will consider the criteria as part of the foundation of this study despite their limitations. I will closely examine the framework in the context of the academic literature to identify areas which may be relevant to the field of GenAI in academic writing to inform my study's theoretical focus and research instruments.

Two of the eleven competencies in BALEAP's (2008) CFTEAP relate to autonomy, namely practitioner autonomy (named 'Personal Learning, Development and Autonomy') (p.5) and student autonomy. For students, it states that practitioners should promote student autonomy through supporting their use of new technologies, group activities and individual tutoring. For practitioners, autonomy involves engaging in continuing professional development opportunities, critical reflection on your practice and engagement with academic research. In the literature, learner autonomy is a broad term which encompasses various understandings. Benson and Voller (1997) identified five uses of the term, (1) where learners study on their own, (2) the set of skills learners use in self-directed learning, (3) an inborn capacity of learners, (4) taking responsibility for one's own learning and (5) the right to determine the direction of your own learning.

I will first consider definition (1) from Benson and Voller (1997) around learner autonomy in self-directed activities outside of the classroom. These were traditionally with reference

materials, like books or computer-based language programmes but it also can now include AI-powered technological tools like GenAI (Danilina and Le Pichon, 2023). In the field of GenAI and academic writing, Du and Alm's (2024) empirical study on student use of ChatGPT indicates a positive sense of autonomy among students due to the tool's flexibility, availability, their control over learning activities and the safe space it provides for practising without judgement. Du and Alm (2024) go on to define autonomy in using ChatGPT specifically as 'students' sense of volition and choice in their use of ChatGPT for language learning, both within and outside the classroom' (p.4). Further, feedback from ChatGPT supports students to reflect and actively engage in self-revision of their texts, promoting their autonomy (Xiao and Zhi, 2023). These definitions of autonomy have moved beyond the first definition provided by Benson and Voller (1997) to include aspects of the second definition of skills students need and the fourth and fifth, in which students direct their own learning and take responsibility for it. This multifaceted understanding of autonomy will be the one taken forward in this study.

Another of the eleven competencies is 'Student Critical Thinking' (BALEAP, 2008, p.6). BALEAP recommend for practitioners to 'provide opportunities and stimulus for critical thinking in sequences of learning activities' (ibid.). This involves showing students how to review and evaluate resources, materials and aims. Critical thinking has consistently been an important concern in EAP research over the past 40 years (Hyland and Jiang, 2021). According to Cottrell (2017) critical thinking is a multifaceted process involving various skills and attitudes, encompassing the ability to analyse positions and arguments, assess evidence and assumptions, and systematically reflect on issues to synthesise information and establish one's perspective. The ability to critically evaluate digital information sources is crucial for effective reading (Hafner, 2019), which in turn underpins effective writing since our written work is built upon the synthesis of our readings.

Critical thinking is a necessary skill when engaging with GenAI tools, as the output is not necessarily accurate (Tarchi *et al.*, 2024). There are concerns around uncritical engagement with GenAI among students and negative impacts on their critical thinking skills (Cong-Lem *et al.*, 2024). A student in Song and Song's (2023) study expressed concerns about GenAI limiting

their creativity and critical thinking skills and similar results were reported by Amani *et al.* (2023). On the other hand, students in Xiao and Zhi's (2023) study appeared to have developed a critical stance to the role of ChatGPT independently through their own trial-and-error, social media information and peer discussion, which led to them questioning the accuracy and relevance of ChatGPT outputs and how to engineer prompts effectively. Kasneci *et al.* (2023) claim that LLMs may negatively impact critical thinking, so it is important to include critical thinking and problem-solving activities when teaching about GenAI tools.

The final area of relevance to this study is scaffolding. The CFTEAP recommends to 'stage and scaffold the teaching of reading and listening for study purposes (BALEAP, 2008). Scaffolding is a concept rooted in Vygotsky's (1978) social constructivism and the Zone of Proximal Development (ZPD). In education, the ZPD can be considered as the range of tasks a learner can perform unassisted. To progress past this zone, guidance through interaction with a teacher or a more experienced peer is necessary. Scaffolding can be understood as guidance for learners on tasks they cannot yet perform independently, gradually withdrawing support as they improve (Hyland, 2022). While the CFTEAP does not explicitly mention scaffolding for academic writing, it advises practitioners to 'stage the sequence of learning activities from guided to facilitated to autonomous' (BALEAP, 2008, p.7) which aligns with the concept of scaffolding outlined here.

I would argue that the concept of scaffolding can be extended to include interaction with technological tools. Stapleton (2010) observed a student writer undertaking a process of collaboration, interacting with a more experienced writer to aid decision-making. A similar collaborative process can now be achieved with GenAI tools, and studies in HE suggest that students perceive ChatGPT as a learning partner or personal tutor (Ansari *et al.*, 2024). In fact, the concept of scaffolding has already begun to be considered in studies of AI and student academic writing. For example, Guo *et al.* (2022, 2024) explored the use of AI-powered chatbots to scaffold students' argumentative writing. Song and Song (2023) explored the role of a GenAI chatbot, ChatGPT, in scaffolding academic writing. Further, a small-scale qualitative study by Xiao and Zhi (2023) into students' use of ChatGPT for IELTS test preparation suggested

that learners may see ChatGPT as an interactive peer tutor. While Danilina and Le Pichon (2023) directly apply Vygotskian concepts of constructivism and sociocultural theory to claim that learners can use AI-based tools to co-construct knowledge.

Engaging with teacher's perceptions is an important starting point in research, informing training and pedagogical practice. Considering that teachers' beliefs strongly influence their choices, it is essential to incorporate an understanding of their beliefs into any proposals for changes in pedagogy (Wedell, 2009). For example, in a study of EAP practitioners and learner autonomy, Borg and Al-Busaidi (2012) attempted to influence institutional change in teaching pedagogy by utilising data from teacher perception surveys and interviews which became the foundation of meaningful teacher training. In the context of AI in education, Choi *et al.*'s (2023) study showed that educators' pedagogical beliefs impact whether they adopt AI technologies in their teaching, influenced to different extents by their perceptions of how useful, how easy to use and how trustworthy the AI-powered tools are. In an HE context, Alnasib (2023) claimed that educators with a positive attitude towards AI are more inclined to incorporate it into their teaching. As far as I am aware, there is as yet no published research specifically on the perceptions of EAP practitioners around GenAI and academic writing in an HE context.

In summary, there has been little research thus far specifically into the field of EAP and GenAI, with most studies focusing on student use and perspectives. I attempt to address this research gap by conducting research into EAP practitioners' perceptions. Collecting and examining practitioners' perceptions is valuable because these may play an important role decision-making for their pedagogical practice. From the CFTEAP, I identified three competencies which EAP practitioners are expected to promote in their teaching, which may be impacted by the use of GenAI in academic writing, namely autonomy, critical thinking and scaffolding. These theoretical concepts will inform the research design and analysis.

2.5 Research Questions

I have constructed two clear aims for this study. Firstly, to discover how EAP practitioners in HEIs in the UK perceive the impact of GenAI on students' academic writing. Secondly, to understand the current teaching practices of EAP practitioners regarding GenAI tools in academic writing instruction. The following research questions (RQs) aim to enable a valuable exploration of these issues:

RQ1.   How do English for Academic Purposes practitioners perceive student use of generative AI in academic writing?

RQ2.   Do English for Academic Purposes practitioners incorporate Generative AI tools in their academic writing instruction and which factors influence this?

3. Methodology

3.1 Aims, Theoretical Background and Approach

To address the research questions, a mixed-methods approach combining quantitative and qualitative data was selected, specifically an explanatory sequential mixed-methods design (Creswell and Creswell, 2022). This design was chosen because it first allows quantitative survey data to be collected which is representative of the perception and practice of a larger, diverse group of participants. Then the subsequent qualitative data addresses a limitation of the quantitative data by allowing the examination of participants' understanding, perceptions and thoughts more deeply. The approach is explanatory and sequential because the results of the first quantitative phase are analysed to inform the following interview phase.

The theoretical approach taken in this study is within a constructionist paradigm under an interpretivist ontology. The ontological position of interpretivism stems from philosophical idealism which holds that 'our very observations of the social world depend upon a classificatory scheme that is filtered through our minds' (Williams and May, 1996, p.60). Relatedly, the constructionist epistemological stance does not hold that there is an objective truth which the research instruments seek to uncover but instead 'examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society' (Braun and Clarke, 2006, p.81). Thus, the purposes of this research are twofold. First, as descriptive research to describe the subjective experiences and perceptions of EAP practitioners. Second, as an explanatory account of what influences contribute to EAP practitioners' perceptions and pedagogical practice. Exploring practitioners' perspectives through surveys and interviews allows an insight into their subjective experiences but acknowledges they are 'actively constructed "narratives" involving activities which themselves demand analysis' (Silverman, 2022, pp.147–148).

3.2 Ethical Considerations

Prior to data collection, ethical clearance was granted following the approval procedures according to the College Research Ethics Committee at King's College London ([Appendix 1](#)). All participants received a written description of the research clearly indicating that participation was voluntary, confidentiality would be maintained with participants not able to be identified in any research publication ([Appendix 2](#)). Participants who agreed to an online interview via the Microsoft Teams platform signed an electronic consent form ([Appendix 3](#)).

For survey participants, a written description of the research was provided to all potential participants on the first page of the survey and consent was given to proceed. For interviewees, as explained in the consent form signed prior to the interview, all participants would remain anonymous in the final report findings.

3.3 Research Design

3.3.1 Data Collection Instruments: Survey

The survey ([Appendix 4](#)) was designed to reach as wide of an audience as possible to provide quantitative data which could deliver insights from EAP practitioners working in UK HE.

The survey's 25 questions were separated into three sections. Section one was 'Demographic Information', section two was 'Experience with GenAI' and section three was 'Perceptions of GenAI'. Section four collected the names and e-mail addresses of volunteers willing to participate in a follow-up interview.

The first section, 'Demographic Information', collected background data on participants, including their current job title, years of experience in teaching EAP, highest level of teaching qualification and the university where they are employed. Demographic variables such as age and gender to determine the diversity of the participants were collected.

The second section, 'GenAI Experience', collected data on the extent and nature of the participants' engagement with GenAI tools. It included questions about the specific GenAI tools they have used, their frequency of use and confidence in using these tools for various tasks, such as lesson planning and student instruction. It featured questions about the extent of GenAI inclusion in academic writing instruction and which specific areas have been taught. Further, it probed the adequacy of institutional policies, training and support related to GenAI use.

The third section, 'Perceptions of GenAI', explored participants' views on the potential benefits and challenges of using GenAI in academic writing. It included questions on how EAP practitioners perceive the impact of GenAI on students' writing, academic performance and skill acquisition. It also covered EAP practitioners' judgements on student use of GenAI and what they deem acceptable use for both students and teachers.

Practitioners' perceptions and practices were collected mostly using 5- or 6-point Likert scales. Likert scales are widely used for collecting data on attitudes and opinions because they feature discrete categories which aim to exhaust all possible responses a participant may wish to give (Cohen *et al.*, 2018).

To gather responses from as diverse participants as possible several strategies were implemented. To avoid issues for teachers who do not know or teach about GenAI, all questions included an N/A or 'Not at All' to reduce partial completion and drop-off. Feedback from piloting the survey helped to resolve technical issues, clarify instructions and ensure the survey took 5-10 minutes to complete. The final survey had a drop-off rate of 14.3%. While the true response rate is difficult to calculate, considering the online survey response rate in education studies is 44.1% (Wu *et al.*, 2022) having a low drop-off rate is an indicator that the survey was designed appropriately for the participants.

3.3.2   Data Collection Instruments: Semi-structured Interview

To further explore the quantitative data gathered through the survey, semi-structured interviews were conducted as a qualitative data collection instrument. The semi-structured format was chosen to allow for flexibility in responses while ensuring consistent coverage of key topics relating to the research questions by all interviewees.

The semi-structured interview questions (Appendix 5) were designed based on the data analysis of the survey results to further elucidate survey responses pertaining to the research questions. This included areas like the reasoning behind practitioners' feelings of confidence or lack of confidence around GenAI and more depth around their specific teaching activities and experiences. Questions also explored practitioners' perceptions of student GenAI use inviting specific examples and observations of impact on academic skills, covering critical thinking, autonomy and scaffolding, and inviting participants to reflect on changes since ChatGPT was launched. Lastly, the interview questions expand on survey answers on the adequacy of institutional policies and the effectiveness of training provided, while welcoming participants to offer suggestions for potential improvements in these areas.

The four interviews were conducted over Microsoft Teams for 30-45 minutes to ensure consistency and for transcription purposes, as this software includes automated transcription for recordings.

3.4 Quality Criteria

Dörnyei (2012) states that quality criteria often involve concepts of reliability and validity, although there is little consensus in the literature around these concepts. Reliability in research may be defined as 'the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions (Hammersley, 1992, p.67). Validity may be defined as 'truth: interpreted as the extent to which an account

accurately represents the social phenomena to which it refers' (Hammersley, 1992, p.57). I will now consider the reliability and validity of my research instruments and methods.

Thorough piloting was conducted prior to the public release of the quantitative data survey. This aimed to assess and refine the survey instrument, ensuring its consistency, clarity, reliability, and validity for effective data collection (Creswell and Creswell, 2022). Five past and/or current experienced EAP practitioners completed the survey and gave written feedback (Appendix 6). The piloting process supported the reliability of the survey data because it identified ambiguities and inconsistencies in the survey questions which, once corrected, would increase the likelihood that the participants will answer the survey consistently.

For the semi-structured interviews, the same five experienced EAP practitioners gave feedback on the interview protocol questions in a similar piloting process (Appendix 7). The same questions were used for all interviewees, ensuring consistency amongst the interviews. However, this data would not have strong validity to accurately represent the social phenomena if, as Polkinghorne (2005) claims, one-shot interviews result in data which relies on the accuracy of recall rather than the deeper meaning of subjective experiences. However, I would hold that one-shot interviews can be a valuable source of rich data in this study in order to get a snapshot of the current state of GenAI tuition in EAP in universities across the UK. Especially considering GenAI is constantly being updated and university curricula and policies are changing rapidly.

Generally, using a mixed-methods design can increase the findings' validity because it combines data from two separate sources to support the conclusions. This triangulation of methods allows for a more comprehensive picture of the phenomena under investigation (Dörnyei, 2012). Further, piloting the survey and semi-structured interview questions establishes face validity from the positive feedback from the expert participants who know the research aims and questions of this study. Although this is the weakest form of validity as it relies on the subjective judgements of individuals, I tried to mitigate this by including judgements from a range of experts representative of a range of ages, gender identities and years of experience in

EAP. Further, the subjective judgements of EAP experts themselves are a valuable part of the research instruments design considering the interpretivist ontological and constructionist epistemological foundations of this study.

3.5 Participants

Practising EAP practitioners were approached to participate in the online research survey via e-mail. I contacted my EAP teaching connections by e-mail who then shared the survey with their wider network in a non-probability sampling method known as 'snowball sampling' (Cohen *et al.*, 2018, p.220). To be eligible for participation, practitioners needed to be currently employed part-time or full-time engaged in teaching academic English at an HEI in the UK. This study considered any combination of teaching the following as acceptable for inclusion in the survey: (1) pre-sessional academic English courses, (2) in-sessional academic English courses, (3) foundation-level English courses, and/or (4) remedial academic English support.

The online Qualtrics survey received a total of 57 responses. However, four were excluded due to the practitioners currently working outside of the UK education system and eight were excluded due to being incomplete. This resulted in 45 eligible participants from 22 different universities across the UK (in addition to three participants who did not wish to disclose their institution name) representing eleven job positions across a wide range of seniority at the institutions.
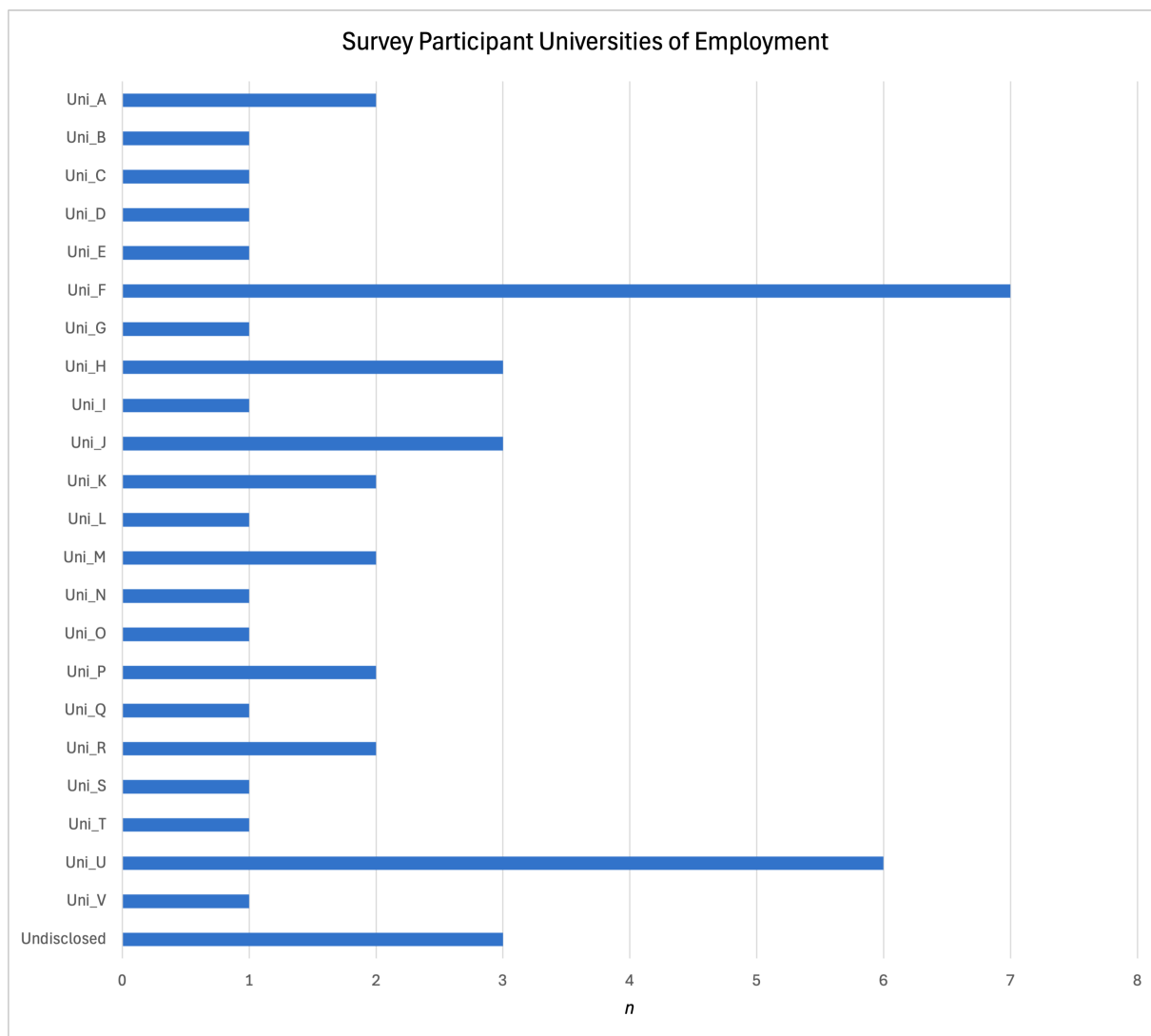
Figure 3.1: Survey Participant Universities of Employment
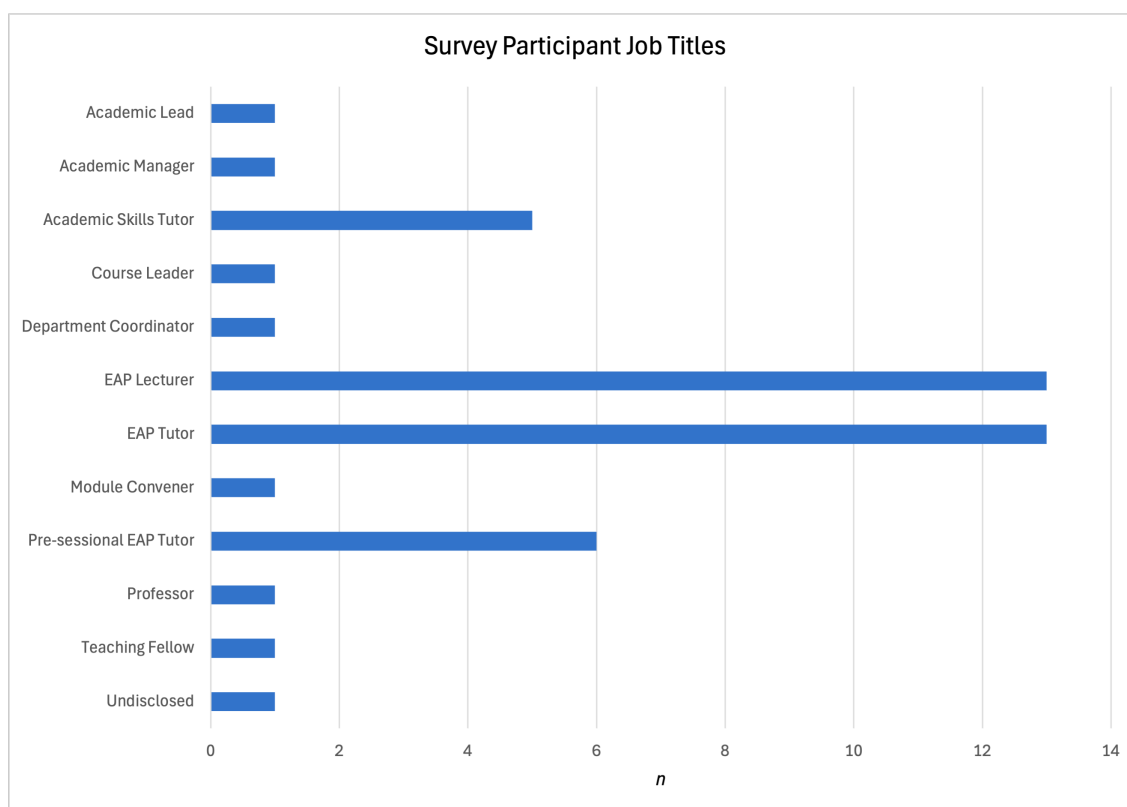
Figure 3.2: Survey Participant Job Titles

Number	Item	Option	Response Count	Percentage
1	Gender	Male	23	51.1%
		Female	19	42.2%
		Non-binary	1	2.2%
		Undisclosed	2	4.4%
		Total	45	100.0%
2	Age Range	20-29	1	2.2%
		30-39	9	20.0%
		40-49	18	40.0%
		50-59	11	24.4%
		60+	4	8.9%
		Undisclosed	2	4.4%
		Total	45	100.0%
3	Highest Qualification Level	BA/BSc (any discipline)	1	2.2%
		Level 7 Teaching Qualification (PGCE, DELTA or equivalent)	5	11.1%
		MA (Applied Linguistics/TESOL or related)	33	73.3%
		PhD (Applied Linguistics/TESOL or related)	6	13.3%
		Other	0	0.0%
		Total	45	100.0%
4	EAP Teaching Experience	0 - 1 year	4	8.9%
		1 - 5 years	6	13.3%
		5 - 10 years	13	28.9%
		Over 10 years	22	48.9%
		Total	45	100.0%

Table 3.1: Demographic Information of Survey Participants

Figure 3.1 shows that the majority of universities only had one participant, although two universities were overrepresented in the study, University F (*n*=7, 15.6%) and University U (*n*=6, 13.3%). Figure 3.2 shows that the majority of the participants are EAP Tutors (*n*=13, 28.9%) or Lecturers (*n*=13, 28.9%) followed by Pre-sessional EAP Tutors (*n*=6, 13.3%) and Academic Skills Tutors (*n*=5, 11.1%), with all other job titles having only one participant each.

Table 3.1 shows that females are slightly underrepresented in the study at 42.2%, while males constitute 51.1%. The age range shows a normal distribution as we may expect given that teaching EAP at university requires higher qualifications and experience. The majority of participants are 40-49 (*n*=18, 40%) and almost a quarter are 50-59 (*n*=11, 24.4%) while only a single respondent was 20-29. For qualifications, often the minimum qualification requirement for teaching EAP is TEFL-Q status (equivalent to a Level 7 certificate or above) and MA level qualifications are often preferred, which explains why the majority of participants are MA Applied Linguistics/TESOL holders (*n*=33, 73.3%), followed by PhD holders (*n*=6, 13.3%), then Level 7 holders (*n*=5, 11.1%) and one BA/BSc holder (2.2%). Finally, this study features a higher ratio of EAP practitioners with high levels of EAP teaching experience as almost half of the respondents have over 10 years' experience (*n*=22, 48.9%) with the second biggest group having 5-10 years' experience (*n*=13, 28.9%).

Four survey participants were invited to interview based on the results of the initial quantitative data analysis using 'maximum variation sampling' (Anderson and Arsenault, 1998, p.124) by selecting the widest variety of participants. I aimed to capture diverse perspectives on GenAI in EAP instruction in the following ways. To address RQ1, I selected two participants with mostly positive views on GenAI in academic writing and two with mostly negative views, based on their responses to questions about their confidence in teaching GenAI (Q2.6), its impact on students (Q3.4), and their agreement with statements on student use (Q3.5). To address RQ2, participants were chosen from different institutions, job roles, years of EAP experience and gender (one male and one female from each positive and negative group). I also ensured a mix in GenAI use frequency (Q2.3) and teaching extent (Q2.11). Since no participant

rated above 'Fair Extent' on Q2.11, this represents the highest level of GenAI inclusion in instruction among the interviewees. A summary with pseudonyms is provided in Table 3.2.

Name	Gender	Age	Highest Qualification	Uni	University has an Adequate GenAI Policy	Job Title	Years of Experience in EAP	Frequency of GenAI Use	General Perception of GenAI in Academic Writing	Extent of GenAI in Academic Writing Instruction
Ella	Female	40s	MA Applied Linguistics or TESOL	J	No	EAP Tutor	5 – 10 years	Three or more times per week	Positive	Fair extent
Gordon	Male	50s	MA Applied Linguistics or TESOL	F	Yes	Department Coordinator	Over 10 years	Once or twice a month	Positive	Fair extent
Maggie	Female	50s	MA Applied Linguistics or TESOL	Q	No Policy	Academic Skills Tutor	1 – 5 years	Three or more times per week	Negative	Minimal Extent
Jason	Male	40s	Level 7 PGCE or DELTA or Trinity DipTESOL	U	Neutral	EAP Lecturer	1 – 5 years	Once or twice an academic term	Negative	Not at all

Table 3.2: Demographic Information of Interview Participants

As part of the reflexive approach to my qualitative data analysis (explained further in Section 3.6.2) I considered how the interactional context and identity of the participants may contribute to the interview outcomes and analysis. For example, a prior relationship with the interviewer may have implications for interview outcomes (Mann, 2011). Thus, it is important to note that none of the interviewees had any prior contact with me. However, they knew I was an MA Applied Linguistics and ELT student, which may be relevant, as most had completed similar MA programs themselves. This could have influenced the interviews in two ways, firstly they were in a position of seniority, and secondly, they may have had experience conducting MA-level research. This shared background might have made them more open to discussions or more conscious of how they responded, given their familiarity with research practices.

3.6 Data Analysis

3.6.1   Analysis of Quantitative Survey Data

Descriptive and inferential statistical tests were run using the Statistical Package for the Social Sciences (SPSS) Version 29. Descriptive statistics were produced to address RQ1 and RQ2 by presenting participant perceptions and reported practice. Inferential statistics were run to explore RQ2, specifically which factors may be statistically significant influences on EAP practitioners' teaching practices regarding GenAI.

My initial data analysis plan was to use Chi-square tests for comparisons. However, upon running Chi-square tests on the data it was apparent that the sample size was too small and there were too many categories of data. Chi-square tests need an expected value of five in each cell for the test to return valid results (Illowsky *et al.*, 2023) but the majority of the expected counts in my data were less than five. To handle this issue, I implemented two solutions. Firstly, data was grouped into larger categories. The Likert scale items were combined into three groups instead of five e.g. (1) Disagree and Strongly Disagree, (2) Neutral, (3) Agree and Strongly Agree. Variables with number totals were arranged into smaller groups. E.g., 0-3, 4-7, 8-11. Secondly, the Fisher-Freeman-Halton Exact Test was selected as an alternative to the Chi-square test because it can handle smaller data samples accurately (Nowacki, 2017).

Dörnyei (2012) maintains that it is good practice to include confidence intervals and effect sizes as part of data analysis in empirical research. Spearman's Rank Correlation was chosen over the commonly used φ (phi) and Cramers *V* due to the small sample size and because it is capable of analysing correlations between ordinal data (Dodge and Dodge, 2010). Spearman's rho (ρ) shows the correlation coefficient which can be read as the effect size. The confidence intervals of the Spearman's Rank Correlation provide a range between -1 and 1 which may be considered significant for the population. Confidence intervals range from -1 to 1, with +1 being a perfect positive correlation, -1 perfect negative and 0 indicating no correlation. The significance of Spearman's rho ($p < .05$) indicates the correlation is unlikely to have occurred by chance. I will

report the correlation coefficient, confidence interval and number of participants as recommended by Dörnyei (2012) and Larson-Hall (2016).

3.6.2 Analysis of Qualitative Interview Data

The data was analysed in NVivo Version 14 by reflexive thematic analysis (Braun and Clarke, 2006, 2019, 2022) under a constructionist paradigm using mainly an inductive approach with latent coding. 'Reflexivity' involves critically analysing one's own assumptions, beliefs, and judgements, and considering how these factors impact the research process (Jamieson *et al.*, 2023). Thematic analysis is the iterative process of reading the data and tagging pieces of language under codes. The inductive approach is where themes are identified from the data in a data-driven way rather than based on a pre-existing code or theory, although comments relating to critical thinking, scaffolding and autonomy were identified as themes deductively based on this study's theoretical background. Coding sections of text included semantic coding of literal meanings but also went beyond the linguistic content to interpret meaning behind what interviewees said when designating a piece of text to a code (latent coding). The six phases of thematic analysis outlined by Braun and Clarke (2006) were followed during this process:

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Table 3.3: Phases of Thematic Analysis[3] (Braun and Clarke, 2006, p.87)

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[3] To emphasise that themes do not exist independently in the data prior to analysis by the researcher, Braun and Clarke (2019) state that it would be more appropriate to rename phase 3 to 'generate (initial) themes' (p.593).

In phase 1, the interviews were transcribed and inputted into NVivo for analysis. Rubin and Rubin (2012) propose that interview transcriptions should include 'only the level of detail we are likely to analyze' (p.204). As the purpose of the transcription is on the content of the interviewee's speech to document their perceptions and experiences the transcript was edited for readability, while ensuring no content was changed or omitted (for details of data cleaning see Appendix 8). For methodological rigour and reflexive acknowledgement under the constructionist paradigm that the interview is a co-construction of meaning, following Mann's (2011) recommendations I have chosen to include full interview transcriptions in Appendix 9 which include interviewer contributions to provide the full interactional context.

Phases 2 to 5 involved multiple rounds of coding to iteratively generate and refine codes which I then sorted into overarching topical themes within the data under the two research questions. I followed Braun and Clarke's (2006) recommendation to code and identify themes which are 'an accurate reflection of the content of the *entire* data set'[4] (p.83; original emphasis) when investigating an under-researched area or an area where participants views are as-yet unknown. To my knowledge, there are no published qualitative interview studies on UK EAP practitioner's perspectives on GenAI in academic writing so it was prudent to provide a rich overall description of all of the interview data even if this approach to coding may limit some depth and complexity in the analysis. Braun and Clarke (2022) later critiqued the kind of analysis where themes contain all references participants make to a topic as they believe it cannot tell a 'thematic story' (p.428). However, I hold that this form of analysis as part of a mixed-methods study can adequately add the depth needed to address RQ1 and RQ2 combined with the quantitative research results. The thematic map created from the coding and the relation of the themes to the research questions is shown below in Figure 3.3:

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[4] Braun and Clarke (2006) identify a data set as 'all the data from the corpus that are being used for a particular analysis' (p.79). In this case, the interview data (Appendix 9) are being used for the thematic analysis, so they constitute this study's data set.
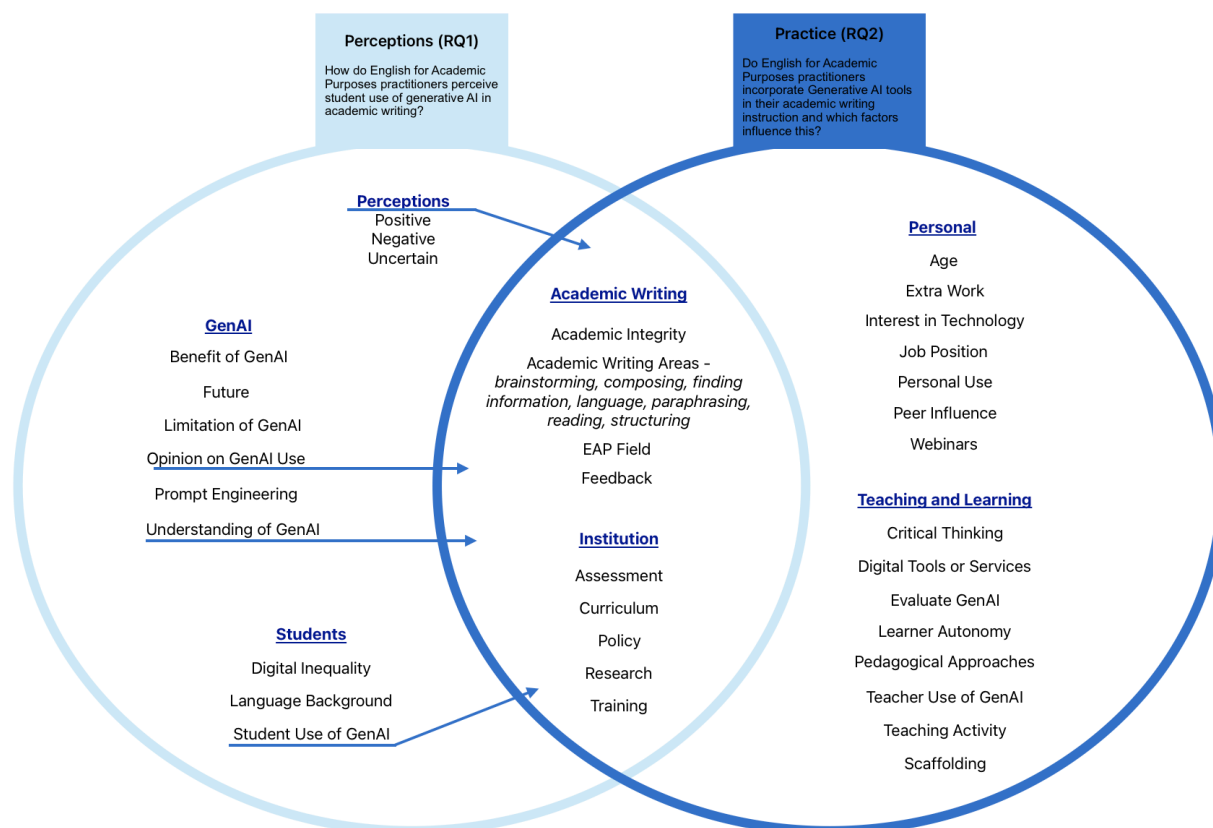
Figure 3.3: Thematic Map of Interview Data

The Venn diagram shows themes relating to RQ1 in the light blue circle, themes relating to RQ2 in the dark blue circle and those applicable to both in the centre. Identifying which themes may provide insight into RQ2 regarding possible factors that may influence EAP practitioners' teaching of GenAI was complex and many areas of their perceptions of GenAI use may potentially influence their teaching, so these have been represented with arrows pointing toward the centre. A full description of the categorisation of the themes is presented in Appendix 10.

3.7 Methodological Limitations

Although all possible steps have been taken to address possible issues in this methodology, there are some inevitable limitations. For the quantitative data, I aimed to address the research questions mainly with 5- or 6-point Likert scale items. However, there are issues with

interpretation as the scale items may mean different things to different participants as Cohen et al. (2018) state 'one respondent's "agree" may be another's "strongly agree"' (p.480). In addition, solely establishing face validity for the interpretation of the survey questions may not be strong enough, as it is assessed subjectively by those who completed the piloting. However, this may be less of an issue in the constructionist paradigm because I aim to report on the perceived realities of the participants in their role as EAP practitioners. I have attempted to mitigate both of these issues and establish validity through the corroboration of the survey findings with the qualitative interview data using this mixed-methods approach.

For the qualitative data, it may increase the accuracy of the coding if the data was second coded by another researcher and we establish 'inter-coder reliability' (Phakiti, 2014, p.43). This increases the reliability of the code by involving another individual to cross-check the code to confirm if they would categorise it in the same way as the original coder (Creswell and Creswell, 2022). However, inter-coder reliability stems from 'criteria derived from positivist traditions' (MacPhail *et al.*, 2016, p.210) whereas this research project operates under a constructionist paradigm. Braun and Clarke (2019) claim that this type of coder consensus is neither necessary nor compatible with their approach to thematic analysis and instead the quality of the analysis is produced through the analysts' reflexive engagement with the data and analysis.

4. Findings and Discussion

The following section combines findings from the quantitative analysis of the survey data and the thematic analysis of the interview data to address each research question sequentially. Due to the relatively small sample size (n=45), frequency is reported alongside percentages. A summary of the data used to address the research questions is presented in Table 4.1 below:

RQ	Theme	Subtheme	Question No.	Data	Data Type	Description
RQ1	Student Use of GenAI		3.5_3, 6–9	Quantitative	5-point Likert Scale	Teacher opinion on general student use of GenAI
			3.6_1–6			Teacher opinion of specific uses of GenAI
		Academic Integrity		Qualitative	Interview	Student use of GenAI in academic writing assignments
		Assessment				Opinions on writing assessments and GenAI use
	Impact on Students		3.2	Quantitative	5-point Likert Scale	Student performance change since ChatGPT release
			3.4_1–5			Perceived impact on student skills
		Critical Thinking		Qualitative	Interview	Expansion of impact on student skills
	Scaffolding		3.1	Quantitative	Checkbox type MCQ	Areas GenAI can scaffold learners' academic writing
			3.5_2		5-point Likert Scale	GenAI scaffolds students to write better than without
				Qualitative	Interview	Expansion of teacher views of scaffolding
RQ2	Teacher Practice		2.10	Quantitative	5-point Likert Scale	Extent of discussion of GenAI with students
			2.11			Extent of inclusion of GenAI into teaching
			2.12		Checkbox type MCQ	Areas of academic writing given instruction with GenAI
			3.7_1–6		5-point Likert Scale	Opinion on teacher uses of GenAI
		Teaching Activity		Qualitative	Interview	Descriptions of activities taught using GenAI in specific academic writing areas *(drawing on the theme of Scaffolding and subthemes Learner Autonomy and Critical Thinking)*
			2.10–12	Quantitative	Inferential Statistical Test	Comparing dependent variables with Q2.10, Q2.11 and Q2.12 as independent variables
			2.1	Quantitative	Checkbox type MCQ	List of GenAI tools used (in relation to Q2.12)
	Institutional Policy		3.3	Quantitative	5-point Likert Scale	Opinion on adequacy of university policies
			3.5_1			University encourages GenAI use in academic writing
				Qualitative	Interview	Opinions on institutional policies regarding GenAI and academic writing for teachers and students
	Training		2.7	Quantitative	5-point Likert Scale	University trained staff to use GenAI
			2.8			University given teachers skills to use GenAI in job role
			2.9		MCQ	Desire further support from the university
				Qualitative	Interview	Discussion of training for GenAI tools
	Confidence		2.6	Quantitative	5-point Likert Scale	Confidence to teach GenAI
		Personal Usage		Qualitative	Interview	Discussions explaining feelings of confidence
	Age			Qualitative	Interview	Comments regarding age and GenAI teaching
	Gender					No significant data on gender

Table 4.1: Summary of Data Used to Address Research Questions

To ensure a comprehensive presentation and discussion of the data, both the qualitative and quantitative data were sorted into the themes and subthemes which emerged from the thematic analysis of the interview data through the iterative coding of the interview data. The type of data and questions are listed along with details to give a clear overview of the following sections.

4.1 Research Question 1: Teachers' Perceptions

This section addresses RQ1, 'How do English for Academic Purposes practitioners perceive student use of generative AI in academic writing?'. It covers the themes of student use of GenAI, the impact on student skills and scaffolding, with subthemes of academic integrity, assessment and critical thinking.

4.1.1   Student Usage of GenAI

There was little consensus among EAP practitioners regarding students' use of GenAI in academic writing. Overreliance on GenAI is a common concern expressed by teachers (e.g. Cong-Lem *et al.*, 2024) and students (e.g. Liu *et al.*, 2024). However, the EAP practitioners in this study seem divided on Q3.5_8 as to whether their students rely on GenAI in their academic writing[5]. Most neither agree nor disagree (*n*=16, 35.6%), and an almost equal amount disagreeing (*n*=10, 22.2%) as agreeing (*n*=11, 24.4%). The uncertainty may stem from practitioners' limited insight into how extensively their students use GenAI, making it difficult to assess its use or overuse. However, three of the four interviewees describe administering student surveys of GenAI use to gain this information. Maggie explained that her students 'were too bright to say, "Yes, it wrote my essay for me"' (Appendix 9.D: 341-342) but reported using it for brainstorming and getting feedback on their writing. Similarly, Gordon reported the majority of his students use GenAI for summarising and key ideas (Appendix 9.C: 90-98), while Ella reported increased use of GenAI due to peer influence (Appendix 9.A: 73-76).

Research on GenAI and student writing often discusses concerns around academic integrity and plagiarism (e.g. Amani *et al.*, 2023; Kiryakova and Angelova, 2023; Alm and Ohashi, 2024; Cotton *et al.*, 2024). In Q3.5_9 about whether using GenAI as part of writing an assessment is 'cheating', the largest group was neutral (n=17, 37.8%). However, there is a split between those

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[5] Due to space limitations, the full descriptive statistics results tables for Q3.5, Q.3.6 and Q3.7 are available in Appendix 11.

who think it is and those who think it is not in Q3.5_9, with 15 practitioners either strongly disagreeing or disagreeing (33.3%) and 12 agreeing or strongly agreeing (26.7%). It would be difficult to say from this small sample that there is any unified stance EAP practitioners have on this issue. Comments on the theme of academic integrity occurred 19 times in the interview data, with twelve instances of negative perceptions, two positive and five uncertain. However, the overall negative sentiment does not reflect teachers' negative perceptions of students but is simply because discussions of academic integrity tend to focus on violations of academic integrity.

Generally, from Q3.5 it was seen as mostly or completely acceptable for students to summarise documents (*n*=26, 57.8%) or upload them to ask GenAI questions about them (*n*=34, 75.6%). Although many participants considered it to be possibly problematic or completely unacceptable to summarise documents (*n*=13, 28.9%). Ella described a classroom activity of reading an article in an 'old-fashioned way' (Appendix 9.A: 250) and then comparing their own reading and summary to the output from ChatPDF[6]. She highlighted the skills students would miss by relying solely on GenAI while promoting autonomy by letting them decide how to engage with the tools (Appendix 9.A: 247-260). Maggie mentions she would see it as problematic if GenAI 'summarises something and they just take it, cut and paste it and use it' (Appendix 9.D: 399-400). This is supported by the majority of EAP practitioners (*n*=32, 71.1%) who view this as completely unacceptable (Q3.6_4).

Using GenAI for language improvement and feedback seems to be viewed more positively by EAP practitioners. The majority of practitioners in this study (*n*=28, 62.3%) found using GenAI for feedback mostly or completely acceptable in Q3.6_6. As Ella comments

> I like to try and separate out the using it for language adjustment, which I see is a perfectly legitimate way to use it, as opposed to using it for the argumentation and ideas which should be coming from them
>
> (Appendix 9.A: 97-99)

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[6] ChatPDF is a chatbot GenAI platform which allows users to upload any PDF document. ChatPDF will analyse the document and use the content to give answers to users' questions.

This captures an understanding of argumentation as one of the most fundamental issues students encounter with academic writing (Wingate, 2012). However, Ella's sentiment contradicts other studies which show more teacher support of GenAI in a supportive role for idea generation and organisation rather than linguistic support (e.g. Barrett and Pack, 2023). Gordon agrees that linguistically 'the worst student errors have been disappearing' (Appendix 9.C: 281-282) which indicates improvements in submitted work from GenAI use. Jason recommended using GenAI-produced texts as part of vocabulary teaching and learning as he says LLMs 'tend to be very good at putting words together in a very fluent way' (Appendix 9.B: 106-107).

However, Maggie expressed concern about using GenAI for language improvement. She commented that students submitted work which linguistically 'wasn't their English' (Appendix 9.D: 322) which led her to consider her institution's assessments 'no longer… fit for purpose' (Appendix 9.D: 299-300). To address these kinds of issues, Ella reported designing an assessment which assesses idea formulation in collaboration with GenAI assistance and feedback on their original work in order to adequately assess students' academic writing abilities (Appendix 9.A: 113-151). Gordon also stated that his university changed their final assessment focusing on specific texts rather than an open research essay (Appendix 9.C: 288-294). Jason questions the purpose of producing linguistically accurate texts which can 'pass the sensor' (Appendix 9.B: 238) to achieve a degree but without any student intellectual engagement. He claims this will not improve the language ability of the students, which is the main goal of EAP instruction. Therefore, EAP practitioners in the study seem to agree with the research that teachers perceive GenAI as a threat to language learning and question how to assess this with traditional assessments in academic writing (as explored by Rudolph *et al.*, 2023).

I will conclude this subsection with the differentiation with which EAP practitioners may perceive student intention behind GenAI use. Gordon identified three different types of students. First, he believed that a 'minority are perhaps using it to cheat' (Appendix 9.C: 98) who have a transactional view of university. Second, he identified students 'using it wisely'

(Appendix 9.C: 164) who engage with GenAI appropriately and effectively. Third, he identified a conservative group of students who said, 'I want to do it the old way. I want to think through everything… summarise for myself' (Appendix 9.C: 183-184). Further, it is not the GenAI use itself, but how and what it is being used for. Jason identifies this 'grey area' (Appendix 9.B: 143) as the one between clear academic misconduct of having GenAI produce your whole assignment compared to MT improving your language.

4.1.2   Impact on Students

Figure 4.1 shows that the majority of EAP practitioners noticed an improvement in student work since ChatGPT was released.
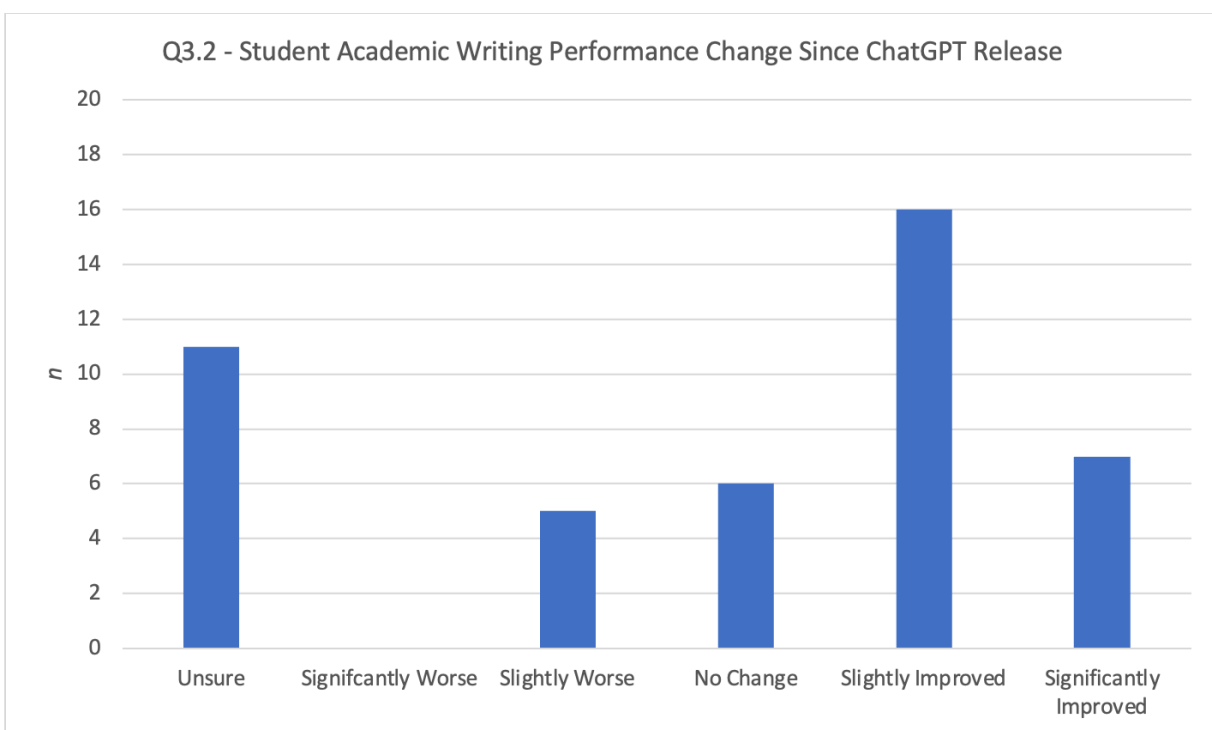
Figure 4.1: Perceived Impact of ChatGPT Release on Student Academic Writing (Q3.2)

16 (35.6%) reported that students' academic writing has slightly improved, while seven responded that it had significantly improved (15.6%). There may be some uncertainty (n=11, 24.4%) due to reasons such as those explained by Jason when he states

> I don't really understand where GenAI stops and machine translation begins…
> there is a difference, but when you're looking at it, it's difficult to tell if you've
> got perfectly produced texts.

<div align="right">(Appendix 9.B: 144-151)</div>

When asked to describe the impact of ChatGPT and GenAI, all interviewees noted improved linguistic accuracy. Gordon comments that around November 2022 many changes happened simultaneously, including improvements in MT and writing assistants like Grammarly, with their influence difficult to disentangle from ChatGPT's impact (Appendix 9.C: 280-308).

EAP practitioners' perceptions of the specific impact of GenAI on student learning, critical thinking, creativity, academic writing skills and time spent on assignments were surveyed in Q3.4 on a 6-point Likert scale from 'Strongly Negative' to 'Strongly Positive' as shown in Table 4.2.

Question Number	Statement		Unsure	Strongly Negative Impact	Negative Impact	No Impact	Positive Impact	Strongly Positive Impact
3.4_1	Learning	n	13	1	9	5	17	0
		%	28.9	2.2	20.0	11.1	37.8	0.0
3.4_2	Critical Thinking Skills	n	14	2	16	4	9	0
		%	31.1	4.4	35.6	8.9	20.0	0.0
3.4_3	Creativity	n	12	1	19	6	7	0
		%	26.7	2.2	42.2	13.3	15.6	0.0
3.4_4	Academic Writing Skills	n	10	2	12	3	16	2
		%	22.2	4.4	26.7	6.7	35.6	4.4
3.4_5	Time Taken to Write Assignments	n	9	0	6	4	25	1
		%	20.0	0.0	13.3	8.9	55.6	2.2

Table 4.2: Perceived Impact on Student Learning and Skills (Q3.4)

The EAP practitioners surveyed generally seem conservative about the positive impact of GenAI on student skills and academic writing. There was a significant number of 'Unsure' responses, ranging from 20% to 31.1% of respondents. In the interview, Ella noted that Q3.4 is 'one of

those "it depends" questions' (Appendix 9.A: 274) based on how students use GenAI and the pedagogy practitioners use to teach them about it. Maggie also explained some uncertainty in our current situation, as we are still in the early stages of GenAI in education. Further, she stated that students are skipping parts of the learning process with GenAI, but 'I don't think we know at the moment how it will impact on people's skills' (Appendix 9.D: 58-60). Similarly, as Anson (2024) reported, there has been little research on LLMs and literacy development thus far so there is little certainty on the impact of GenAI on students' skills. The biggest impact was seen to be reducing the time it takes for students to produce assignments, with 26 practitioners (57.8%) thinking GenAI has had a positive or strongly positive impact.

For student learning (Q3.4_1), the largest group (*n*=17, 37.8%) reported a positive impact, although no practitioners designated a strongly positive impact. On the other hand, in the interviews the opinions on learning were mostly negative. Jason succinctly explained, 'why I'm a bit against AI was because ultimately I think that it will reduce cognitive capacity over time' (Appendix 9.B: 230-231). He goes on to explain that he believes the process of researching, reading texts and in-depth engagement in producing written academic work is necessary for learning (Appendix 9.B: 231-242). Similarly, Maggie commented students need 'to know the academic process' (Appendix 9.D: 403) to use GenAI tools appropriately in academic writing.

There was a negative or strongly negative impact perceived by practitioners for critical thinking skills (Q3.4_2, *n*=18, 40%) and creativity (Q3.4_3, *n*=20, 44.4%). Ella claims that help with the language expression with GenAI is acceptable but it cannot and should not replace the ideas, specifically that 'the humanness is in the ideas and the creativity and the critical thinking' (Appendix 9.A: 431-432). Ella described an assessment of students' idea formulation that students did not do well in due to their straightforward use of GenAI without evaluating output or refining their prompts (Appendix 9.A: 133-144). This seems to indicate that EAP practitioners perceive students to use GenAI unreflectingly and uncritically.

There was a lack of consensus about the impact of GenAI on academic writing skills in Q3.4_4. The majority of practitioners were positive or strongly positive about the impact of GenAI on

academic writing skills (*n*= 18, 40%), while almost a quarter were unsure (*n*=10, 22.2%) and almost a third were negative (*n*=14, 31.1%). On the other hand, over half of respondents (*n*=26, 57.8%) believed that GenAI tools help to reduce time spent on assignments, which may be seen as a benefit of GenAI. The negative perceptions of academic writing skills may be due to the common belief that GenAI will be used by students inappropriately. Gordon recalls other practitioners catastrophising that GenAI 'is the end of academic study' (Appendix 9.C: 244) due to its ability to produce written output tailored to user prompts. Similarly, Ella notes how practitioners at her institution believe that students will use GenAI inappropriately to find answers and copy and paste them into their work. Ella went on to discuss that it is the role of the teacher to teach students to 'learn to use it in a way that's productive rather than just replacing the skills (Appendix 9.A: 286-287). This idea will be explored further in the next section on scaffolding.

4.1.3   Scaffolding

Q3.1 asked EAP practitioners which areas of academic writing they believe GenAI can scaffold students with results shown in Figure 4.2 below.

3.1 - In Which Areas Could GenAI Scaffold Students' Academic Writing?
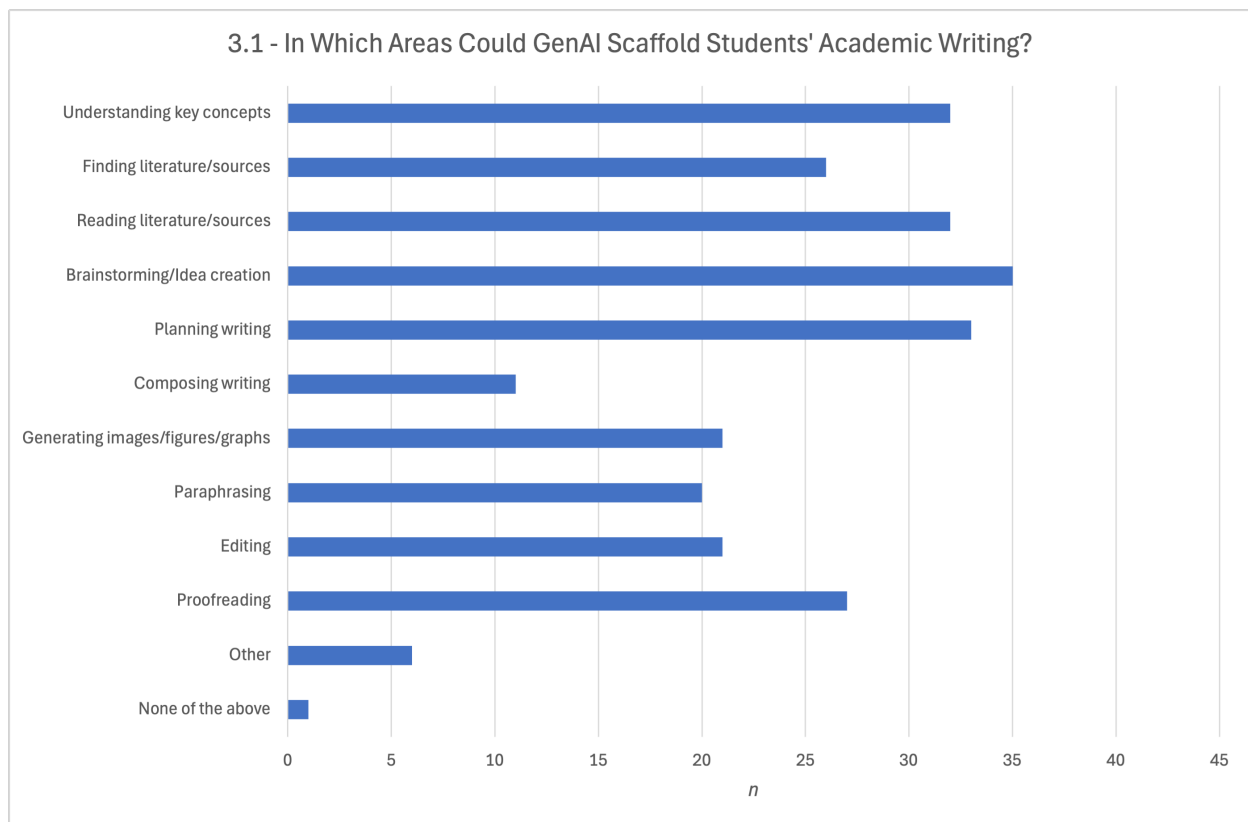
Figure 4.2: Areas GenAI are Thought to Scaffold Students (Q3.1)

Generally, EAP practitioners were positive about the areas of academic writing that GenAI could scaffold learners to improve their writing. Brainstorming (n=35, 77.8%), planning (n=33, 73.3%), reading literature (n=32, 71.1%), understanding key concepts (n=32, 71.1%) and proofreading (n=27, 60%) were the areas with the highest reported GenAI impact. The 'Other' category included (1) summarising literature, (2) producing tables to summarise information, (3) finding unfamiliar vocabulary, (4) writing practice exercises, (5) evaluating AI-generated texts, and (6) style/register adjustment.

A related question was asked in Q3.5_2 about the extent to which EAP practitioners believe GenAI can scaffold students to write better than they could without it on a 5-point Likert scale from 'Strongly Disagree' to 'Strongly Agree' shown in Figure 4.3.

3.5_2 - To What Extent Do You Agree Using GenAI Scaffolds Students to Write Better Than They Could Without It
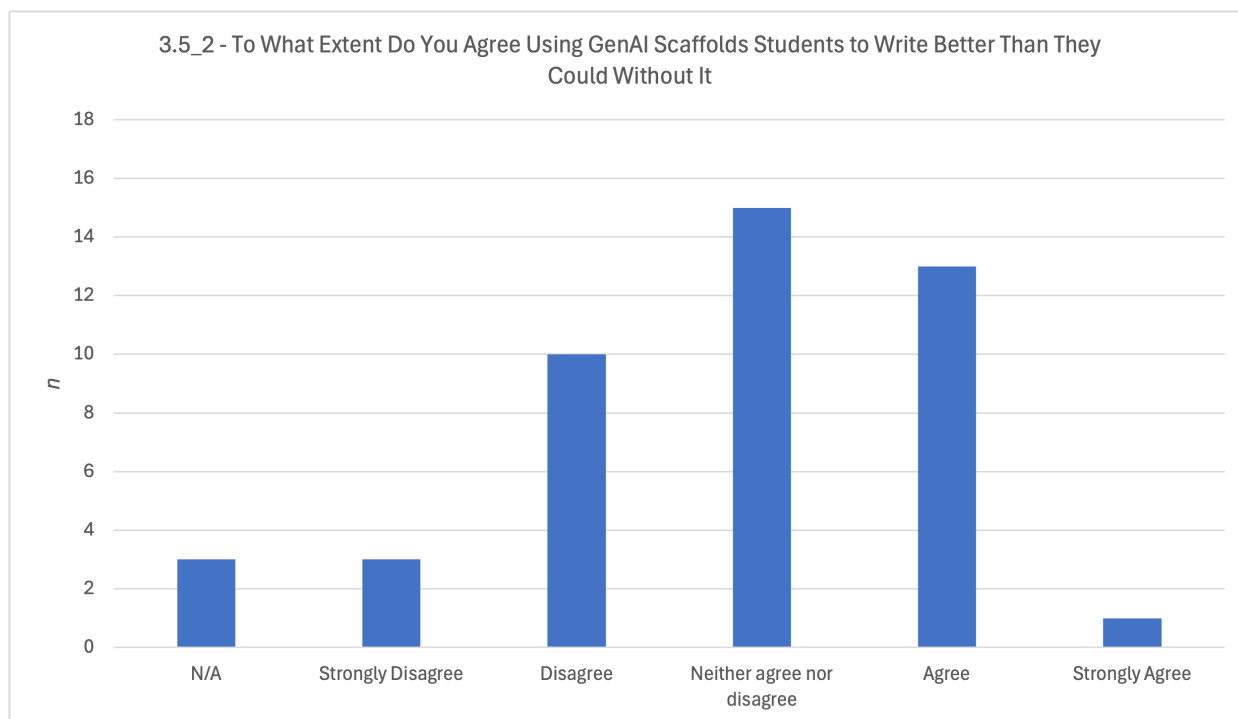
Figure 4.3: Extent to which GenAI Scaffolds Students to do Better Academic Writing (Q3.5_2)

The largest group, consisting of a third of respondents, selected 'Neither agree nor disagree' (n=15, 33.3%), which suggests a neutral response or uncertainty around GenAI and scaffolding. Strong opinions on either side were rare (*n*=1 strongly agree, *n*=3 strongly disagree). The number of respondents who agree or disagree was split, with 13 agreeing (28.9%) and 10 disagreeing (22.2%).

This lack of consensus may be due to the diversity of students studying EAP in UK HEIs. Maggie observed a significant difference in general thinking skills between Master's and undergraduate students (Appendix 9.D: 429-430). This is crucial for EAP practitioners, who must tailor their scaffolding to meet the diverse skill levels of students across their institutions. Further, Maggie wondered, 'How do they critique the language if it is by definition better than they could have written themselves?' (Appendix 9.D: 126-128). This issue is not unique to GenAI; students have struggled to understand the rationale behind AI-generated suggestions, such as those from Grammarly (Danilina and Le Pichon, 2023). Similarly, Lee's (2023) meta-study on MT noted that beginner-level students often accept outputs without fully understanding their accuracy.

Gordon proposed 'one of the things we should be doing is teaching them how to use it to scaffold them. We should be teaching them what we can use it for' (Appendix 9.C: 341-342). Equally, Maggie stated GenAI has the potential to scaffold students as long as they are taught how to use the tools appropriately (Appendix 9.D: 382-391). In response to these issues, all of the interviewees reported doing classroom activities utilising students' critical thinking for evaluating GenAI and critically assessing the benefits and drawbacks which will be explored in more detail in Section 4.2.

4.1.4 RQ1 Findings Summary

Overall, EAP practitioners seem cautiously positive around the potential affordances of GenAI in academic writing. They believe that students' academic writing work has slightly improved since the release of ChatGPT in 2022 but that students may be submitting work which is not representative of their true language skills. There is thus uncertainty around the impact on students' skills, like critical thinking, creativity and their learning. Practitioners are concerned about the impact on assessment, with some already redesigning assessments. These new assessments attempt to evade direct GenAI use, for example by creating more context-specific reflective assignments. Practitioners seem to believe GenAI can scaffold various areas of academic writing but emphasise their key role in teaching appropriate use of the tools to build students' ability to use the tools autonomously in their independent academic writing. This leads us to RQ2 around how EAP practitioners teach GenAI in academic writing.

4.2 Research Question 2: Teachers' Practice

This section addresses RQ2, 'Do English for Academic Purposes practitioners incorporate Generative AI tools in their academic writing instruction and which factors influence this?'.

This section is separated into two parts which present findings from both the quantitative survey data and qualitative interview data. Section 4.2.1 describes EAP practitioners' inclusion of GenAI into their teaching from the survey data and the subtheme 'Teaching Activities' from

the interview data with draws on the theme 'Scaffolding' and subthemes 'Learner Autonomy' and 'Critical Thinking'. Section 4.2.2 reports on any statistically significant variables which influence this in the survey data and explores other factors which may influence EAP practitioners' incorporation of GenAI in their teaching from the interview thematic analysis.

4.2.1 Teacher Incorporation of GenAI in Teaching

Discussion of the use of GenAI in academic work is an important pedagogical activity to develop AI literacy, understanding of the limitations of AI tools and the ethical issues involved (Edmett *et al.*, 2023). Figure 4.4 shows the vast majority of EAP practitioners surveyed have discussed the use of GenAI with their students, with only one practitioner stating they have not discussed GenAI at all.
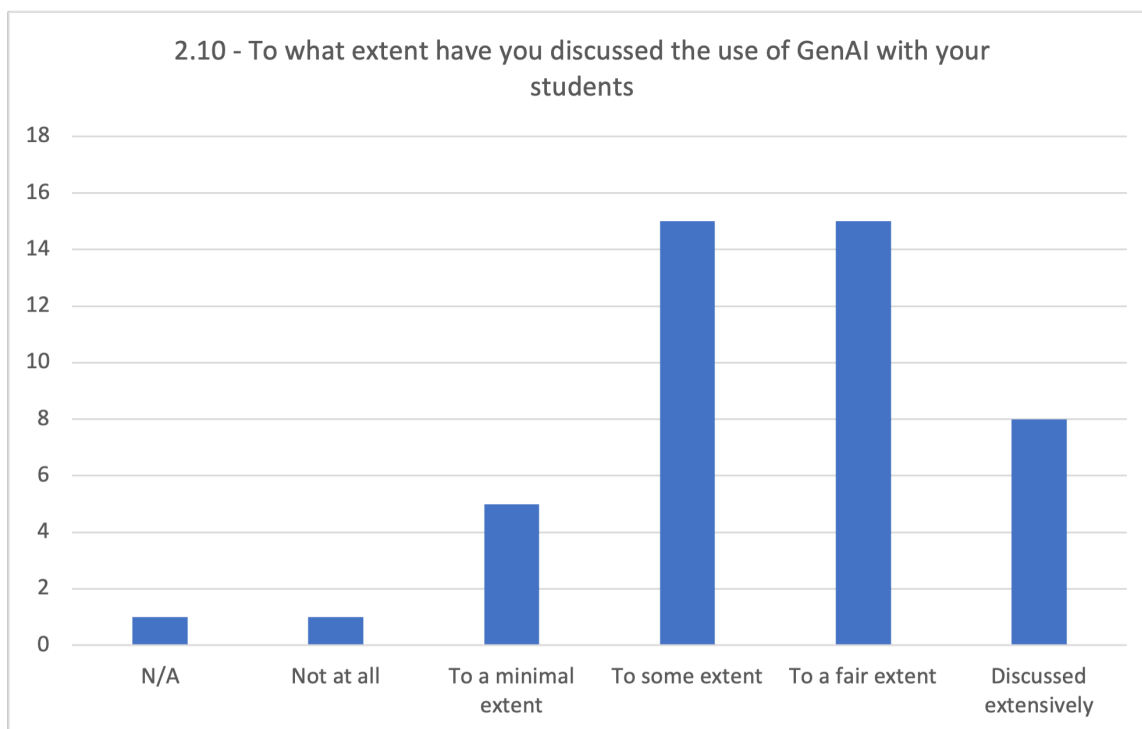
Figure 4.4: Extent of GenAI Discussion with Students (Q2.10)

Gordon describes an AI teaching activity which initially involves students discussing AI with each other and then again at the end of the activities to reflect upon it (Appendix 9.C: 105-119). Similarly, Ella describes students discussing GenAI outside the classroom and influencing each

other, reflecting one aspect of learner autonomy through independent engagement with the tools. In response, she decided to create an activity to explore and discuss the benefits and downsides of GenAI as a class (Appendix 9.A: 73-79). Also, she had a researcher discuss with her students which led her to realise 'they're using it as like a search function, like more like a Google… that's not such a great way to use it' (Appendix 9.A: 84-85). So, these discussions enable EAP practitioners to fill gaps in students' knowledge around effective GenAI use to scaffold their appropriate use of the tools.

Figure 4.5 shows the extent to which EAP practitioners reported including instruction of GenAI tools in academic writing instruction.
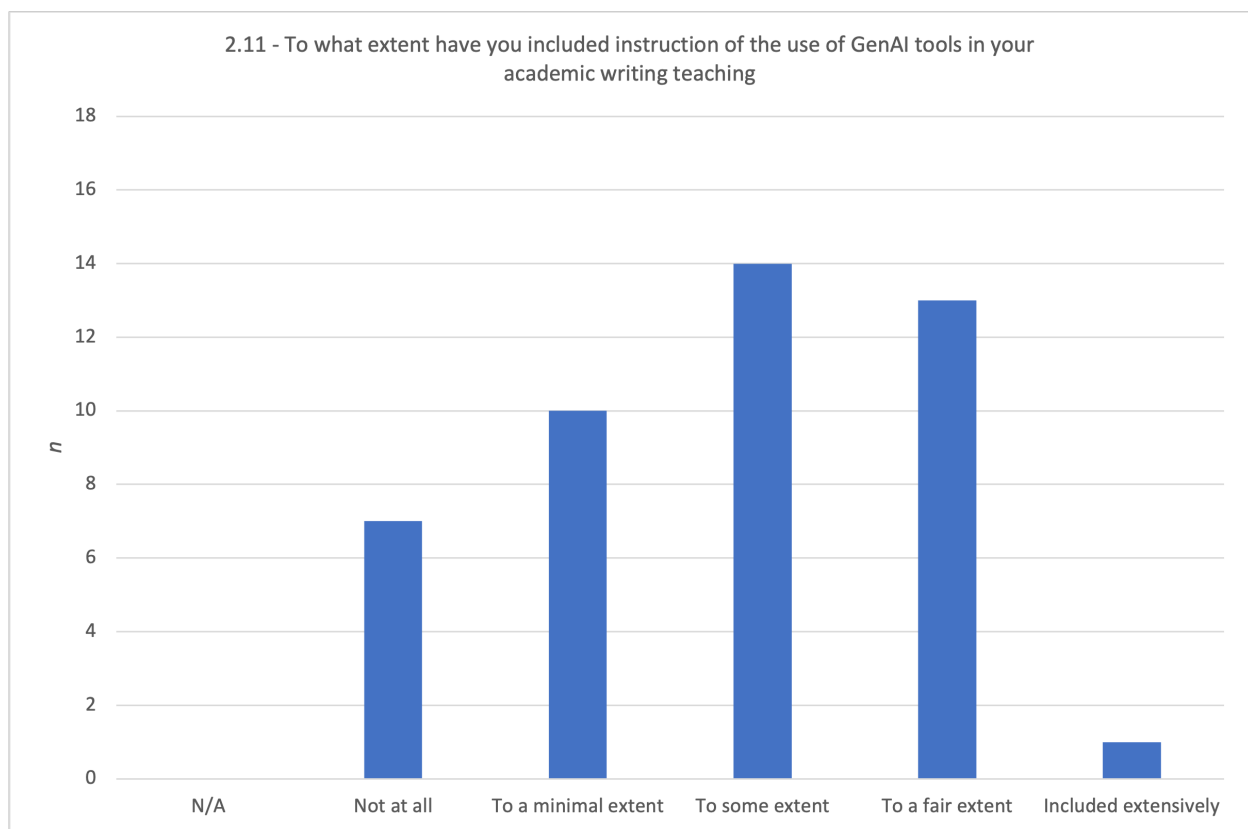
Figure 4.5: Extent of GenAI Tool Instruction in Academic Writing Teaching (Q2.11)

This indicates that most EAP practitioners in the study have incorporated GenAI tools into their teaching of academic writing as only seven respondents have not included it at all (15.6%). Although extensive inclusion is limited to one practitioner (2.2%), most EAP practitioners in the study include GenAI between a minimal extent to a fair extent. Barrett and Pack (2023)

reported around 90% (61 out of 68) of the teachers in their study from various universities worldwide had not taught appropriate GenAI use, whereas the results in Figure 4.5 show most EAP practitioners in this study are addressing it at least minimally in academic writing. Both Gordon and Jason reported GenAI being included in their EAP scheme of work which necessitates practitioners to teach it.

The most common activity reported in the interview data was under the subtheme 'Evaluate GenAI'. This key area is where the theoretical foundations of critical thinking, learner autonomy and scaffolding intersect. Students, supervised by their EAP practitioners, critically assessed GenAI's strengths and weaknesses. Jason described an activity where students compared a GenAI-generated text with a human-written one, focusing on vocabulary, collocations, cohesion, and coherence (Appendix 9.B: 100-128) which would develop linguistic and critical thinking skills. In Ella's activity (Appendix 9.A: 125-151), students initially responded to an essay question under exam conditions then improved their work using GenAI. However, students struggled with their independent use of GenAI, highlighting the need for more scaffolding on prompt engineering for effective autonomous GenAI use.

Figure 4.6 shows the areas of academic writing with GenAI that EAP practitioners have instructed.
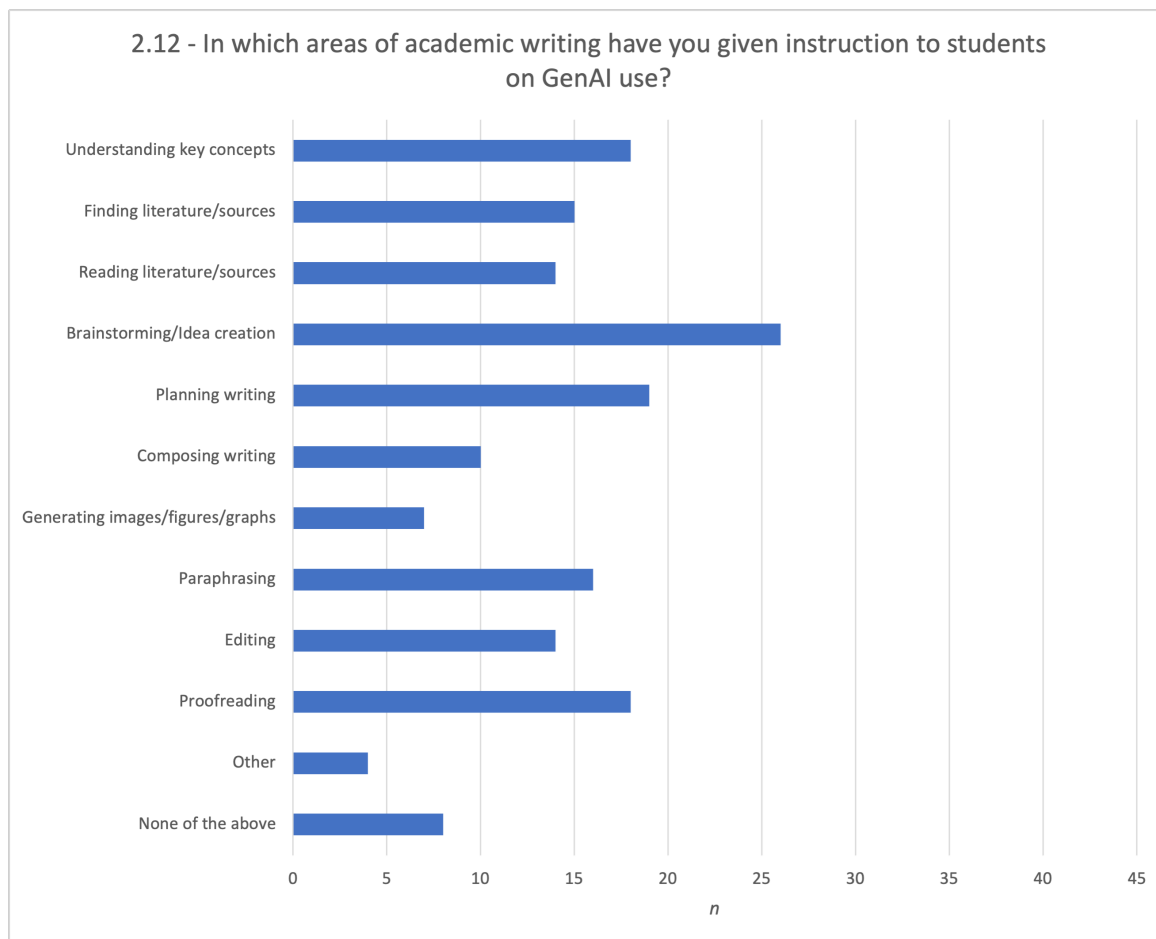
Figure 4.6: Academic Writing Areas with Teaching Around GenAI Use (Q2.12)

EAP practitioners in this study have taught all stages of academic writing, from planning to composition and final proofreading. Notably, only eight practitioners (17.8%) report not teaching about GenAI. The 'Other' category included (1) how to use Grammarly, (2) evaluating GenAI output, (3) plagiarism, (4) academic misconduct. The largest area of teaching was brainstorming and idea creation (n=26, 57.8%), followed by planning (n=19, 42.2%), understanding key concepts (n=18, 40%) and proofreading (n=18, 40%). In contrast to Barrett and Pack (2023) where most professors did not teach about appropriate AI use, only 8 practitioners responded 'None of the above' in Q2.12, which means 82.2% (n=37) are engaging with GenAI tools in their academic writing teaching.

A comparison of Figures 4.6 and 4.2 in Table 4.3 shows that EAP practitioners believe GenAI can scaffold more areas than they teach. While 24.4%-77.8% (mean 57.3%) thought areas could be scaffolded, only 15.6%-57.8% (mean 34.9%) taught these areas.

Academic Writing Area	Actual Teaching Practice		Areas GenAI Could Scaffold	
	Q2.12 *n*	Q2.12 %	Q3.1 *n*	Q3.1 %
Understanding key concepts	18	40.0	32	71.1
Finding literature/sources	15	33.3	26	57.8
Reading literature/sources	14	31.1	32	71.1
Brainstorming/Idea creation	26	57.8	35	77.8
Planning writing	19	42.2	33	73.3
Composing writing	10	22.2	11	24.4
Generating images/figures/graphs	7	15.6	21	46.7
Paraphrasing	16	35.6	20	44.4
Editing	14	31.1	21	46.7
Proofreading	18	40.0	27	60.0
Min	7	15.56	11	24.44
Max	26	57.78	35	77.78
Mean	16	34.89	26	57.33

Table 4.3: Comparison of academic writing areas taught (Q2.12) and believed to be scaffolded (Q3.1)

Surprisingly, in Q3.7 13 participants (28.9%) judged it mostly or completely acceptable to input student work to GenAI for feedback and 27 (60%) for plagiarism checks. This suggests practitioners have a limited understanding of GenAI's inability to detect AI-generated text and its data privacy issues. Farrelly and Baker (2023) argue that submitting student work to GenAI without consent is ethically questionable, especially given the opacity of how GenAI models handle user-inputted data (Crosthwaite and Baisa, 2023). Additionally, GenAI plagiarism detectors are unreliable due to the novel text generated by GenAI each time (Bobula, 2024). Studies often overlook data protection measures like anonymising student work (Yan *et al.*, 2024) so it is doubtful practitioners are conscious of these issues from their responses to this survey. This indicates a need for further teacher training around GenAI tools.

4.2.2   Possible Factors Influencing GenAI Teaching

Fisher-Freeman-Halton Exact tests were administered[7] to discover any statistically significant variables which may explain the increased extent of GenAI teaching. The areas which showed statistical significance are presented below, including increased discussion of GenAI with students (Table 4.4), higher extent of GenAI teaching (Table 4.5) and higher number of academic writing areas taught with GenAI (Table 4.6). A statistically significant relationship is judged as *p* < .05. There is no agreed standard for interpreting correlation coefficient effect sizes, but a conventional approach will be taken for Spearman's rho which considers it negligible below 0.1, weak between 0.10-0.39, moderate between 0.40-0.69 and strong above 0.70 (Schober *et al.*, 2018). The narrower the 95% confidence interval suggests more precision in the estimate and a more reliable estimate of the true value.

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[7] Summarised output is presented as tables in the main body of this report while the full output from SPSS can be found in Appendix 12.

Independent Variable	Dependent Variable	Fisher-Freeman-Halton Exact Test *Exact Sig. (2-sided)*	Confidence Intervals of Spearman's rho			
			Spearman's rho	Significance (2-tailed)	95% Confidence Intervals (2-tailed)	
					Lower	Upper
Q2.10 - Extent of GenAI Discussion with Students	3.4_2 Impact you think GenAI has on students' critical thinking skills	0.045	0.557	0.001	0.235	0.768
	3.5_5 My students ask me questions about GenAI use in their writing	0.016	0.487	0.001	0.210	0.692
	3.5_6 GenAI is being used ethically by my students for academic writing	0.042	0.359	0.019	0.053	0.604
	3.5_9 If my students use GenAI when writing for an assessment I would consider this cheating	0.031	-0.317	0.038	-0.570	-0.010

Table 4.4: Fisher-Freeman-Halton Exact Test Results for Extent of Discussion with Students (Q2.10)[8]

Practitioners are more likely to discuss GenAI use if they think GenAI can have a positive impact on students' critical thinking skills (*p*= .045) with an effect size of 0.557 and a 95% confidence interval of [0.235, 0.768], which indicates a moderate correlation. This may be connected to practitioners in the interviews who report conducting activities which focus on students' critical evaluation of GenAI output and development of critical thinking skills. Similarly, students asking questions about GenAI impacts the extent to which practitioners discuss GenAI (*p*= .016) with a moderate effect size of 0.487 and a 95% confidence interval of [0.210, 0.692]. Considering responding to student needs is a significant part of EAP instruction as a sub-field of ESP, this

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[8] The full SPSS test outputs for Table 4.4 are available in Appendix 12.A.

seems like a common-sense relation and also indicates EAP students' engagement with GenAI tools.

Interestingly, a statistically significant relationship was found between practitioners considering GenAI cheating and discussion of GenAI (*p*= .031) with an effect size of -0.317 and a 95% confidence interval of [-0.570, -0.010]. This negative correlation means that as the frequency of GenAI discussions increases the belief that using GenAI is cheating decreases. Relatedly, Table 4.4 also shows practitioners who thought their students use GenAI ethically seemed more likely to discuss it. It is hard to judge whether more discussion and understanding of student use of GenAI affects EAP practitioners' beliefs of cheating, or if practitioners who perceive GenAI as cheating are less likely to discuss GenAI with students.

Table 4.5 shows the factors which show a statistically significant relationship to the extent practitioners teach GenAI in academic writing.

Independent Variable	Dependent Variable	Fisher-Freeman-Halton Exact Test Exact Sig. (2-sided)	Confidence Intervals of Spearman's rho			
			Spearman's rho	Significance (2-tailed)	95% Confidence Intervals (2-tailed)	
					Lower	Upper
Q2.11 Extent of GenAI Tool Instruction in Academic Writing Teaching	3.4_2 Impact you think GenAI has on students' critical thinking skills	0.038	0.501	0.004	0.168	0.732
	3.4_3 Impact you think GenAI has on students' creativity	0.002	0.660	< 0.001	0.401	0.822
	3.5_5 My students ask me questions about GenAI use in their writing	< 0.001	0.350	0.020	0.051	0.592

Table 4.5: Fisher-Freeman-Halton Exact Test Results for Extent of Teaching (Q2.11)[9]

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[9] The full SPSS test outputs for Table 4.5 are available in Appendix 12.B.

Similar to the results of Table 4.4, where the higher the impact practitioners believe GenAI has on critical thinking the more they discuss GenAI with students, here the same pattern emerges for the higher the extent of their inclusion of GenAI (p= .038) with a moderate effect size of 0.501 and a 95% confidence interval of [0.168, 0.732]. In addition, the impact practitioners believe GenAI has on students' creativity has an even stronger correlation (p= .002) with a moderate effect size of 0.660 and a 95% confidence interval of [0.401, 0.822].

The strongest correlation in Table 4.5 is between students asking questions about GenAI and the extent to which practitioners teach GenAI (p < .001) with an effect size of 0.350 and a 95% confidence interval of [0.051, 0.592]. This suggests that the two factors correlate strongly but the wider range in confidence intervals suggests uncertainty as to whether this estimate is reliable, hence the lower effect size value. It indicates students' autonomous engagement with GenAI if they approach their teacher to ask questions. But whether students feel open to discuss GenAI with their EAP tutors may be influenced by many other variables. For example, Jason stated his university started an AI policy in which using GenAI could be considered academic misconduct so when asked about AI use most students tell him they have not used AI (Appendix 9.B: 141-149). This echoes the quote from Maggie in Section 4.1.1 where she stated her students were too bright to admit GenAI use. This indicates that students may be afraid to discuss GenAI with tutors if they think they may be penalised for its use.

Finally, Table 4.6 shows the statistically significant relationship between variables for the number of areas of academic writing taught.

Independent Variable	Dependent Variable	Fisher-Freeman-Halton Exact Test Exact Sig. (2-sided)	Confidence Intervals of Spearman's rho			
			Spearman's rho	Significance (2-tailed)	95% Confidence Intervals (2-tailed)	
					Lower	Upper
Q2.12 - Total Number of Academic Writing Areas Taught Around GenAI Use	2.1 Which GenAI tools have you used? *(total number)*	< 0.001	0.605	< 0.001	0.371	0.767
	2.3 Over the past 12 months, how frequently have you been using GenAI for any purpose?	0.036	0.431	0.003	0.148	0.648
	3.4_3 Impact you think GenAI has on students' creativity	0.005	0.466	0.006	0.136	0.703

Table 4.6: Fisher-Freeman-Halton Exact Test Results for Total Number of Areas Taught (Q2.12)[10]

The number of GenAI tools practitioners have used has the strongest relationship ($p < .001$) with an effect size of 0.605 and 95% confidence intervals [0.371, 0.767]. Further, the amount practitioners use GenAI impacts how many areas they teach ($p = .036$) with an effect size of 0.431 and 95% confidence intervals [0.148, 0.648]. These results seem to support the ideas expressed above that it is the EAP practitioners' personal experiences and familiarity with GenAI which led them to include it more in their teaching. Q2.1 included 18 different GenAI tools with 17 out of the 18 being used by EAP practitioners. This indicates engagement and independent experimentation with GenAI linking back to the teacher autonomy in CPD from the CFTEAP. Practitioners in this study mostly used GenAI chatbots like ChatGPT ($n=43$, 95.6%) and Microsoft's Copilot ($n=31$, 68.9%).

Interestingly, the perception of impact on creativity ($p = .005$) correlated with the number of areas taught with an effect size of 0.466 and 95% confidence intervals [0.136, 0.703]. Though the wide confidence intervals in Tables 4.4-4.6 suggest some uncertainty among practitioners, these findings highlight potential areas for further research on GenAI teaching.

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[10] The full SPSS test outputs for Table 4.6 are available in Appendix 12.C.

Q3.3 asked if EAP practitioners have adequate policies at their institutions around GenAI and academic writing (Figure 4.7) and Q3.5_1 asked whether students are encouraged to use GenAI (Figure 4.8).
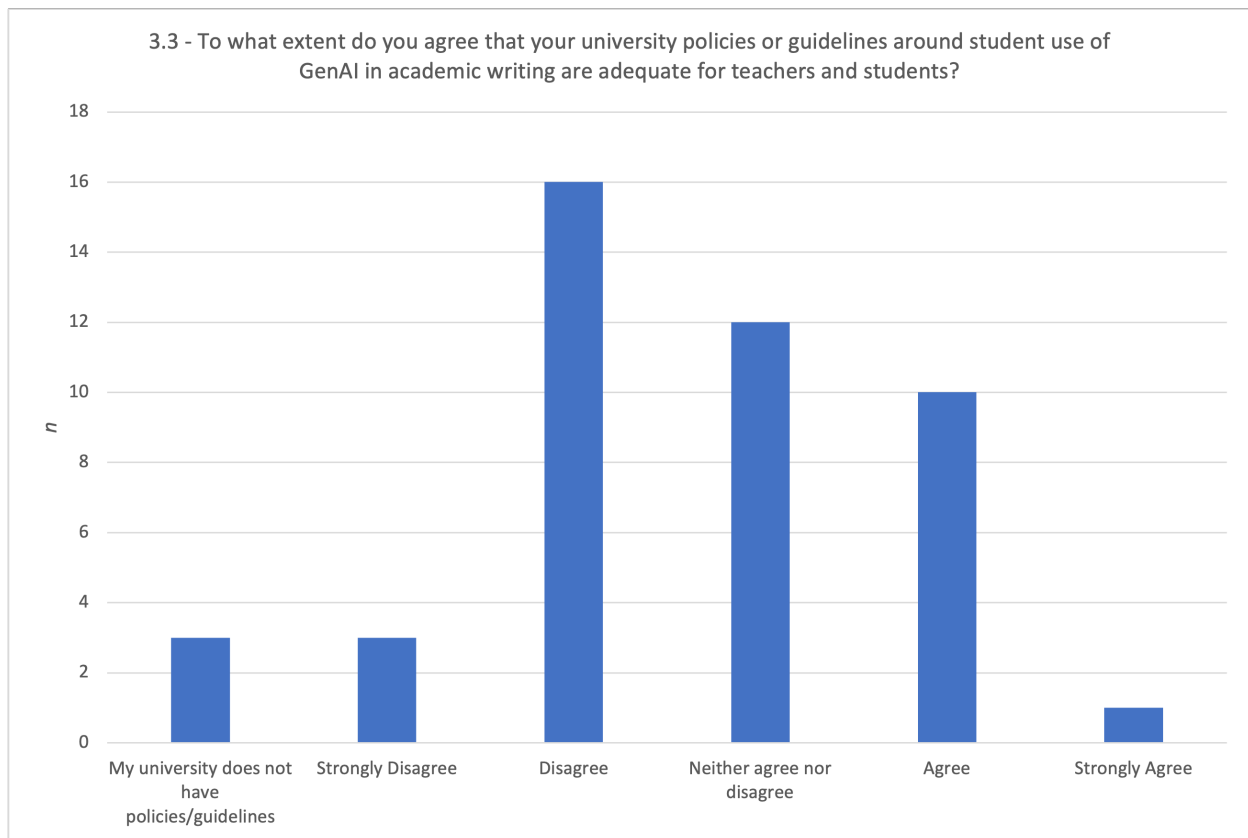
Figure 4.7: Extent of Perceived Adequacy of University GenAI Policies (Q3.3)
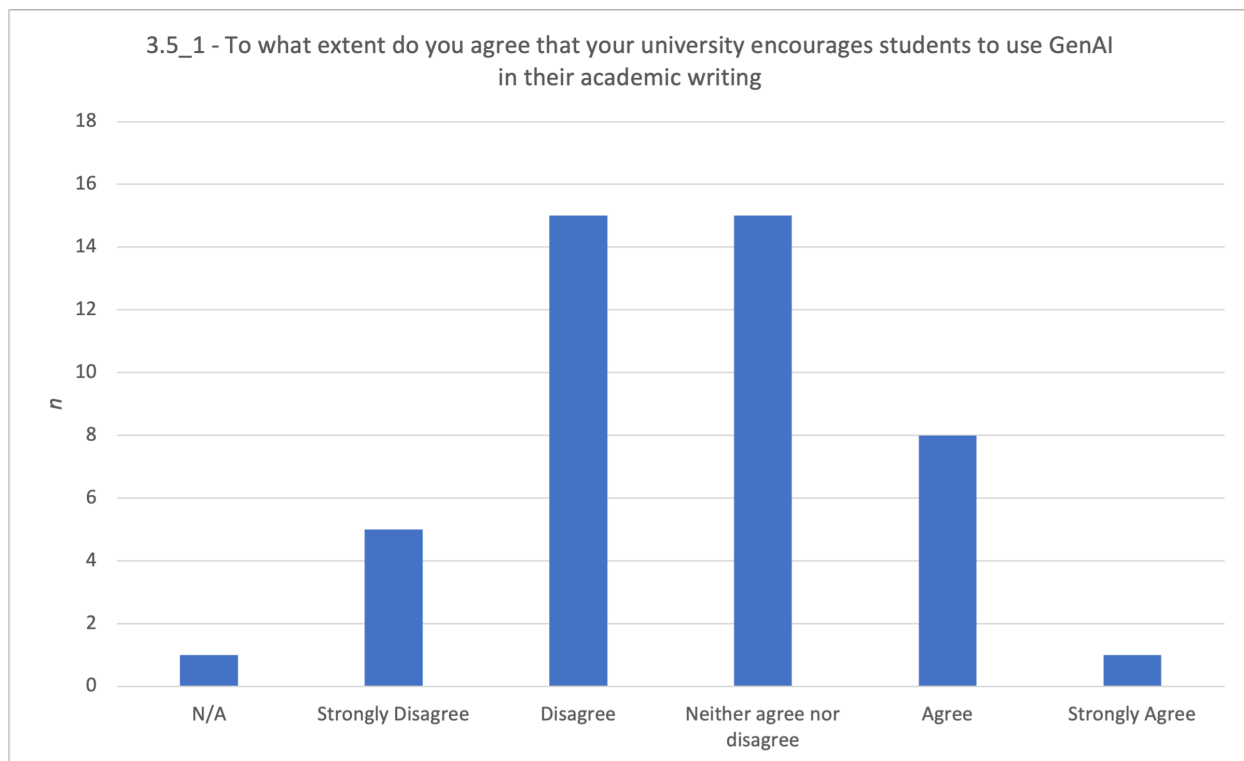
Figure 4.8: Institutional Encouragement for Student GenAI Use (Q3.5_1)

Only three practitioners (6.7%) reported no university GenAI policies. This contrasts with Barrett and Pack (2023) where over 90% of teachers in the study reported having no institutional AI policies and Moorhouse *et al.*, (2023), which showed the majority of universities studied did not have public AI policies. However, the majority of practitioners deem their institution's policies inadequate (n=19, 42.2%). Maggie also highlighted the challenge of preparing foundation-level EAP students for their future studies, as different departments have varying GenAI guidelines (Appendix 9.D: 272-276). This suggests that institutions need to develop clear institution-wide GenAI policies for academic writing.

Two interviewees praised the Russell Group guidelines around GenAI use in academic work as a pedagogical and ethical framework (Appendices 9.B: 137-139, 9.C: 260-261) for universities in general. Both reported teaching activities according to these policies and their curriculum, which indicates having adequate policies and guidelines will lead to consistent teaching around GenAI. However, the majority of institutions do not encourage GenAI use, as Figure 4.8 shows. Further, an interviewee who reported no GenAI policy describes how this causes disagreement

about what EAP practitioners should or should not be teaching and engagement with training around GenAI becoming inconsistent (Appendix 9.D: 170-172), which leads to gaps in practitioners' skills and knowledge.

EAP practitioners were asked in Q2.7 about the extent that their universities have trained them to use GenAI (Figure 4.9), and Q2.8 whether they have acquired the necessary knowledge and skills (Figures 4.10).
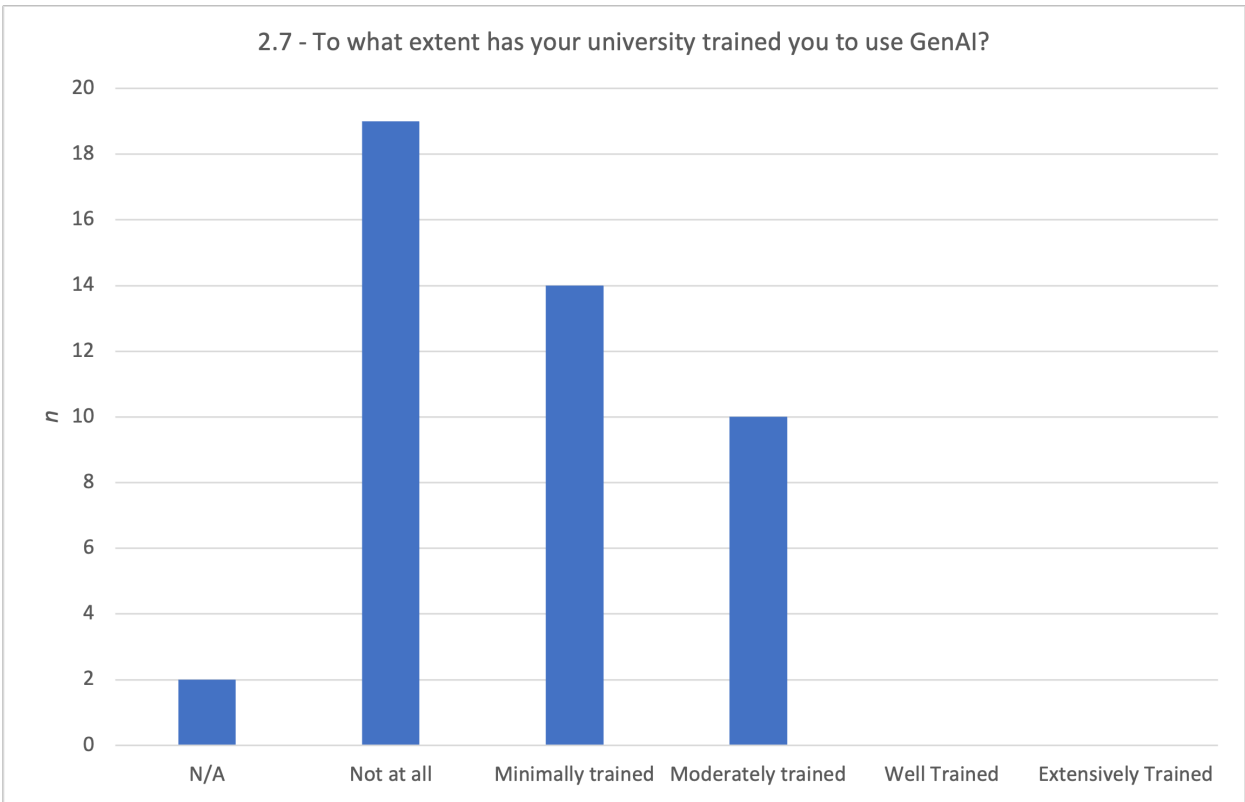
Figure 4.9: Extent of University Training of GenAI Use (Q2.7)
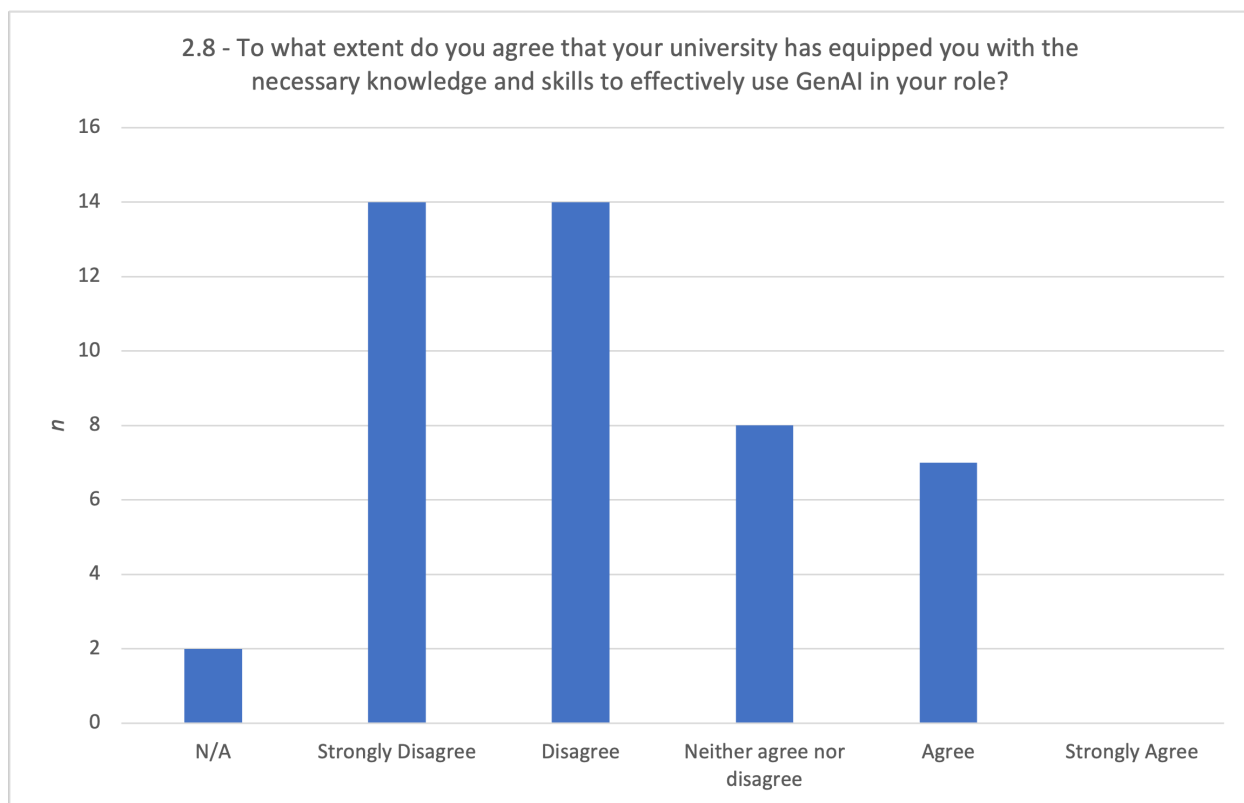
Figure 4.10: Extent of Knowledge and Skill from University for GenAI Use (Q2.8)

Barrett and Pack's (2023) study showed university teachers report a lack of GenAI training, with 95.6% (65 out of 68) reporting receiving no training. This is similar to the findings in this study as no respondents reported being well or extensively trained and the largest group (*n*=19, 42.2%) reported no training. Similarly, most respondents strongly disagree or disagree their institutions have provided them with the necessary GenAI skills for their roles (*n*=28, 62.2%).

Despite these negative responses, the interviews revealed some positive training experiences. Gordon praised his technology-enhanced learning team which offers GenAI training, stating that the activities they gave enabled him to build confidence in the tools (Appendix 9.C: 373-380). Similarly, Maggie describes a learning and teaching enhancement team which runs optional workshops.

2.9 - Would you like further support from your university in learning how to use GenAI for your role?
(*n*=45)

6
7
32

■ Yes ■ No ■ Unsure
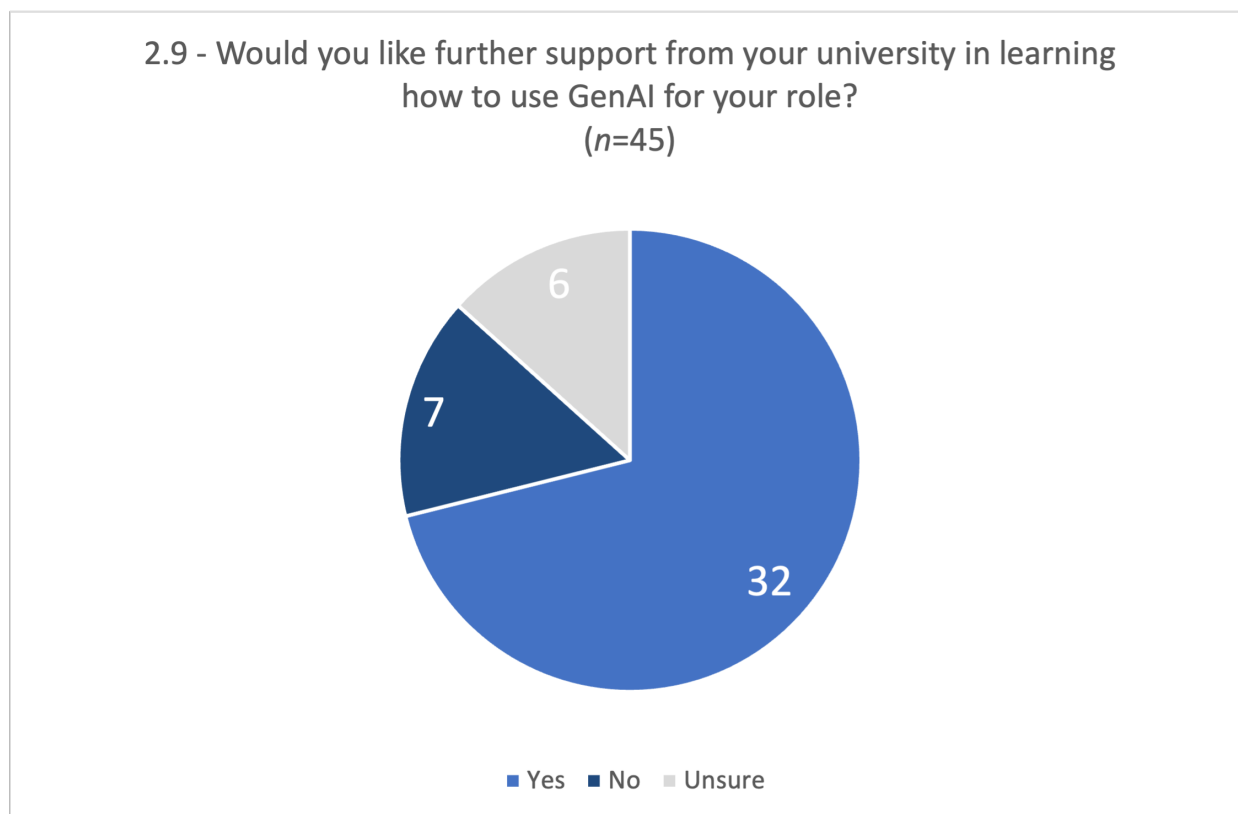
Figure 4.11: Further Support from University Desired (Q2.9)

Figure 4.11 shows that 32 (71.1%) of practitioners wanted more institutional support. Maggie expressed frustration over low attendance at a GenAI mini conference at her institution which she attributed to the ad hoc nature of the training due to the lack of official policies (Appendix 9.D: 141-172) which highlights the need for coordinated GenAI policies to run effective continuing professional development (CPD) initiatives.

As discussed above, increased personal use of GenAI, namely the number of tools used and frequency of use, were statistically significant variables in the number of academic writing areas taught[11]. In the interviews, discussions around confidence centred around personal use of GenAI outside of work.

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[11] Due to space limitations the data for personal use is included as Appendix 13, including Q2.1 (number of tools used), Q2.2 (purposes of use) and Q2.3 (frequency of use).
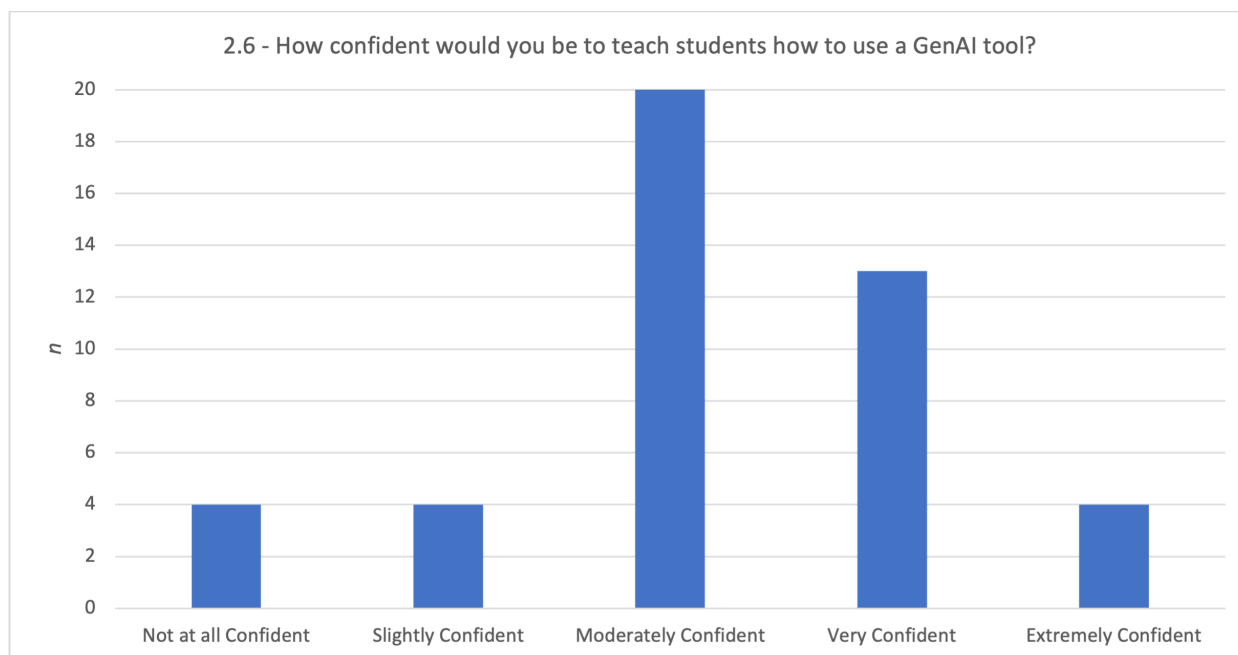
Figure 4.12: Confidence Levels of GenAI Teaching (Q2.6)

Figure 4.12 shows confidence levels in teaching GenAI showing the majority of participants (*n*=37, 82.2%) were moderately confident or above regarding teaching students to use a GenAI tool. However, there was no statistically significant relationship between the confidence levels of the participants and their teaching of GenAI in academic writing. However, the interviewees often discussed their level of confidence using GenAI and their personal use of the tool. In addition, undergoing CPD with optional webinars in their free time was another factor discussed in increasing confidence.

Fisher-Freeman-Halton Exact Tests were performed to compare age (independent variable) with several dependent variables: (1) total GenAI tool usage, (2) frequency of GenAI use, (3) confidence teaching GenAI, (4) extent of discussion with students, (5) extent of GenAI teaching, and (6) total number of academic writing areas taught with GenAI. No statistically significant differences were found based on the age of participants with *p* values ranging from .267 to .838 (full data in Appendix 12.D). These results conflict with Alharbi's (2024) findings which showed a strong correlation between higher age and lower self-reported AI knowledge among university educators. Although, his study is from the context of Saudia Arabian HE and there may be some factors which mean the results are not generalisable to the UK EAP context.

Interestingly, age was a recurring theme in the interviews. Ella (40-49) reported growing up in the 90s when children often knew more about technology than their parents. This led her to become self-sufficient in learning practical technology skills, which she now applies in her GenAI teaching (Appendix 9.A: 45-49). Similarly, Maggie (50-59) sought out new digital learning opportunities independently, contrasting herself with colleagues she called 'dinosaurs for technology' (Appendix 9.D: 182-183), meaning individuals resistant to change and reliant on traditional methods. This suggests openness to technology, rather than age, shapes attitudes. Conversely, Gordon (50-59) notes that while his colleagues use GenAI for tasks, he does not as he feels it does not align with his thinking (Appendix 9.C: 10-12). Despite this, he teaches GenAI to students, which may indicate that teaching GenAI may be influenced by factors other than personal usage.

No statistically significant differences were found based on the gender of participants with p values ranging from .164 to 1 (full data in Appendix 12.E). Equally, none of the interviewees raised gender as a topic in interviews. These results contrast with the study by McGrath *et al.* (2023) of 194 university teachers' perceptions of AI in HE which found statistically significant differences between gender and self-reported knowledge of AI, with female professors reporting having less knowledge. However, his study did not ask respondents about the depth or accuracy of their knowledge of AI or triangulate the data with other sources. Further, the survey concluded before ChatGPT's release in November 2022 and increased use of GenAI among teachers may have reduced any gaps based on variables like gender.

4.2.3   RQ2 Findings Summary

The vast majority of EAP practitioners had discussed GenAI use with their students and incorporated it into their teaching. Practitioners have included GenAI to support all areas of academic writing considered in this study with a commonly reported activity being for students to critically evaluate GenAI output. Key factors which may influence the inclusion of GenAI in academic writing instruction are practitioners' personal use of GenAI (including frequency and number of tools used), their positive attitudes to GenAI on student skills and toward technology

in general, and student engagement with the tools in an atmosphere of open discussion around GenAI which allows students to ask questions. Further, two interviewees noted that GenAI is now required on the EAP scheme of work at their institutions.

EAP practitioners have identified a need for clear academic policies around GenAI use for academic writing. Most practitioners judged their current policies as inadequate which indicates a need for developing more appropriate guidance applicable to the needs of EAP students. These policies could then guide training for teachers to understand and teach GenAI effectively to students. The majority of practitioners want more institutional support. Specifically, interviewees suggested on-going training and discussion with other practitioners, which aligns with research into teacher education in EAP which shows a preference for more informal CPD activities (Ding and Campion, 2016).

5. Conclusion

The use of GenAI tools by students and educators in HE has surged since the release of ChatGPT in November 2022, owing to its advanced content generation and ease of use (Chan and Colloton, 2024). However, the majority of research has been on students' or subject lecturers' perceptions and practice around GenAI use. Therefore, this research project specifically focused on EAP practitioners in their unique roles as language experts and teachers of academic writing. The mixed-methods approach combined survey and interview data to explore EAP practitioners' perceptions of student GenAI use and teaching practices, offering insights and recommendations for UK HEIs.

5.1 Summary of Findings

There was little consensus found among EAP practitioners on student use of GenAI in academic writing. No agreement was found on whether students use GenAI ethically and effectively or would declare its use in assessments. Equally, EAP practitioners were divided on whether using GenAI is 'cheating' or academic misconduct. There was uncertainty and disagreement about the impacts of GenAI on student learning and skills. Although the majority of practitioners believed student academic writing performance had improved since the launch of ChatGPT.

The majority of practitioners held that GenAI could scaffold in various areas of the academic writing process, although the number of practitioners that implemented teaching in these areas was much lower. Teaching often involved scaffolding students to develop their critical thinking around the use of GenAI tools which would enable them to utilise the tools autonomously. This shows that EAP practitioners' pedagogy is aligned to the BALEAP (2008) CFTEAP guidelines for best practice in EAP teaching. The interview data revealed that many practitioners believe the pedagogical approach to teaching GenAI use enables it to scaffold students' academic writing. A key theme identified in the interview data were activities in which students evaluate GenAI output critically to discover the benefits and limitations of GenAI tools in a hands-on way.

There have been calls for more integration of GenAI into EAP teaching practices (e.g. Danilina and Le Pichon, 2023) and my findings have verified that some HEIs in the UK are beginning to include GenAI in their EAP schemes of work. Compared to prior studies of university teaching professionals (e.g. McGrath *et al.*, 2023; Cong-Lem *et al.*, 2024), my findings show that the discussion and teaching of GenAI in academic writing is becoming more commonplace in university EAP departments. Although in many cases this seems to depend upon the individual practitioner's experience and confidence with GenAI tools, which indicates the need for consistent GenAI policies and training for staff.

Statistically significant factors influencing EAP practitioners' teaching of GenAI in academic writing include their personal use of the tools, positive attitudes toward their impact on students' skills, and student engagement by asking questions and discussing the use of the tools with practitioners. Although some practitioners mentioned age as a factor, the interviews suggest that a willingness to engage with and learn new technologies is more crucial than chronological age itself.

5.2 Limitations

The main limitation of this study is that it solely collects self-reported data of EAP practitioners' practice. This approach was valuable for exploring the participants' perceptions of their practice however it lacks triangulation with other data sources. Collecting data from lesson observations would add strength to claims about actual EAP teaching practice. Relatedly, surveying and interviewing students from the participant institutions would increase external validity and allow exploration of convergence and divergence in perspectives, as Alharbi's (2024) study of AI perceptions in HE indicates, there may be significant differences between students and teachers. In addition, collecting data on university policy documents, curriculum documents and training materials could triangulate the data to increase validity and add further depth to explore the EAP context.

Further, these findings may have limited generalisability because of the small sample size and disproportional representation of certain groups. Two institutions accounted for 28.9% of the responses, which may have skewed the results. I attempted to mitigate this as much as possible by interviewing participants based upon maximum variation sampling. Also, there are over 160 universities in the UK (SI-UK, 2024) but this study featured a small sample of 22 institutions. Whether this sample is representative of the whole UK or if the results would be generalisable to other EAP contexts internationally is still uncertain. Further research into EAP practitioners in other countries worldwide would be needed to corroborate or contradict the findings of this study.

5.3 Implications and Future Directions

Compared to prior studies, which showed the majority of universities lacking GenAI policies (e.g. Moorhouse *et al.*, 2023; Bannister *et al.*, 2024), most practitioners in this study reported having policies. However, the majority felt that their university policies are inadequate around GenAI use in academic writing. In addition, most practitioners surveyed have received no training from their institutions around GenAI tools. Consequentially, the majority of EAP practitioners surveyed had a view on the use of GenAI which was inaccurate, namely thinking it is acceptable to input student work into GenAI to check for GenAI-generated text, which has been proven to be unreliable (Liang *et al.*, 2023) and has serious issues of consent and data privacy (Moorhouse *et al.*, 2023). This shows EAP practitioners need further training to make informed decisions. However, there is still an issue of EAP practitioners often having high teaching loads and a lack of time for CPD and discussions around teaching issues (Hyland, 2018) so institutions will need to put measures in place to enable time and engagement for this CPD.

EAP practitioners explained difficulties in teaching without clear policies for staff and students. In addition, the lack of clear regulations meant different disciplines and departments were offering inconsistent guidelines, making it difficult to prepare EAP students for the academic departments in which they will eventually study. Clarity is needed around what students can

and cannot do with GenAI tools and what EAP practitioners need to understand and teach students. These issues may be resolved with the widespread adoption in HEIs of guidelines and policies like the EAP AI Assessment Scale proposed by Roe *et al.* (2024). Another solution may be clear policies developed in collaboration with students, EAP practitioners and subject lecturers, considering that the dialogue between students and teachers is a key aspect of teaching and learning in EAP (Alexander *et al.*, 2008). Policies also need to acknowledge the unique needs of international students who greatly represent the EAP student population (Bannister *et al.*, 2024). After implementing clear GenAI policies, research projects could be undertaken to further improve the policies which examine the policy's impact on the EAP curriculum and student's academic writing outcomes.

Little is known about the long-term impact of GenAI on learning and student skills (Roe *et al.*, 2024). Longitudinal studies of students throughout their university studies and their development of skills while using GenAI would be worthwhile. Further, empirical evidence of the impact on student skills would be extremely valuable for creating further informed and meaningful academic policies around GenAI. In addition, Dong *et al.*'s (2024) systematic literature review showed that over 90% of research into LLMs and education specifically examine ChatGPT. Considering EAP practitioners in this study had engaged with 17 out of the 18 GenAI tools listed and over half use Microsoft's Copilot, the impact of a wide range of GenAI tools which offer affordances for academic writing should be given attention in future research.

It is clear from the lack of consensus among this small sample of UK HE EAP practitioners that further research is urgently needed to develop policies and training which can adequately enable practitioners to support students in their academic writing in the age of GenAI.

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7. Appendices

Appendix 1: Ethical Approval Confirmation (MRSU-23/24-43813)

Research Ethics Office

3rd Floor
5-11 Lavington Street
London SE1 0NZ
rec@kcl.ac.uk

KING'S College LONDON

24/06/2024

Dear Rebecca

Generative AI in Academic Writing Instruction: English for Academic Purposes Practitioners Perceptions and Teaching Practice
Thank you for submitting your Minimal Risk Self-Registration Form. This letter acknowledges confirmation of your registration; your registration confirmation reference number is MRSU-23/24-43813.

Ethical Clearance
Ethical clearance for this project is granted. However, the clearance outlined in the attached letter is contingent on your adherence to the latest College measures when conducting your research. Please do not commence data collection until you have carefully reviewed the update and made any necessary project changes.

Ethical clearance is granted for a period of one year from today's date and you may now commence data collection. However, it is important that you have read through the information provided below before commencing data collection:

As the Minimal Risk Registration Process is based on self-registration, your form has not been reviewed by the College Research Ethics Committee. It is therefore your responsibility to ensure that your project adheres to the Minimal Risk Guiding Principles and the agreed protocol does not fall outside of the criteria for Minimal Risk Registration. Your project may be subject to audit by the College Research Ethics Committee and any instances in which the registration process is deemed to have been used inappropriately will be handled as a breach of good practice and investigated accordingly.

Record Keeping:
Please be sure to keep a record of your registration number and include it in any materials associated with this research. It is the responsibility of the researcher to ensure that any other permissions or approvals (i.e. R&D, gatekeepers, etc.) relevant to their research are in place, prior to conducting the research.
In addition, you are expected to keep records of your process of informed consent and the dates and relevant details of research covered by this application. For example, depending on the type of research that you are doing, you might keep:

- A record record of all data collected and all mechanisms of disseminated results.
- Documentation of your informed consent process. This may include written information sheets or in cases where it is not appropriate to provide written information, the verbal script,or introductory material provided at the start of an online survey.
- Please note: For projects involving the use of an Information Sheet and Consent Form for recruitment purposes, please ensure that you use the KCL GDPR compliant *Information Sheet & Consent Form Templates*
- Where appropriate, records of consent, e.g. copies of signed consent forms or e-mails where participants agree to be interviewed.

Audit:
You may be selected for an audit, to see how researchers are implementing this process. If audited, you and your Supervisor will be asked to attend a short meeting where you will be expected to explain how your research meets the eligibility criteria of the minimal risk process and how the project abides by the general principles of ethical research. In particular, you will be expected to provide a general summary of your review of the possible risks involved in your research, as well as to provide basic research records (as above in Record Keeping) and to describe the process by which participants agreed to participate in your research.
Remember that if you at any point have any questions about the ethical conduct of your research, or believe you may have gained the incorrect level of ethical clearance, please contact your supervisor or the Research Ethics Office.
Data Protection Registration

If you indicated in your minimal risk registration form that personal data would be processed as part of this research project, this letter also confirms that you have also met your requirements for registering this processing activity with King's College London in accordance with the UK General Data Protection Regulation (UK GDPR).
More information about how the UK GDPR affects researchers can be found here.
Please note that any changes to the storage, management, or type of personal data being collected should also be included in a modification request. We wish you every success with your project moving forward.

With best wishes,
The Research Ethics Office On behalf of the College Research Ethics Committee

Appendix 2: Online Survey Consent Form

Welcome to this research study on Generative AI in Academic Writing

This study aims to contribute to the understanding of Generative AI use in academic writing instruction. This survey is for current teachers of English for Academic Purposes (EAP) in higher education institutions in the UK.

You will be asked questions about Generative AI and its use in academic writing instruction. Please be assured that your responses will be kept completely confidential and information you provide will not allow you to be identified in any research outputs/publications.

The study should take you around 10-15 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason and without any prejudice.

Please use the following e-mail address to contact the researcher:
rebecca.slinn@kcl.ac.uk

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

- I consent, begin the study
- I do not consent, I do not wish to participate

Appendix 3: Online Interview Consent Form

CONSENT FORM FOR PARTICIPANTS IN RESEARCH PROJECTS

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research

King's College LONDON

	Tick or initial
Title of project: Generative AI in Academic Writing Instruction: English for Academic Purposes Practitioners Perceptions and Teaching Practice	
Ethical review reference number: MRSU-23/24-43813 **Version number:** 1 (22/07/24)	
1. I confirm that I have read and understood the information sheet dated 22/07/24 version number 1 for the above project. I have had the opportunity to consider the information and asked questions which have been answered to my satisfaction.	
2. I consent voluntarily to be a participant in this project and understand that I can refuse to take part and can withdraw from the project at any time, without having to give a reason, until one week post-interview.	
3. I understand my personal information will be processed for the purposes explained to me in the Information Sheet. I understand that such information will be handled under the terms of UK data protection law, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.	
4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.	
5. I understand that confidentiality will be maintained and it will not be possible to identify me in any research outputs	
6. I agree that the researcher can archive my anonymous data for future research projects.	
7. I consent to my participation in the research being audio recorded.	
8. I consent to my participation in the research being video recorded.	
9. I understand that I must not take part if I fall under the exclusion criteria as detailed in the information sheet and explained to me by the researcher.	
10. I understand that the information I have submitted will be published as a Master's Dissertation.	
11. I wish to receive a copy of the final report.	

_____   _____   _____

Name of Participant   **Date**   **Signature**

_____   _____   _____

Name of Researcher   **Date**   **Signature**

Appendix 4: Online Survey

Part 1 - Demographic information

1.1. Name of university where you are employed
- *(textbox)*

1.2. Current job title at this university
- *(textbox)*

1.3. Gender
- Male
- Female
- Non-binary
- Prefer not to say

1.4. Age
- 20-29
- 30-39
- 40-49
- 50-59
- 60+
- Prefer not to say

1.5. What is the highest level teaching qualification you have completed?
- BA/BSc (any discipline)
- Level 7 Teaching Qualification (PGCE, DELTA or equivalent)
- Master's (Applied Linguistics/TESOL or related)
- Ph.D. (Applied Linguistics/TESOL or related)
- Other - *(textbox)*
- Prefer not to say

1.6. How long have you taught English for academic purposes at university level?
Note: If you solely teach EAP short courses (e.g. pre-sessional summer sessions), please estimate the amount of total EAP teaching time. For example, teaching 10 week pre-sessional courses for 4 years totals 40 weeks/9 months experience, select 0 - 1 year
- 0 - 1 year
- 1 - 5 years
- 5 - 10 years
- Over 10 years
- Prefer not to say

Part 2: Generative AI Experience

2.1. Which Generative AI tools have you used? *(you may select more than one)*
Chatbots
- ChatGPT
- Claude
- Copilot
- Gemini
- Llama

Image Generation

- Dall-E
- Firefly
- Midjourney
- Stable Diffusion

Research Assistance

- Elicit
- Perplexity
- Scite
- Research Rabbit

Transcription

- Otter

Writing Assistance

- Grammarly
- Jenni
- QuillBot
- Wordtune

- Other - *(textbox)*
- None of the above

2.2. For what purposes do you use Generative AI? *(you may select more than one)*
- Personal use (e.g. travel planning, writing e-mails...)
- Study (e.g. language practice, finding information...)
- Work (e.g. lesson planning, research, marking...)
- Unsure
- Other
- I have never used Generative AI

2.3. Over the past 12 months, how frequently have you been using Generative AI (for any purpose)? *(please select the option that best describes you)*

I have not used Generative AI in the past 12 months	Once or twice an academic term	Once or twice a month	Once or twice a week	3 or more times per week

2.4. How confident would you be to complete a task for personal use using a Generative AI tool *(e.g. using ChatGPT to compose an e-mail)*?

Not at all Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident

2.5. How confident would you be to use a Generative AI tool to develop lesson materials *(e.g. using ChatGPT to generate a lesson plan)*?

Not at all confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident

2.6. How confident would you be to teach students how to use a Generative AI tool *(e.g. how to use ChatGPT to find key concepts around a topic)*?

Not at all Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident

2.7. To what extent has your university trained you to use Generative AI?

N/A	Not at all	Minimally trained	Moderately trained	Well trained	Extensively trained

2.8. To what extent do you agree that your university has equipped you with the necessary knowledge and skills to effectively use Generative AI in your role?

N/A	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

2.9. Would you like further support from your university in learning how to use Generative AI for your role?

- Yes
- No
- Unsure
- N/A

2.10. To what extent have you discussed the use of Generative AI with your students?

N/A	Not at all	To a minimal extent	To some extent	To a fair extent	Discussed extensively

2.11. To what extent have you included instruction on the use of Generative AI tools in your academic writing teaching?

N/A	Not at all	To a minimal extent	To some extent	To a fair extent	Included extensively

2.12. In which areas of academic writing have you given instruction to students on Generative AI use? *(you may select more than one)*

- Understanding key concepts
- Finding literature/sources
- Reading literature/sources

- Brainstorming / Idea creation
- Planning writing
- Composing writing
- Generating images/figures/graphs

- Paraphrasing
- Editing
- Proofreading
- Other - *(textbox)*
- None of the above

Part 3 – Generative AI perceptions

3.1. In which areas do you think Generative AI could scaffold students' academic writing? *(you may select more than one)*

- Understanding key concepts
- Finding literature/sources
- Reading literature/sources
- Brainstorming/Idea creation

- Planning writing
- Composing writing
- Generating images/figures/graphs
- Paraphrasing

- Editing
- Proofreading
- Other – *(textbox)*
- None of the above

3.2. How has the performance of your students' written academic work changed since the launch of ChatGPT in November 2022?

Unsure | Significantly Worse | Slightly Worse | No Change | Slightly Improved | Significantly Improved

3.3. To what extent do you agree that your university policies or guidelines around student use of Generative AI in academic writing are adequate for teachers and students?

My university does not have policies/guidelines | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree

3.4. Please select the impact you think Generative AI has on students in the following areas:

Unsure | Strongly Negative Impact | Negative Impact | No Impact | Positive Impact | Strongly Positive Impact

- Learning
- Critical thinking skills
- Creativity
- Academic writing skills
- Time taken to write assignments

3.5. To what extent you agree with the following statements about your students and Generative AI (GenAI):

| N/A | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |

- At my university students are encouraged to use GenAI in their academic writing
- Using GenAI scaffolds my students to write better than they could without it
- My students would declare when they have used GenAI in an assessment (if required)
- EAP practitioners at my university instruct students on how to use GenAI for academic writing
- My students ask me questions about GenAI use in their writing
- GenAI is being used ethically by my students for their academic writing
- GenAI is being used effectively by my students for their academic writing
- My students rely on GenAI in their academic writing
- If my students use GenAI when writing for an assessment I would consider this cheating

3.6. What is your opinion if students do the following with Generative AI (GenAI):

| Unsure | Completely Unacceptable | Possibly Problematic | Neutral | Mostly Acceptable | Completely Acceptable |

- Upload documents to GenAI to summarise them
- Upload documents to GenAI to ask questions about them
- Use GenAI to generate a plan for an assignment
- Copy and paste content from GenAI into an assignment
- Use GenAI to fix spelling, punctuation or grammar in their writing
- Use GenAI to give feedback on their writing before submission

3.7. What is your opinion if EAP practitioners do the following with Generative AI (GenAI):

| Unsure | Completely Unacceptable | Possibly Problematic | Neutral | Mostly Acceptable | Completely Acceptable |

- Upload documents to GenAI to summarise them
- Upload documents to GenAI to ask questions about them
- Use GenAI to generate a plan for a lesson
- Copy and paste content from GenAI into lesson materials
- Input student writing to GenAI to give feedback
- Input student writing to GenAI to check for plagiarism or GenAI use

Appendix 5: Interview Protocol for Semi-Structured Interviews

1. How do you use Generative AI?

2. What do you think has made you feel (confident/a lack of confidence) in using Generative AI?

3. How do you think your students are using Generative AI in their writing?
   - What do you find encouraging about how your students use GenAI?
   - What are your concerns about how your students use GenAI?

4. What are your thoughts about the impact of Generative AI on students' learning and on their skills like critical thinking, creativity and writing skills?

5. What kinds of changes have you noticed in written work submitted by students since the launch of ChatGPT in November 2022?

6. You listed various areas of the academic writing process in which Generative AI may be an assistant to scaffold students to improve their writing. Can you explain your thoughts around this in more detail?

7. Please describe the activities you have done with students about Generative AI in your academic writing lessons.
   - Do you think there was a positive impact on your students written work after this instruction?

8. You noted that EAP practitioners in general at your institution (do/do not) teach about generative AI. Why do you think this is the case?

9. What recommendations do you have for EAP practitioners to teach Generative AI use in academic writing?

10. Please describe in more detail the training you have had for using Generative AI tools.
    - Has this training benefited your teaching of academic writing? How?

10. What kind of support or training would you like to have for using Generative AI in your role?

11. Please describe your university policies around Generative AI use?
    - Why do you think they are (adequate/inadequate)?
    - If you could change them, what would you change?

12. What are your general concerns surrounding Generative AI?

Appendix 6: Survey Piloting

Survey piloting was undertaken by five experienced EAP practitioners between June 27th and June 29th, 2024.

Piloting Instructions:
While doing the survey, please note:
- how long it takes you to complete
- which device you use to complete the survey (e.g. laptop, tablet, smartphone)
- any questions you find unclear
- any questions where you feel you cannot answer the way you want to
- any other issues, comments or suggestions

Piloting Feedback:

EAP Practitioner	Time Taken (minutes)	Feedback	Response
P1	10	**Q2.3** *'To what extent have you been using Generative AI for any purpose?'* Answer scale should be changed from 'Not at all, Rarely, Sometimes, Often, Most of the Time' to more concrete Likert scale values detailing something quantifiable, like hours per week to give consistent response data between participants. A question should be added after 2.3 about how confident teachers would be to do a task for work using Generative AI (like lesson planning or materials development)	**Q2.3 Answer scale changed to:** 1 I have not used Generative AI in the past 12 months 2 Once or twice an academic term 3 Once or twice a month 4 Once or twice a week **5** 3 or more times per week Two questions were added after **Q2.3** to collect additional data about confidence using AI for personal use and confidence using AI for work.
P2	5	**Q3.1** *'In which areas of academic writing do you think Generative AI can support students? (you may select*	This was a human error in selecting the question type in Qualtrics which was corrected.

		more than one)' Had a multiple selection checkbox list which was erroneously set up so only one option can be selected	
P3	10	**Q3.5, Q3.6, Q3.7** *'To what extent do you agree with the following statements…'* Questions 3.5-3.7 may have different answers depending on the specific contexts and details. E.g. if it is a formative assessment vs. summative assessment, if the student writing has personally identifiable information, if the document uploaded is a copyrighted book.	This issue is acknowledged and will be explored in the follow-up semi-structured interviews.
P4	12	**Q1.5** *'What is your highest level qualification?'* This phrasing may cause uncertainty of what to put as your highest qualification if you studied a higher level course unrelated to teaching. **Q3.4** *'Please select the impact you think Generative AI (GenAI) has on students in the following areas:'* Erroneously had an extra column 'Click to write scale point 7'	The word 'teaching' was added to **Q1.5** for clarity. **Q3.4** had an extra column due to human error which was removed.
P5	20	**Q1.6** *'How long have you taught English for academic purposes at university level?'* It may be unclear how to answer for seasonal EAP teachers who only teach EAP in short pre-sessional courses over the summer. It would	A note was added below **Q1.6** detailing how EAP practitioners should calculate their years of teaching EAP. **Q2.7** and **Q3.3** phrasing was adjusted for clarity from 'To what extent' to

| | | be good to add a note on how to complete this for them.

Q2.7
'To what extent do you feel that your university has equipped you with the necessary knowledge and skills to effectively use Generative AI in your role.'

This question was a bit unclear as you are asking a question (not a statement) and you want respondents to express their agreement with it.

Q3.3
'To what extent do you feel that your university policies or guidelines around student use of Generative AI in academic writing are adequate for teachers and students.'

Same as with Q.2.7 - I would put: To what extent do you agree that your university policies or guidelines around student use of Generative AI in academic writing are adequate for teachers and students? | 'To what extent do you agree…' |

Appendix 7: Semi-structured Interview Question Feedback

The same five EAP professionals reviewed the guiding questions for the semi-structured Interviews.

Instructions:
Comment if there was any phrasing which was unclear.

Feedback:

EAP Practitioner	Feedback	Response
P1	No comments (all clear)	
P2	**Q3: 'Can you describe how your students are using Generative AI in their writing?** May be better phrased as "How certain are you that your students are using AI in their writing?" Another question connected to this may be "How confident are you in identifying work generated by AI?"	I will not change it to 'how certain are you…' as I want the question to be as general as possible. Further, I do not want my questions to lead interviewees into the punitive 'catching students out using AI unethically' discourse, unless they bring it up themselves. Asking 'Describe how…' implies certainty and may receive a response that they do not know. So **Q3** was changed to 'How do you think your students…' to make clear it is about teachers' perceptions.
P3	No comments (all clear)	
P4	No comments (all clear)	
P5	No comments (all clear)	

Appendix 8: Qualitative Data Cleaning Procedure

There were three stages of data cleaning:

(1) data correction by rewatching the meeting recording to fix any errors or omissions in the automated transcription by Microsoft Teams.

(2) removing any text unnecessary for the analysis, including:

- false starts and unnecessary repetitions (e.g. 'the', 'it's', 'I', 'my')

- fillers (e.g. 'ok', 'kind of', 'like', 'you know', 'um' 'hmm', 'so')

- any comments irrelevant to the interview, e.g. apologising for background noise

(3) anonymising the transcripts, which included:

- removing profile pictures of participants inserted automatically by Microsoft Teams

- changing names based on the first output of a random online name generator while maintaining the gender of the interviewee

- generalising university names to [my university], department names to [my department]

- generalising any personal information like husband or wife to [partner] and son or daughter to [child] and any specific second-language background to [my L2]

Appendix 9: Interview Transcripts

All interviews were held online over Microsoft Teams between July 29th and August 1st, 2024.

Appendix 9.A Transcript of Interview with Ella

Date: 29/07/2024
Interview Length: 33 minutes

1 **Interviewer:**

2 You said you felt quite confident about using Generative AI in general. What do you think has

3 made you feel confident to use it?

4

5 **Ella:**

6 I'm basically just experimenting with it. I go to a lot of webinars. Whenever a webinar comes up

7 that's especially to do with language learning and EAP with generative AI I'll join it. But

8 generally it's always beginner level for people just getting into it so they're always lower level

9 than I am. But basically I just try it out and a lot of the webinars I go to I find if it's people just

10 telling you what happens it's not as useful. You don't get a feel for it. I think you have to use it

11 to get a feel for what it does and how it goes wrong.

12

13 And it's a good type of technology for that as well because with a programme that's set up with

14 an interface with buttons you have to press, you can do things wrong or something goes wrong.

15 It immediately falls apart. But with this you have a conversation with it. So if something goes

16 wrong, you just ask it again in natural language, which makes it more accessible but also more

17 fun to play around with.

18

19 **Interviewer:**

20 I'm curious about the webinars you've attended. Are they things you're doing on your own

21 initiative or is it part of your CPD?

22

23 **Ella:**

24 It's kind of a combination. In my job - I've been made redundant from it now - but in the last 18

25 months I've been doing an EAP tutor position where my additional responsibility was as

26 'Technology-enhanced Language Learning Lead'. But that wasn't something that I was

27 employed for. You can choose an additional responsibility, and my interest was already in that,

28 so I chose it. They probably think they give you extra time to do that, but they do not. A lot of

29   the stuff that I've been developing has just been in my own time and then integrating it into

30   classes myself.

31

32   **Interviewer:**

33   OK, so do you have a background in any technology things? Have you been doing any other

34   kinds of jobs or hobbies that use digital tools in any way?

35

36   **Ella:**

37   Not really. I did have a class once where I was showing my students some AI type of thing. One

38   of them put their hand up and said "Miss, are you a computer engineer or a computer

39   scientist?" And I was like, "No, I just spent too much time online."

40

41   **Interviewer:**

42   That's where I was going, I was curious.

43

44   **Ella:**

45   Yeah, I don't know any coding. I've never done any coding or programming. I'm from the

46   generation being a kid in the 90s where you didn't have parents who knew about computers to

47   teach you, you didn't have kids to teach you. You kind of work things out yourself. And I'm used

48   to doing that. If something goes wrong on my computer, I'm always just looking it up myself

49   and trying to figure it out.

50

51   **Interviewer:**

52   Yeah, I totally understand. It was like we had to programme things into our own Myspace

53   profiles. That kind of generation, we're really in the middle.

54

55   The next thing I was going to ask is, you've mentioned that your students are using AI. They're

56   asking you about it. I wanted you to describe a bit more about how your students are using

57   generative AI for their writing tasks in particular.

58

59   **Ella:**

60   I have a bit of knowledge into it because we had some arrive in November and when this cohort

61   arrived I did surveys with them. And I've done them longitudinally the whole way through the

62   course. When they first arrived, I asked them like not just generative AI but do you use machine

63   translation, do you use spell check, do you use Grammarly and generative AI?

64

65   Within this five-week introductory course I had to get them here and over that. And we

66   explored together like machine learning, machine translation and things like that just so they

67   could look at it a bit more critically and how they're using it and consider if it's helping them use

68   it to learn language. And I didn't even introduce that much generative AI. I kind of mentioned it

69   but and my students were from Nepal and Nigeria and particularly Nigerians aren't that digitally

70   literate. But even without me mentioning it really that much in class, we mostly did machine

71   translation.

72

73   By the time their proper course started after five weeks, loads of them were using it more. It

74   jumped right up and I was really surprised. So just by themselves just talking to other students,

75   they were like finding out about it. And we do have a section of the course where we do

76   consider it. They have to choose a controversial topic for their essays in their field and then in

77   class, we go through and build an essay and an argument together. And the controversial issue

78   we look at is using generative AI as a student. And you know, what are the benefits, what are

79   the downsides, so we consider it.

80

81   They learnt a bit from that. But I had a master's student from [a university] come in and do her

82   field work on my classes because I was integrating it. And she has interviewed them as well.

83   And she told me that not only are they using it to help them with, like, writing a bit, but we

84   have looked at that critically, but also they're using it as like a search function like more like a

85   Google. And that's really interesting because I'm like, that's not such a great way to use it. You

86   should be using Google for that.

87

88   Also, they were using it outside the classes now to do things like in their personal lives, like to

89   write emails to their landlords or any communication that they needed to do. So yeah, we

90   ended up getting quite a big insight into what they were doing.

91

92   **Interviewer:**

93   Do you have any concerns about how they're using it or anything that you're worried about

94   with how are they using it now?

95

96   **Ella:**

97   Yeah. I like to try and separate out the using it for language adjustment, which I see is a

98 perfectly legitimate way to use it, as opposed to using it for the argumentation and ideas which

99 should be coming from them. And they don't focus enough on that.

100

101 So I wouldn't want them to be using it. I think I said to them use it and think of it as kind of

102 assistant who's a little bit stupid, but you can ask any question, but who also doesn't know

103 anything about your life. You need to give it lots of context to get the information you need

104 from it.

105

106 And if it's something that's kind of well agreed upon and well known, you can ask of the

107 information. If you want to ask it, "How do I write an essay? How do I write a thesis

108 statement?" Everything online that it's been trained on probably agrees with that, but if it's

109 something more niche, like maybe like a business theory or something like that, then it can

110 start to get things wrong. You have to be more careful. But it seems like the way they were

111 using it, they do need more critical instruction on that.

112

113 I ended up designing an assessment that was to assess them more on their idea formulation.

114 The end of the assessment was an essay outline rather than a full essay, just to get them to still

115 use the AI for some feedback and ideas for their essay outline, but the end product would be

116 like a collaboration between them and it. They didn't do very well in it and it really brought

117 home that actually their skills in argumentation and structuring are the places where they need

118 the most help, so it's really useful for that.

119

120 **Interviewer:**

121 Could you give like an example of that? Like how did they not do well, exactly like, what was the

122 issue there?

123

124 **Ella:**

125 I'll explain how the assessment goes first. I give them an essay question and two sources in

126 exam conditions and they hand write out their initial response to the question and use those

127 two sources. And then I take a copy of that and they take that home and they can use any AI

128 that they want to get feedback on it, to amend it, to do whatever they want. And the final

129 submission is the end result. And some reflection questions about how they use the AI. "What

130 prompts did you give it? How did you make sure the work is your own? What went wrong? How

131 did you deal with that?" All that type of thing.

132

133   The things that went wrong is a two-part question. First was about English as a lingua franca.

134   The question was is that a good thing basically and to use your own country as an example. And

135   so a lot of them just didn't put the second bit in like your own country as an example. It's quite

136   a simple thing just to answer the question and it just wouldn't do it. And then it's quite an easy

137   thing to pick up too if you know how to prompt AI to be like "This is my essay outline I've done

138   so far. This is the essay question. What have I got wrong?". AI would go like, "Oh, you haven't

139   done the bit about your own country in there". But they just weren't putting enough context in.

140   And so I think they only had one lesson about prompting. But I think they would have needed

141   more to be able to use it well. And the other thing was the reflection questions, some of them.

142   That was meant to be for me to see "How did you get from that bit in class to the end result?" I

143   would be able to see the path that you took even if you were using AI and a lot of them would

144   just use AI to answer those questions. Then they were really vague and general and so on.

145

146   It did fix the problem with us having like a mountain of unfair practise cases because instead of

147   reporting them for unfair practise, it was just reflected in the marking criteria. You're just

148   getting low because it's not doing what you need to do, so you get a low mark for it. Then also

149   just synthesising - like they wouldn't find sources and then put them into because they needed

150   to find some additional sources as well for their argument. Some of them could do that but a lot

151   of them couldn't.

152

153   **Interviewer:**

154   It sounds to me like you're saying that they weren't engaging with the task they were trying to

155   outsource it to the AI basically.

156

157   **Ella:**

158   Yeah.

159

160   **Interviewer:**

161   I like the idea you were mentioning about AI being like an assistant, but you have to see it as a

162   bit stupid and you have to give it lots of instructions. And I've been exploring that idea of AI

163   helping students to scaffold their own learning and scaffolding has the more experienced peer

164   or teacher. And what do you think of that idea? Do you think AI can also play that role?

165

166   **Ella:**

167   It can but to be able to scaffold I think you need to know the steps and what you don't know.

168	You need to be aware of the limitations of your knowledge to be able to do that. You need to
169	be quite sophisticated or to be able to use evaluative judgement on the output of AI. You kind
170	of need that knowledge in the first place to know whether it's right or not. So that's something I
171	think really needs to be shown to students because it all looks very legitimate when it's said to
172	you because the language looks very… if you're just judging it by language, it looks like it's
173	telling the truth. But ways to show them that it can go wrong and how it can go wrong.
174	
175	The other option would be to have purpose-built tools that had guardrails in them. I could
176	imagine (just I haven't done this yet) but I would quite like to set up a custom GPT with
177	instructions in the background that just helps them develop a thesis statement because it
178	would just be like, "What do you think about this topic? All right, tell me more about that." And
179	actually, what's the website with the flash cards? Quizlet. Quizlet. Yeah, I haven't looked at this
180	for a while. Maybe it's changed by now because it's been a few months, but they had this essay
181	writing helper that they started up and it kind of did that. It was like, "All right, so what's your
182	essay question? All right. Now, tell me what you think about that". And then it would ask
183	another question and, you know, it would get their thought process. And it's like, "OK, well,
184	here. There you go. That's what you think. That's what you should be arguing."
185	
186	**Interviewer:**
187	Yeah, I'll have to look into that. That's a good recommendation.
188	
189	**Ella:**
190	Yeah, I haven't looked at it for a while. I've just remembered it existed.
191	
192	**Interviewer:**
193	There was just one more thing because you mentioned about your students from Nigeria and a
194	digital literacy gap. I wondered if you'd be able to tell me a bit more about that experience or
195	your thoughts about that as a general topic.
196	
197	**Ella:**
198	Yeah, it's a really difficult one to deal with because even before GenAI I liked to integrate tech
199	into the classroom. From COVID teaching online using things like Padlet, I still use those in the
200	class now because for one thing it just shows the text on screen straight away. You've got
201	access to it, it can be anonymised as well. You don't have to point anyone out. Also, it gets
202	them using their phones productively so I quite like that.

203

204   But then you've always got issues, like some students might come with laptops. Only a minority,

205   though, even might have access to them, and then some students will come up with their

206   phones, but they'll have broken phone screens. They're all struggling with the cost of living

207   when they come here and the fees. And so, you know, as access problems, we want them to

208   have digital literacy skills, but we don't give them the devices they need to do it.

209

210   **Interviewer:**

211   That's something that I don't know a lot about so it's very interesting to hear a bit more about

212   that.

213

214   We need to move on to the next question. It was about their skills. You said you were unsure

215   what the impact of generative AI is on their learning, their skills like critical thinking and

216   creativity and their writing skills. I wondered if you could just tell me a bit more about your

217   thinking of that while you were feeling unsure.

218

219   **Ella:**

220   What did I say that about? Unsure. What did I say? Was that in the survey? I can't remember

221   what I said.

222

223   **Interviewer:**

224   Yeah, it was a while ago, a few weeks ago. The questions were, "What do you think is the

225   impact on students in the following areas. Their learning, their critical thinking, their creativity

226   and their academic writing skills." And you'd put unsure for all but a positive impact for their

227   writing skills. I wondered why or what you do think is the impact on their learning and their

228   critical thinking and creativity.

229

230   **Ella:**

231   I think I put unsure just because it depends how it's used. It's not so much about the tools, it's

232   all to do with the pedagogy if you implement them in a way with good pedagogical practices. I

233   think a lot of people are very critical about GenAI because they think, "Oh, you just throw it at

234   the students. Oh, they can't use it. Therefore, it's bad." But no, it takes good pedagogical

235   practice to show them how to use it and why they are using it. If you just throw them at a tool

236   and get them to play with it and people are like, "Oh, they just get their answers and they copy

237   it down". Well, of course they do.

238
239 An example of what I would do is using it for help with reading. You've got things like ChatPDF
240 where you put a journal article in and you can ask it questions and it'll give you things out. I
241 thought to myself whenever I come across one of these tools I think, "Oh no, that's something
242 students going to use and they won't be learning". And then I think, "Well they're going to find
243 it themselves anyway. Students talk with each other and if it's just them they're going to use it
244 badly." I think even if I'm not doing it perfectly, I'm going to put it into classes just to show
245 them. And at least they'll get some guidance from a teacher in how to use it.
246
247 We had a class like an academic reading circle where they had a journal article and they had to
248 find this information and the purpose of it was to find where in a journal article you get the
249 information you want. What does the abstract do? What does the introduction do? Blah blah
250 blah. And they did all that manually, the old-fashioned way and then I asked them, "What skills
251 do you develop when you're reading in full like this?". You learn vocabulary, you learn phrasing,
252 you learn the structure of the article. All these things that you learn in addition to the
253 information you're getting. And then I showed them ChatPDF and I was like, "There is this tool
254 that you can use and you can ask it questions. It'll give you the answers from the PDF and you
255 can even use it to translate things or simplify the language." And they're like, "Wow." But then I
256 say, "OK, let's go back to the whiteboard. What about these skills? What are you not learning if
257 you don't read it the long way?" because I'm just aware they go out into the world. They're
258 going to want their lives to be easier. They're going to use the tools. But especially, I teach
259 master's students as well. So I'm like, "you've got autonomy as an adult to choose what you're
260 going to do and what you're going to learn."
261
262 **Interviewer:**
263 Yeah, that's a really interesting way of teaching it. In a way, you're scaffolding them to use it as
264 a scaffold, not as a replacement. I like the way that you are showing them what skills they might
265 be under-developing if they outsource it. That's a really good idea.
266
267 **Ella:**
268 Yeah.
269
270 **Interviewer:**
271 I really understand why you put unsure and that detail was really helpful.

272

Ella:

Yeah, it's one of those "it depends" questions.

Interviewer:

I know you've been teaching for a while, so since the ChatGPT emergence in November 2022, like what particular changes have you noticed in the written work that you've been marking or seeing from students?

Ella:

I had noticed it even before ChatGPT when I was starting to mark things and I was thinking, "The language on this is better than I would expect from that student. But there are still mistakes." And then I found out they were using Grammarly. This is what got me into it because I because I thought, "Oh, is it is it fair that they're using that." And kind of coming to the conclusion, "Well, yes, it exists. They're going to use it." Maybe they should learn to use it in a way that's productive rather than just replacing the skills.

When ChatGPT was released the first day anyone found it could write an essay and everyone was like, "Oh, crap". That was my first day reaction. But the second day reaction was thinking. Actually, I think it'll improve a lot of the things that need to change about higher education. Higher education will have to face up to problems that have been there for a long time which haven't been fixed.

The thing that I found in their work was the difference between expression with the language and the argumentation and the ideas that they have was that their English is perfect and good and fine. Like if I'm marking vocabulary and grammar. Everything's fine, but all the argumentation is not great because ChatGPT can do that to an extent, but not in a nuanced way and not answering the specific question you're really asking. So that's why I started to move away from my like, "They can use it for language adjustment to fix their expression." It's all that argumentation and the thinking work, which is what already my academic director was saying, "Oh, the students just aren't (this is not to do it with generative AI) in general they're not engaging with the reading". They're just trying to give you the right answers and they're not understanding the process. That was one of the things I expected on that second day where I was like, actually it'll think it'll change things for the better. I think we can move now to the

306   critical thinking and the argumentation and not worry so much about the expression cause

307   computer can do that or can help with that.

308

309   **Interviewer:**

310   The next thing I was going to ask was about your institution because you mentioned your

311   academic manager and the kind of activities you've done. But I was curious about the other EAP

312   practitioners that you work with. Are they teaching about generative AI as well? If not, why do

313   you think they're not doing it? If so, you know, are they doing the same things as you?

314

315   **Ella:**

316   They were. I was one of the newer ones there. I think they'd already set up their modules to be

317   what they wanted and one of them, his type of thing was sustainability, like the Sustainable

318   Development Goals. That was the content through his. But through my work, I did get them

319   using it just for themselves. They've taken over my modules now that I've left anyway but I

320   think they were beginning to bring it into things.

321

322   There's one tool called MyEssayFeedback which is kind of set up as having guardrails and for a

323   while they were testing it. At the time it was free and I think it will be free until September. But

324   it's created by educators and so I used that in one of my last terms. And showed one of my

325   teachers what I was doing with it and he was going to put it into his as well. I think they weren't

326   putting it in, but I think they're moving towards that now. And now that someone's had to take

327   over my modules, they have to.

328

329   **Interviewer:**

330   Do you think that they'll continue to do what you've done, even though there might be

331   someone else teaching the module?

332

333   **Ella:**

334   Yeah, especially because they're using it themselves in their own time. They're kind of familiar

335   with what I think. If because someone came in cold with not having used ChatGPT before, it'd

336   be really difficult for them to get over that barrier of entry.

337

338   **Interviewer:**

339   Does that mean that your previous institution was training people about using GenAI or was it

340   just coming from you and you were training people?

341
342 **Ella:**
343 Yeah, it was just me. Yeah, we had plans to develop 6 workshops to help people. There were
344 going to be two on writing, two on research, one on reading and one on document creation, I
345 think. We had plans to do these, but again I was not given any extra time on top of my official
346 duties to do it so I never did.
347
348 But that's what people needed. I spent 18 months being really frustrated that people needed to
349 know this <u>now</u> because it was moving so fast. And if you got behind already. People kept saying
350 to me, "Oh, you should be teaching this". I'm like, "Yes, I should be teaching people about this.
351 But there's no role. No one will pay me to do it."
352
353 **Interviewer:**
354 Yeah, but I know it sounds like you made a big impact just by what you were doing and people
355 seeing that it works and it's valuable for students.
356
357 **Ella:**
358 Yeah. Well, I have got a role teaching it now. I've just been offered a job last week. I'm going to
359 be doing exactly what I wanted to be doing at [my new university], so.
360
361 **Interviewer:**
362 Oh, congratulations. That's great news. I'd love to talk to you about what you're doing because
363 it sounds really interesting.
364
365 **Ella:**
366 Yeah. I can send you a webinar about it which is on YouTube, which explains my kind of
367 approach to it all.
368
369 **Interviewer:**
370 I'd love to have the link to that as well.
371
372 I wanted to talk a bit more about the institution things. You mentioned there's not that much
373 training and it was all just grassroots - you are doing things for your students and other
374 teachers are being trained by you. Does the university have any kind of policies or guidelines
375 that teachers should be following?

376

Ella:

There were some vague guidelines. I don't think they were just for teachers. They were kind of I think they were more aimed at students. I don't think there were any teacher ones. But one of the reasons I'd created that assessment I did with the essay outline was because one of the ways they said it could be used is in idea development and structuring. And I was like, "OK, fine, if they're allowed to use it like that, I'll put it into the assessment." But we never really got any, I don't think.

It's not that I remember from the university, we have a slightly weird situation that the organisation I was working for is like a pathway college, so it was owned by a different company we're joined with [my old university]. So we do have to go by the university's guidelines. But yeah, they should come out with a kind of same vague-ish the vague-ish guidelines that most of the universities that have come out with that generally handed off to each field saying it depends on what your field is, which is true but not helpful for the students in the long run. Or the staff.

Interviewer:

So there were never any kind of staff meetings about "This is AI. This is what they can do with it. These are the concerns."?

Ella:

No, not at all. It was desperately needed but nothing happened.

Interviewer:

I noticed in your responses that you said that it's definitely not acceptable for teachers to put student work into AI to test it for AI use, which to me shows that you understand how it's working and what it's doing and its limitations already. But you weren't trained by anyone, you've just learned that by yourself.

Ella:

Yeah. Just before I left actually, the academic director sent around an e-mail to all of the staff in not the university, but just in our college saying that, "Oh, this is a good way to use ChatGPT if you want to check that our students references are real, put it in an ask it." And I just got the e-mail and went, "oh, God, no, no, no, no, that's not what to do." I emailed her back privately and

411   said, "no, no, it doesn't work like that." I thought of this myself a while ago and tested it out a

412   little bit. It's just predicting words back at you. It's not actually checking against a database.

413   That's not how it works. It just shows that they needed training to know how it works.

414

415   **Interviewer:**

416   To understand what it's doing and why, you don't need to know the programming details like

417   you said, but to understand it's a predictive text model. That's all it's doing. OK, I see. If you

418   could make your own ideal university AI policies, what kind of things would you include in it

419   then?

420

421   **Ella:**

422   My big thing is that it's OK to use for language adjustment, so especially benefiting students and

423   staff who have English as an additional language because they have that additional barrier to

424   enter academia because it's the cognitive barrier of language and also neurodivergent students

425   as well. And if it's fair for them to use it in that way, I don't see why it's not fair for other people

426   as well.

427

428   To me most of the guidelines that I've seen seem backwards. So often they'll say, "it's okay to

429   use it for brainstorming and ideas, but you have to write it yourself" and I think that's a bit

430   backwards. I think the ideas and the brainstorming it can help with that, but most of those

431   should be yours and should be your own. I think the humanness is in the ideas and the

432   creativity and the critical thinking, and then the expression. If we insist that people write in

433   academic formal English, which doesn't need to be the case as that's just a cultural

434   construction, then we should allow them to use tools to help them do that, because it's not fair

435   that that exists in the first place.

436

437   In particular, I'd never taught Nigerian students before. I had taught Indian students. But the

438   way that they're connected is that I had students who were coming in, who were first language

439   English speakers, especially Nigerians and some of the Indians as well. It's just they spoke a type

440   of English which is stigmatised, and so they still have to do the IELTS. They still find that barrier

441   coming into education. And so a lot of the writing educators I see on Twitter, where we discuss

442   this, say, "Oh, they shouldn't use AI with the help with their writing because I want to be able to

443   see their voice come through in their writing." I'm like, "You say that, but academic English

444   already gets rid of a lot of their voice already because we expect everyone to write in the same

445   way". It's kind of this kind of weird balancing act.

446

Interviewer:

There's so many different issues that you've flagged up there. AI and how it's being used is really relevant for those students in particular.

Ella:

If we insist that they have to write in this standard English way, which they do for now because that's a like society-wide thing that's not going to change anytime soon, then they should be allowed to use help to meet that standard.

Interviewer:

A connected question was if you were still at that institution or in the future institutions, what kind of support or training would you want or do you think EAP practitioners in particular need?

Ella:

Like I said, training that involves actually using it and doing stuff with it and yeah, and hands on. Consideration in how it applies to learning outcomes that already exist. And there's already been a lot of work done on this I think from machine translation for years, which leads up into this. But EAP has kind of ignored it and just banned it and not dealt with it, but I think the digital language tools need to be part of EAP instruction because that's how people write now.

People are going to try and force students to write things without any help, but they're not going to do that. If they are going to use tools to help them and that writing is technology, so it's part of how writing works, then they need to know what can go wrong with them. What's the issues? Critical instruction. Also part of the problem is also that a lot of EAP teachers, I wouldn't know the ratios, are probably first language English speakers, maybe a lot of them are monolingual, have never learnt another language, so they're all people who have never had to use machine translation for formal work that they're doing. And so they don't have experience in it. So they feel like probably it's not useful. They don't need to teach it, but that's not how these our students are learning to write.

Interviewer:

That's a very interesting point. I haven't thought but it's true. When you're using a second language, like I was in Japan for a long time and I was working in and I had to use Japanese at work and having a translator kind of give me a quick overview of something so I could get the

481 gist of it was really helpful. But if I didn't actually read any of my emails in the original Japanese,

482 I probably wouldn't learn much Japanese in the long run. So learning how to use the tools to

483 build your skills rather than outsource them is this the idea that keeps coming up.

484

485 **Ella:**

486 Yeah, you still need skills to use them. My second language is [not English] and I speak [my L2]

487 at home with my [partner] and my [child]. But I don't read enough, which is annoying because

488 my [partner's] an author and I need to read [their] new book and I and I don't write hardly at all

489 in [my L2]. I know my literacy is really bad. I know if I tried to use Google Translate to write a

490 formal something in [my L2], I wouldn't know enough to read it and be able to judge whether

491 it's expressing what I want to say. So, you know, I think students are aware of that. I don't think

492 they want to just use it to offload any of the learning, but they want to learn to use them

493 critically. And all the research I've read on that, as well as all like all like, "Oh, we've come to the

494 conclusion that students want to be critical and thoughtful users of the technology". But no one

495 is teaching them.

496

497 **Interviewer:**

498 One general question is we talked about your concerns in particular for AI and academic

499 writing, but do you have any kind of wider or bigger concerns about generative AI in education

500 in general, like any concerns that you have?

501

502 **Ella:**

503 There is an issue again coming back to sort of language and linguistic injustice and things where

504 everyone says, "Oh, look out for the word delve or leverage" and these certain words and

505 already people are stigmatising any writing that includes those words and then. It's only a

506 Guardian article on this, and I haven't seen much more about it, but I think it's fairly legit in

507 terms of how the generative AI is trained in that they do the training on the data, but then they

508 do real humans looking at the output and judging whether it's correct or not, and all of that

509 type of work is out sourced to cheap labour in Africa and in India, and their formal writing tends

510 to be more on the overly academic side. So they were saying like delve and all this is, you know,

511 is suitable. So that's why it's gone into the LLM. And then you get this awful situation where not

512 only are the languages, the English of the people from those countries already stigmatised now

513 because their communities have been used to train ChatGPT and people stigmatise AI language

514 that their English is even further stigmatised. So that's an issue, which is, there's all these kinds

515   of people complaining about the bias that comes out of ChatGPT. But there's all these like

516   surrounding issues to do with linguistics as well.

517

518   **Interviewer:**

519   I've read some articles that are saying that the non-native speakers' language is more likely to

520   be flagged as AI generated. It's because of those reasons of the way that non-native speakers

521   tend to write or be taught to write in their education systems, like using some of those words

522   like delve into or just using more simple language.

523

524   **Ella:**

525   I think so. You get this double standard and this weird tightrope that students, EAP students

526   have to walk now where it's we tell them. "I want to see really good language from you." You

527   don't want it to be perfect but they're aiming for perfect. So they're going to use tools but then

528   if it's too perfect we say, "Now I'm suspicious of you". I try to put myself in their position in that

529   role. I want these tools that can help me express what I want to say but if it's too perfect then

530   I'll get in trouble for it. So I have to put some mistakes back into it but how much do I do? You

531   know this awful kind of a double standard that they have to deal with.

532

533   **Interviewer:**

534   Thank you for explaining that. That's all of the questions I was going to ask. Is there anything

535   else you thought of while we were talking that you wanted to say?

536

537   **Ella:**

538   OK. No, that's fine.

Appendix 9.B Transcript of Interview with Jason

Date: 30/07/2024
Interview Length: 37 minutes

1   **Interviewer:**

2   I'd like to learn a bit more about what you were thinking about Generative AI and academic

3   writing. The first thing that I wanted to ask you is how are you feeling about Generative AI and

4   using it in general? Like, do you feel confident or not that confident and why do you think you

5   feel that way?

6

7   **Jason:**

8   I don't really feel confident about using it to be honest. I have used it a few times but I think it's

9   perhaps a kind of ideological thing. I don't really want to use it. If I analyse why I don't use it

10 more I think it's because I've got a kind of sort of emotional problem with it. I think I probably

11 need to overcome that.

12

13 When I have used it I find that what it produces is… it's large language model it looks on the

14 surface good, right linguistically, but actually the substance of it is often not there. I guess

15 perhaps that's down to me not giving it the right prompts or whatever, but I do feel that it's

16 quite good at producing genre, style, but the content is sometimes lacking, I'd say.

17

18 No, I don't know whether that's right or not. But I think it's interesting. I mean some of the

19 work we're doing on the pre-sessional is looking at AI generated texts and looking at what's

20 good about it and what's not so good about it. That does tend to be the one of the key features

21 - that it's very good at producing something very generalised, but it's not so good at giving solid

22 examples in a kind of cohesive way. But that's just an observation of it. I'm not really that

23 confident about using it but perhaps it is because I don't really want to use it.

24

25

26 **Interviewer:**

27 You mentioned an 'emotional problem'. I quite liked that phrase. What do you mean by that

28 ideology or the emotional kind of block? What does that mean exactly to you?

29

30 **Jason:**

31 Well, I don't know. I try to understand how it works and it as far as my limited understanding of

32 it is that OpenAI is a strategy to get input into the system so the more people are inputting into

33   it then the better it learns, adapts, etcetera. I just feel I don't know if I want to be a part of it. I

34   guess that's the idea. I think that's what my problem is with it. That it's like- perhaps that's the

35   way forward. We need to kind of teach the machines how to think. Well, not think but produce

36   better and better data etcetera. Generally, I just don't feel like I really want to be a part of it in

37   any way. That's my feeling which is irrational certainly…

38

39   **Interviewer:**

40   I'm not sure if it's irrational… Are you concerned about data privacy or is it just giving your data

41   to the machine to train it in general?

42

43   **Jason:**

44   It's not so much about data security, although that is a point as well. I think it's just about the

45   fact that currently AI can do lots of great things but there are lots of things that they can't do

46   and so humans still have a place.

47

48   I think maybe it's just deep-down fear that at some point it will be able to do everything much

49   better than humans could ever do it and therefore the humans are going to lose out. I think it's

50   probably that which, deep down is perhaps my issue with it.

51

52   I've got lots of friends who use AI who work in various different jobs around the world and sort

53   of quite surprisingly, say, "oh, yeah, we just use it". The United Nations requires a 1000 Word

54   document, and you don't really want to spend too much time. Nobody's going to read the

55   document. So, what you do is you just get AI to produce it. I'm just like, "Really? Is that how it

56   works?" I don't know how I feel about that.

57

58   I don't know how I feel about just taking human out of it but I guess that is the point that saves

59   you a lot of time if you can get something produced. And that creates the best efficiency, but I

60   don't know…

61

62   **Interviewer:**

63   There was just one more part of that I wanted to touch on. You said you feel like you might

64   have to overcome this barrier that you've got. And I wonder, why do you feel that you need to

65   overcome it?

66

67   **Jason:**

68   Because I think in the end it will be… not that it will become compulsory to use AI but I think it

69   will probably just become expected. You will be required to do things so much quicker and if

70   some people are using AI in order to get tasks done much quicker and then other people are

71   saying "No, I'm just going to sweat it out myself." In the end, you're probably not going to get

72   any merit for doing that. It's like, well, we just want things done more quickly. So in the end,

73   we'll just have to succumb to doing it.

74

75   I mean, I have tried to use it to produce some materials, but to be honest, the time it's taken to

76   go through and check and dismantle it or whatever, I may as well have not bothered with it in

77   the first place. I do feel like the reason why I was motivated to do it is because I wanted to save

78   time and I didn't want to spend hours producing material. But in the end, I just spent a long

79   time having to do that anyway.

80   Because it just wasn't correct, what it had produced. I guess perhaps that's the fault of the

81   input commands most probably, but in that sense it was going back to your earlier question

82   though, for that reason I'm not confident about how to use it.

83

84   **Interviewer:**

85   You mentioned about in the teaching, like the materials that you're teaching are teaching about

86   AI and comparing AI texts or analysing them in some way. And is that the only kind of activity

87   you've done in the classroom with AI? Or have you done other kinds of activities that use

88   generative AI in some way?

89

90   **Jason:**

91   I haven't really. I haven't done anything outside of this current pre-sessional course, which is

92   where we are focusing on AI generated text. And no, I don't think so. Not- not outside of this,

93   but this current course I have done it as you know.

94

95   **Interviewer:**

96   You said it was comparing or analysing. Was it just looking at an AI generated text and breaking

97   it down? Or was it comparing it to a human text? What was the activity exactly?

98

99   **Jason:**

100   The activity that we've done so far is looking at an AI generated text on a [public figure] which

101   has been from the prompt it writes 150 words about it and produces quite a nice sort of

102   general introduction to the [public figure]. Then we're using it to compare with another text

103   written by a human about the same [public figure]. And then to look at the differences. Also to

104   look at what can be gained from the AI text. Looking at the vocabulary that it produces and how

105   we can then try and use that same vocabulary in different contexts. I look at the collocations,

106   etcetera, which is what large language models tend to be very good at putting words together

107   in a very fluent way.

108

109   But what we were looking at as well then is looking at the human generated text and what was

110   different about it? And what was more cohesive about the human generated text? Because

111   what the AI text did, is it introduced an idea at the beginning of paragraph. They then went on

112   to talk about different ideas which could be related, but it didn't really do anything to connect

113   the two ideas together. So this was a good teaching a point as well about how to make

114   paragraphs more cohesive, but it was also trying to show the limitations of AI generated text in

115   terms of the level of detail that it will go into and the lack of examples and so forth, and the lack

116   of detail in the examples, what it wasn't good at.

117

118   It wasn't meant to be completely about showing that AI is bad and human generated text is

119   good, but it was pointing out sort of a number of it writing issues and limitations to the use of

120   AI. And I think particularly as well because of a lot of the writing that we are focusing on is

121   reflective writing. I think it's important to help students to understand that in order to do that

122   effectively, you can't really use AI. In order to do it, because although I think that's quite

123   debatable because I think it could be useful in writing that. I think what will happen is that AI

124   will produce quite generic reflections which could be applied to any situation. I'm trying to look

125   out for that because I guess some students are going to do that in some way. I'm just

126   wondering about how it [AI] will deal with that. But again, I think I suspect that what it will do is

127   it will create something which is very generic which will then need to be sort of manipulated

128   into the real case study.

129

130   **Interviewer:**

131   I wanted to talk about that point you just made that you're looking out for these telltale signs of

132   AI generated text. And are there any policies or consequences at your university, so if you

133   believe a student has used generative AI to just generate their essay, do you have clear policies

134   around that?

135

136   **Jason:**

137   There is a clear policy now. It's quite recent and it's basically I think the same core policy ideas

138   around Gen AI as Russell Group universities, I think you know, obviously [my university] is not

139   part of that, but yeah, it's pretty much the same idea, I think.

140

141   It's sort of considered part of academic misconduct to have something produce the text that

142   you then claim to be your own work, just in the same way as if you get somebody else to do the

143   do it for you, kind of the same idea. I think there's a grey area about that though, because for

144   me, I don't really understand where GenAI stops and machine translation begins. And you know

145   where's the boundary and how that looks any different on the page. I don't really have much

146   confidence about that. I really don't know how to make distinctions between that.

147

148   When I ask students about AI they will usually say that they haven't used AI, but they will use

149   translation software. And it's like, we don't really understand what the difference is. I mean,

150   there is a difference, but when you're looking at it, it's difficult to tell if you've got perfectly

151   produced texts. I think that generally seems to be a red flag which it shouldn't be in a way but

152   that's the problem. I think when you're looking at students work if it's perfectly produced it

153   suggests that it's not the students work. What are they doing in the situation where they need

154   to improve their English? This was the question, but I don't really know what the answer is to

155   that.

156

157   **Interviewer:**

158   I wanted to go back to the activities that you were doing about AI. Do you think that that

159   activity you did with comparing the text, looking at limitations, do you think it had a positive

160   impact on your students in their learning and their academic writing?

161

162   **Jason:**

163   I definitely think so, actually. And I think that I was wondering about how it was going to be

164   used and actually you know that that just in terms of not just about trying to teach a lesson

165   about being wary about using AI but it was also good to create a text that you could then

166   analyse. So in the sense of this text, the kind of sort of lack of cohesion within the paragraph,

167   there was a useful kind of teaching point to it. Which would have been the same if a human had

168   written deliberately written that paragraph. Lots of nice vocabulary in it but missing the

169   essential kind of cohesion that would have made it a much better paragraph. But that would

170   have maybe taken more time to do it. So, in that sense it did produce material for that purpose

171   that was actually very beneficial in a way, looking at how that works. And as I was saying

172   before, it was also quite useful to look at the limitation of it as a tool as well in terms of

173   production.

174

175   **Interviewer:**

176   No, definitely I understand. You did say about your students, you've asked them about using AI

177   and they've said, "Oh no, we don't use it but we use machine translation." But do you know

178   how your students are using Gen AI in their writing or you're not sure if they are or what

179   they're doing with it?

180

181   **Jason:**

182   Yeah, I'd say probably the latter. I'm not really sure what they are doing with it. I think most

183   people will say that they're not using any, they're not. They're not getting GenAI to produce a

184   whole text for them but they are using 'software' which is a pretty broad term. In order to do a

185   little bit of translation that is usually what they'll say or whatever. I don't really know what the

186   difference is there. I think people are now a bit wary about talking about AI because that they

187   can see that there are consequences for using it. So, I think people just avoid talking about AI

188   directly, but I'm not sure what's meant by 'software'. It's quite ambiguous.

189

190   **Interviewer:**

191   My next question was relating to your students again and it was about if you think that their

192   work has changed since November 2022 when ChatGPT came out, have you noticed any

193   changes in the written work you're receiving to mark?

194

195   **Jason:**

196   Yes, I'd say so, yeah. On the whole. I'm trying to remember what it was like before that. But

197   yeah I'd say yeah generally.

198

199   When I'm working during the term time, I'm working with language development embedded

200   with lots of different courses across colleges within the university, and that's one of the things

201   that a lot of the course leaders have mentioned is the fact that they suspect that there's a lot

202   more use of AI in producing essays and so forth which they want to deter people from doing.

203   One, because there's now a policy, a misconduct policy which includes it. But it's difficult to

204   determine from what I've observed from some work.

205

206 But again, I'm not really sure how much of it is the translation software and how much of it is

207 AI, or what? Or even where the boundary is between those two things. I don't know if that's an

208 issue shared by other people, but I find it very difficult to say what is and what is not. I suspect

209 what happens is that people will use it in order to produce parts of texts and then they will use

210 other things in order to produce the other parts of text, and then you know if they're good at it

211 they can make it all fit together. I don't think that's just the case for second language learners. I

212 imagine that's also done by people in their first language. I think that's perhaps the issue with

213 AI is that and other tools that first language users will be doing it. So, why not? If you're a

214 second language learner, I think it's even things like Grammarly and so forth. It's once you get

215 into Grammarly, Grammarly would do a lot of the work for you. In the end, you know, it will

216 actually generate a lot of stuff that you weren't going to come up with in the first place and that

217 is part of Microsoft's package. And if you're in any university I would imagine you are obliged to

218 use Microsoft. So it's like you know it's there, isn't it? Of course, you're going to use it.

219

220 **Interviewer:**

221 Yeah, I know that's true. You have noticed some changes, like you were saying about the

222 linguistic aspects being very accurate, whereas maybe they weren't so much before or things

223 being a bit more general than maybe you would have expected.

224

225 I wonder what you think is the actual impact on the students and their learning. So even if

226 you're not 100% sure if they're using it, what impact do you think it would have on their critical

227 thinking, creativity, writing skills… that kind of thing?

228

229 **Jason:**

230 This for me is another reason why I'm a bit against AI was because ultimately I think that it will

231 reduce cognitive capacity over time. And you know, from my own experience of doing

232 university education. It's like the part of the research and writing of academic texts is how you

233 learn at depth about the topic of the subject that you're working with. I do feel that what

234 happens is that by getting a machine to produce that for you, you're not really doing any of the

235 thinking around it. What you're doing is just getting some language together that makes it look

236 like you've done some thinking around it, and maybe that's a bit harsh, but that's what that's

237 what I feel is the risk. I feel like there's actually no real point to it in the end about having

238 perfectly produced texts which, if you're lucky, you're going to pass the sensor and you'll get

239 your degree, etcetera. But you know what's really the point in that? If you haven't actually had

240 to work and think about what it is you're studying. And I think that's probably my biggest

241 problem with it. Is that it does kind of seem to take a lot of the thinking out of the work which is
242 surely the point in doing it. So that's what I think is perhaps a risk of students' usage of this.
243

244 **Interviewer:**
245 In the survey there was a question about which parts of the academic writing process
246 generative AI may be able to scaffold. Things like brainstorming, idea generation, editing
247 etcetera. And you did select, "Yes, it might be able to help in these areas for scaffolding
248 students", but then in a later question, you said "it's not going to actually scaffold students". I
249 wonder, is that connected to that view that you have explained or was there another reason
250 why?

251

252 **Jason:**
253 Not quite sure I exactly remember what I meant there. I think it does definitely have an
254 application in scaffolding, you know students work linguistically and in terms of how to organise
255 a text in a fairly generic way. You know it's quite it's a useful tool for that.
256 I think just in terms of the kind of learning process, as much as it can be helpful I think it's
257 probably going to be as unhelpful. There is some purpose in trying to synthesise ideas together
258 by yourself and put this into writing… having to go through that process. For example,
259 paraphrasing other people's ideas and citing them properly in the work, etcetera. You know
260 that synthesising that together with your own ideas, etcetera. That's really fundamental to the
261 whole academic process. Well, now it's quite possible just to say, "OK, summarise this and
262 paraphrase this" and within a fraction of a second you can get that done. But are you really
263 going to understand it? I mean the point is by doing that, going through that process is to give
264 you some real understanding of what it is you're talking about. If you're doing that you'll have
265 something which is academically correct in the sense that if you get it to paraphrase somebody
266 else's text, it will do that. You then kind of paraphrased it properly and provided you put the
267 correct citation information together in your sentence, who's to know that that's AI generated.
268 AI is really good at doing stuff like that very quickly so, but maybe it's not so important to do it,
269 but I just feel like in the end is what is going to be lost through that process if Generative AI
270 becomes commonplace for producing academic work.
271

272 I think there's perhaps a tension there. I think maybe that's what I've been struggling with in
273 completing the surveys like, yeah, I definitely think it has usefulness, but I think there are real
274 dangers perhaps in terms of what that's going to mean for actual sort of cognitive processes.
275 But I could be wrong about that.

276

Interviewer:

Yeah, that makes sense. It is very nuanced, because it does have the potential to help, but it depends how it's being used. So that was a really good, clear explanation of that. Thank you. I understand what you mean now.

I just wanted to talk about that because you said that the training for students about AI is in your materials, and I wonder if you've had any, like professional development or training as a staff member at university using generative AI yourself or for how to teach students about it, have you had any training from your institution?

Jason:

No, I think is the answer to that. I mean the training that we have had, I don't know what this is like in other universities, it's been part of the kind of CPD discourse, but there's it's not been part of any kind of organised training about how to use it, etcetera.

The kind of meetings that we've had have really been about… I think one was literally called "Let's talk about AI". It was just to kind of generate people's input and ideas and experiences of it. Which is useful doing that but I think it's because it's a very new thing. Even though it's been around for two years, ChatGPT. There was kind of a moment, I think about a year ago where suddenly it was like, "Oh, this is really going to impact everything". Then suddenly it was part of discourse in all kinds of organisations, especially education. But there weren't really any clear policies around it. I think even policy in the university is quite recent… that there's been clear policy around it because it's a big unknown. I think the impacts of it are a really big unknown. Institutions are trying to think of the best way of dealing with it.

So no, there's not really been any sort of formal training as such. There's been quite a lot of discussion about it. I think now it's kind of a more focus on how it can be used, etcetera. But so yes, the short answer is no.

Interviewer:

Do you think other EAP practitioners in your institution are teaching about generative AI more than you do? Or do you think everyone's kind of just following the materials?

Jason:

311   I don't know. I suspect, yes but I don't know. Just because I don't really use it explicitly at all. So

312   I guess I'm guessing that probably other practitioners are using it more, and I know that some

313   people definitely are using it. Not just in my institution, but other academic institutions, you get

314   to see a lot of the discourse around AI and education on like LinkedIn and other platforms and

315   stuff like that, right? So there's a lot of conversation going on around it. I feel that, yeah, I

316   probably am using it a lot less than other people on average.

317

318   **Interviewer:**

319   Going back to the training from your university as well, would you like to have some more

320   support and training from them? What kind of things might you want to have from them?

321

322   **Jason:**

323   Yes, I think so, yeah and I think perhaps that will be more forthcoming now. That it has sort of

324   stabilised as an idea. I'd definitely like to have a bit more guidance about how to use it in a

325   positive way for students.

326

327   **Interviewer:**

328   You mentioned about not knowing the difference between machine translation which uses AI

329   and the Generative AI, which is a large language model. Were there any other things you'd like

330   your training to tell you about in terms of the tools, what they are, what they do, or how to

331   teach them? Like what are you most wanting to know about?

332

333   **Jason:**

334   I think how to use it to enhance teaching, I think is what I would like to know about it, because

335   that's certainly what I'm not doing.

336

337   I think it would be interesting as well to understand a little bit more about the differences

338   between the different types of AI and how it's used. I think that's also really important in terms

339   of the kind of policy, because I think at the moment it's a bit of a grey area as to what is and

340   what is not OK.

341

342   But I would like to learn how to use it better in order to help students improve their writing in a

343   safe way, I suppose, because I think a lot of people don't think… this is a feeling that some other

344   tutors have said, "Well, don't talk to them about AI, because if you do, then they will just be

345   emboldened to use it more". I feel like that's kind of, yeah maybe I also share that feeling, but

346 I've also heard people say, "well, you know if you make it more explicit in the classroom, you

347 will just get more kind of bad use of it". But I don't know... I would like to have some training

348 about how to navigate that.

349

350 **Interviewer:**

351 I've asked most of the questions I was going to go through, but you just made me think while

352 you were talking then about because I know you've only used ChatGPT in terms of Gen AI tools.

353 But in general, like how are you with technology, do you think you're quite like tech savvy or do

354 you not really like doing technology things like just in your personal life generally?

355

356 **Jason:**

357 Yeah, I wouldn't describe myself as being tech savvy. I'd like to use technology and in fact one is

358 obliged to do it. It's unavoidable. And I think I've certainly improved my tech skills over the last

359 five or six years. Quite a lot from where they were before. I think that's just due to kind of

360 having more need and usage of it. I'd say that I was below average I'm guessing in terms of sort

361 of technical capacity.

362

363 **Interviewer:**

364 OK. Do you have any memorable example recently of something you've been able to do with

365 technology that you couldn't do before? Anything you're like, very proud of yourself.

366

367 **Jason:**

368 I can't think of anything off the top of my head to be honest.

369

370 **Interviewer:**

371 That's fine. Just in your daily life, I guess you're using e-mail, other things for work but what

372 kind of technology do you use like in your daily life, daily teaching generally?

373

374 **Jason:**

375 In teaching.

376

377 **Interviewer:**

378 Yeah, in your teaching or in your everyday life as well.

379

380 **Jason:**

381 The platforms that we're using in this course at the moment, we're using Microsoft suite,

382 Word… Excel… which I'm pretty familiar with all those things. Obviously, we're using Padlet as

383 well. Padlet is a platform that I've used for many years actually, before working for the

384 university as well. I use social media, various different platforms. I use Miro, that sort of design-

385 based platform as well, that's quite a new one for me, but I've been using it on some courses

386 more recently. And Google document-based stuff as well. But I tend to use Microsoft more,

387 more so because in work that is the platform.

388

389 **Interviewer:**

390 I understand what kind of things you're using now. That's great. Those are all of the questions I

391 had, unless you had any other comments that you wanted to bring up, then I think we could

392 end here.

393

394 **Jason:**

395 No, I think I think that's probably everything.

Appendix 9.C Transcript of Interview with Gordon

Date: 01/08/2024
Interview Length: 42 minutes

1   **Interviewer:**

2   I'm really interested in hearing about your experience because I know you're a very

3   experienced EAP professional as well as having a background with AI and generative AI as well.

4

5   First of all, I wanted to ask about your feelings using generative AI. In your survey you said you

6   felt quite confident. I'm just wondering how you use AI and how you feel about it? Why do you

7   think you feel confident?

8

9   **Gordon:**

10 So in fact, I don't use it very much purposely. So, I don't know. I have colleagues who write

11 emails with it to do all kinds of things with it. I guess I may be a bit too old, but I just don't. It

12 just doesn't fit into the way I think, but we did a lot of experimental stuff with it last year and I

13 found it very, very easy to use. I've done a lot of playing with it. More to see what kind of

14 answers it comes out with than anything useful, largely. Occasionally I have thought of ways of

15 using it slightly more constructively. I mean, I would but I'm not currently in a position where I

16 design lessons, but I would like to do that. If just to get the students aware of what AI can do

17 and what it can't do.

18

19 **Interviewer:**

20 OK. So you're feeling quite confident with it because you've had these experiences in your

21 work? You mentioned experimental stuff like, can you tell me a bit more about that?

22

23 **Gordon:**

24 Yeah, that's right. Well, a lot of it was kind of playful. Trying to get it to produce images and

25 trying to see what it would and wouldn't do so. We were kind of experimenting with it and I'm

26 fascinated with the image generator, in fact. I often ask it to do a successful multicultural

27 society. That's my kind of key one and I did it with ChatGPT and it wasn't very good. It was kind

28 of just a bit of multiracial, but they all kind of turn up as young and…. ChatGPT has got some

29 terrible biases there. I did use it with Copilot, which is [my university's] approved version, and in

30 fact I was quite impressed with the image it came up with. It did have elements of proper

31 cultural difference rather than just skin colour and some diversity of age and things like that. I

32 feel those parameters have been set interestingly. But then I ask it to give me a picture of an
33 unsuccessful multicultural society and it said, "I can't. I'm not allowed to do that." I'm
34 fascinated by the restrictions that have been put in which are revealing the biases of the
35 creators. Yeah, things like that.
36
37 I've also tried subjects that I know about, I've asked it to explain things and to see whether I
38 think it gives a good explanation. And I can often see I can often see and when if it if it's
39 sufficiently recondite, I can see some gaps in the knowledge and misunderstandings.
40
41 I'm kind of more approaching it like that. What it can do. As I said, ideally that would feed into
42 assessment design and lesson design at some point so that we can get students to use it and to
43 realise its limitations and its possibilities.
44
45 **Interviewer:**
46 Do you have any ideas of how you might implement that if you were designing lessons? You
47 said about the gaps, the misunderstandings, the bias, what kind of activities might you do?
48
49 **Gordon:**
50 Well, firstly a very, very simple one would be to ask them to put in a simple command and then
51 see what images come out. Maybe compare different platforms.
52
53 For example, one thing I immediately did… I thought, "Oh, I sometimes play Dungeons and
54 Dragons". So, I thought I'm going to get them to generate images and ChatGPT was effectively
55 kind of producing images of porn stars. Really very, very hyper sexualized kind of images. You
56 could get students putting in something different and say, "What does this say about the biases
57 of the people who are creating it?"
58
59 Another possibility would be to teach a lesson on something and make sure they understood it
60 very well and then ask them to put questions into a generative AI platform and see if they liked
61 what came out and whether they're in a good position to critique it. And obviously that would
62 have the double whammy of testing the knowledge and applying that knowledge. A triple-
63 whammy, also kind of seeing to what the uses and the limitations of the of the platform.
64
65 **Interviewer:**
66 That's really interesting, thanks for explaining those ideas. And that leads into my next

67   question, which was about your previous experience. Have you talked about generative AI to

68   any students in the classroom and what kind of activities have you done in the past?

69

70   **Gordon:**

71   Well, it is very new, so the answer is I haven't yet. I only teach one module. I teach one seminar

72   group for three hours a week and we haven't really experimented with that. Theoretically my

73   knowledge is quite good, but I don't have very much experience of actual practise in this area.

74

75   **Interviewer:**

76   Can you just explain why you are teaching just the three hours a week? What is your position

77   now?

78

79   **Gordon:**

80   I am currently I'm a head of programme but that's a temporary role. There's a permanent role

81   up in January. I've got a lot of responsibilities. My actual teaching duty is very limited and my

82   lesson creation duty is very, very limited because I've got so much else to do.

83

84   **Interviewer:**

85   I know that you are involved with the EAP department and I wondered about how you perceive

86   the students at the moment? Do you have any ideas of how they're using generative AI in their

87   writing? Or have you heard things from your colleagues?

88

89   **Gordon:**

90   Yes. So in in fact, I did my own study on this. Well, it wasn't just me. It was one of my direct

91   reports who's the head of [a department]. We got a cohort of first year politics students, many

92   of them actually [past academic English programme students]. And we asked them what they

93   were using it for and quite a big majority are using it a lot.

94

95   They're using it for things like summarising, getting key ideas. They're writing emails, those kind

96   of things. A minority are saying, "No, I don't. I don't want to have anything to do with it." My

97   guess about the way most of our students are using it, I think the majority are using it but using

98   it fairly wisely. A minority are avoiding it. Another minority are perhaps using it to cheat.

99

100   **Interviewer:**

101   I'd like to hear a bit more about your study and then also about those three ways they're using

102   it. First, can you just describe your study a bit more?

103

104   **Gordon:**

105   Yeah. What we did is that we got… there were meant to be a group of 21 but we only had 19.

106   We got them to fill in a questionnaire about how they use AI. Then we got them in two groups

107   in a room where we gave them a day's activities. The first thing was discussing AI. Then we gave

108   them input. It was about multiculturalism, and we got them discussing it on a kind of normal

109   seminar type activity. We then got them to ask AI for a response on multiculturalism. And then

110   we got their feelings towards that. And then we asked them to write their own essay. We've got

111   them to write their own essay, which we then got generative AI to mark and we marked it. And

112   at the end of the session, we asked them for any differences in their feelings. I mean, we

113   started off by asking them to draw emojis which represented their views of AI. And then we did

114   the same [at the end] and often those were different.

115

116   And we had a discussion and quite a lot of interesting things came out of the discussion. And

117   then finally after the session, we sent them the AI, we sent them our feedback and the AI's

118   feedback and asked them which they think was which and which they preferred. And they all

119   prefer and correctly (all bar one) identified the human feedback.

120

121   **Interviewer:**

122   And was that the one that they preferred?

123

124   **Gordon:**

125   Yes.

126

127   **Interviewer:**

128   Hmm. OK, I see. No, that's really interesting. Did they say why they preferred it? Was it the style

129   it was written in or detail or something like that?

130

131   **Gordon:**

132   Yeah. One thing that AI did, we fed them our marking criteria and we did feed in the

133   percentages. It's based on the [university] marking criteria with subject knowledge at 40,

134   intellectual skills at 40, generic skills at 10 and transferable skills at 10. The AI gave them a

135   balanced breakdown from each section. Which meant that it was often focusing on things

136   which are relatively unimportant.

137

138   We just typed in what we thought was important. We were really focusing on the things that

139   were really good to focus on and we were giving them concrete suggestions for improvement

140   and AI wasn't doing that.

141

142   **Interviewer:**

143   That's very clear. Great. And do you think that this intervention had a positive impact on the

144   students writing?

145

146   **Gordon:**

147   Well, I couldn't say because we didn't see them afterwards. I would suggest... Well, do you

148   mean our feedback or the whole day?

149

150   **Interviewer:**

151   Yeah, the whole thing of using AI and then trying to write something and getting feedback.

152

153   **Gordon:**

154   Yeah. Well, I think they clearly understood the positives and the negatives of AI a bit more. It

155   wasn't meant to be a teaching day but I think that's definitely something they got out of it.

156

157   **Interviewer:**

158   You mentioned that they had three approaches, to use it wisely, to avoid it or use it

159   inappropriately to cheat. And I wondered if you could just tell me a bit more about that. If

160   there's anything you noticed or observed regarding those three camps?

161

162   **Gordon:**

163   Based both on my knowledge of the students on my programme and the students, the ones

164   who were using it wisely, they were correct. I mean in my mind correctly saying, "Well, it can do

165   all these things which are really, really, really useful." There was quite a consistent theme,

166   which was that we are here because we're interested in the subject and to develop our minds.

167   Using AI in a in an unintelligent way is not going to help us do that" And so they were pretty

168   much universal in giving it a thumbs down. The caveat there, of course, is that the politics

169 students are very good students, and they are at an elite university. These are really, really
170 good students.
171
172 There'll be other students who have a very much more transactional view of their university
173 programmes and will just be thinking, "I need to get this degree" and don't care much about
174 developing their minds. And obviously those kind of students might be more problematic.
175
176 They're also saying the things that universities do to avoid us using AI in assessment are actually
177 sometimes non-inclusive. Viva, for example, was much more favouring of the native speakers or
178 speakers from certain cultural backgrounds which I thought was a fair point. I think in general
179 those students impress me as to kind of how wise they were in their knowledge and approach
180 to AI.
181
182 There were a minority, and I think these are on my programme as well, who just say, "I'm not
183 interested in doing that. I want to do it the old way. I want to think through everything, I want
184 to summarise for myself." Obviously at the moment that's fine. One of the reasons we might
185 not want to introduce formal elements in assessment of AI on the programme is that that
186 would force those students to involve themselves with AI when they don't particularly want to.
187 So in order to do that, we would have to make sure that the use of AI is one of the programme
188 or module learning outcomes or something. And then we'd have the justifications for forcing
189 them. But I think that to me is a kind of big problem and maybe that's a limit of how forward
190 thinking I am that I would want to allow people who want to approach this subject relatively
191 conservatively.
192
193 For the students who are using it inappropriately we have experience of their work but those
194 are the students who are least likely to be very expressive in sharing their thoughts about AI. I
195 think there was a tendency for markers last year to assume the worst. And on one of our
196 modules, they seem to get into a little group panic and they said well we've got these fifty
197 scripts which we think they used AI and we don't want to mark them. And admittedly it's a big
198 module, it's three hundred, but that's still very high. I had a look at them and because AI was
199 quite new, we could compare their use of language with an assessment that was done before AI
200 and we reduced that number to ten people we wanted to interview. And of those ten, I think
201 we thought that three had used it. Sometimes you do come across an essay and you think,
202 "Well, this is this is correct, but extremely poor." And yeah, so I think it is very much a small
203 minority.

204

205   But though there will clearly be some who don't want to do the work, and that will seem like an

206   easy way out and in a way. Actually educating them about AI will stop that because they'll know

207   that it's not an adequate way of doing it. It won't help them get the marks. That should be our

208   key indication, but of course those students are often the ones who are likely not to attend

209   class as well.

210

211   **Interviewer:**

212   I'm curious about that story about having the fifty scripts and narrowing it down to the three

213   students. I wondered were there any other things that you're using to judge that this was AI

214   generated?

215

216   **Gordon:**

217   So let me think. Firstly, we said absolutely no to the Turnitin generated AI detector because it

218   was meant not to be very accurate. AI was also meant to be very poor judging whether a text

219   had been produced by AI. So we couldn't go down that road.

220

221   We were left with human intuition. We were looking for stylistic quirks. We were looking for

222   limited grammar mistakes because, of course, something like Grammarly can pick those up

223   now. I remember there was one I was looking at where their sentences… that often there were

224   characteristic things that Grammarly wouldn't pick up, like run on sentences or the overuse of

225   'however'. Things like that and you could see that the AI probably wouldn't do and were

226   consistent over their work.

227

228   Although that was a unique window for doing that because we had one piece of work that was

229   submitted before ChatGPT was released and one after. The principle of detecting stylistic

230   anomalies is actually, I think, quite a good one because ChatGPT is very, very bland. Correct,

231   generally. But you have to look clearly that you need a lot of training there. And the module

232   was a subject module and the markers aren't going to have the training in kind of in language

233   rhetoric, text construction that an EAP specialist will have. I think it's one of those, one of those

234   areas where the EAP specialists are part of the future.

235

236   **Interviewer:**

237   That's a very interesting perspective actually. This assessment is connected to the policies. You

238   said that you thought the policies were quite good in your survey response, so I just wondered

239 if you could say a bit more about your university's policies, what they are, and why did you
240 think that they were adequate?
241
242 **Gordon:**
243 Well, I think again going back to early last year, when ChatGPT came out, I was on a WhatsApp
244 group and they were all saying, "This is the end of academic study". And other people were
245 saying, "Well, no, it's not the end, but we're just going to have to go back to in-person exams"
246 and all this kind of stuff. And I thought all of this was very, very misguided, because I thought
247 that whatever this tool can do or can't do it's going to be there in the future, and it needs to be
248 part of our provision. For that reason, we need a different approach than an outright ban,
249 which I believe some universities have taken.
250
251 The Russell Group have got together and they produced this document saying, "We are not
252 going to ban it. We're going to encourage responsible and ethical use of this tool". Of course,
253 [my university] has taken that on board completely. In fact [my university] guidelines were set
254 up by [a department] who actually sit in our room. So we know them quite well. There are four
255 levels, there are four levels of AI they are using. Each assignment needs to say which of the four
256 levels they are using. So just having that kind of system saying that there will be different
257 assignments and that way is appropriate. Whereas things like a maths test, etcetera are not.
258 And then there are assignments where you can have a limited use and not so limited use and
259 then the assignments where AI is actually part of the assignment. It's very much open to the
260 future, but setting up a pedagogical framework and an ethical framework at the same time.
261 And obviously the [department AI] initiative event. That's part of it. And obviously that's
262 something I think is really, really good. If I wore a hat, my hat would be off to [the main
263 organiser] and the rest of the organisers.
264
265 **Interviewer:**
266 That's a good explanation of like the kind of flexibility in the policies, how it's integrated with
267 the pedagogical approach. My only thing to add was if you could change the policies in any way,
268 is there anything you would like to add or remove?
269
270 **Gordon:**
271 No, not really. I think I actually think they've got it entirely right.
272
273 **Interviewer:**

274   That's encouraging. Another connected question was to do with the written work. You
275   compared your student's work before ChatGPT to after. I wondered in general what are the
276   kind of changes that you've noticed in students written work before ChatGPT, and then after
277   November 2022 when it came out?

278

279   **Gordon:**
280   This is kind of difficult because there are a number of changes that happened simultaneously.
281   Something like Grammarly was becoming more and more common. That does mean that the
282   worst student errors have been disappearing.

283

284   Translation software was getting better and better and better, so we no longer have those
285   comical howlers that we used to read to each other when students have got the wrong word.
286   So that's gone.

287

288   We've also changed our big piece of work. We changed our approach. We used to have an open
289   research essay, but we've realised that isn't appropriate for Level 3. So we've given them an
290   essay much more focused on individual texts and that has amazingly improved the average
291   mark but it has reduced and reduced the number of high flyers. We're basically giving them a
292   more focused Level 3 task and that's meant that people aren't really doing essays that would do
293   well at level 4 or above which used to be the case. So obviously all those things have happened
294   and then ChatGPT is there on top.

295

296   I think my overall impression is that ChatGPT has not had much of an impact other than
297   providing the worst students with an obvious way of cheating. I say obvious because it's
298   obvious for them that it can be used for cheating, and it's pretty obvious to us. And obviously a
299   student could get the ChatGPT essay and improve it but in doing so, they're actually doing quite
300   a lot of work.

301

302   One thing we could do in the future is actually to give them a whole tool kit of how to use
303   generative AI to produce an "A" essay, but that involves so many stages and then thinking
304   about the subject matter that in fact if they followed it, they're actually demonstrating they
305   have a considerable amount of skills and knowledge and understanding. And obviously all this
306   comes with a caveat that for all I know generative AI is going to improve in future to the degree
307   that you can actually produce an 80% essay just from ChatGPT. But obviously that that will
308   change things again.

309

Interviewer:

That's leading into what I was going to ask about the impact you think that ChatGPT has had on the student skills like their critical thinking, creativity, their writing skills. What impact do you think it's had?

Gordon:

Yeah, I'm not really sure actually. I do a bit of marking, but I don't do a lot of teaching. And again, it's kind of connected to a whole host of things. I would say that my impression is, and I'm not sure what the cause is, that that students work is becoming a bit more homogeneous. Which interestingly was something that was picked up by a couple of the students on our study. They said that ChatGPT essays will all be the same and we're interested in being a bit quirky and I think that's definitely true.

Interviewer:

I'd like to change the topic to the academic writing process itself. Now, because you did mention that there are some areas you think that it could scaffold students and I wanted to know in general, how do you feel about what generative AI as a scaffolding tool for students to improve their writing or complete their writing?

Gordon:

I think it's great. I think people will be using it in the future and they should use it in the future. It's a technological development which makes which makes human life easier, so we should embrace it.

Interviewer:

Do you have any concerns because you mentioned that some people are just asking it to do the essay for them, so I would assume you think that's not actually scaffolding them and they're not going to learn anything. But what do you think about that side? How should students use it for it to scaffold them?

Gordon:

That's right. Well, I think it's one of the things we should be doing is teaching them how to use it to scaffold them. We should be teaching them what we can use it for. Obviously summarising

343   text is a good idea. It can give answers to particular questions that the students can think

344   about, and think, "Is that is that a good answer or not?" and judge it.

345

346   **Interviewer:**.

347   Do you have any other recommendations for EAP teachers for teaching about academic writing

348   and AI generative AI? Any other advice or tips or things you think we should be doing?

349

350   **Gordon:**

351   Yeah, unfortunately because I don't actually teach EAP anymore all of this isn't at the top of my

352   mind. I'd very much use it in a subject context to for them to kind of find the errors and the

353   misrepresentations, but that's kind of quite a high-level activity really. Although, I am in the

354   field of EAP I haven't actually taught EAP for 10 years.

355

356   **Interviewer:**

357   Yeah, I understand what you mean. In general, with the EAP practitioners in your institution, do

358   you think that they are teaching students about generative AI or not? Why? Why not?

359

360   **Gordon:**

361   Well, it's on the syllabus. So, if they're not, that's a bit of a problem.

362

363   Well, I should say, scheme of work rather than syllabus. But you know, yeah. And you know,

364   and all our all our essay briefs have got a compulsory section which reflects the [university's]

365   one on which level of AI want them to use. And that's explains that's explained in the English

366   modules. So, I very much hope they're using it.

367

368   **Interviewer:**

369   The last part was about support and training. Can you describe the kind of training that you've

370   had about generative AI at your institution?

371

372   **Gordon:**

373   We've got a technology enhanced learning team. They're fairly small, they're quite difficult to

374   keep hold off because they keep running away to other institutions. But when they're

375   functioning, they're really, really useful. One of the members of that, she set up a series of

376   lessons as to what it [GenAI] was and what it could be used for. She gave us a series of activities

377   in those lessons that we went through and discussions as to how we could teach students

378 about it. Then on our team's platform she gave us some AI challenges, which were things like

379 write a poem with AI, things like that. Things that allow… and this is partly why I'm so

380 comfortable with it. So I did all those and now I kind of know what I'm doing.

381

382 **Interviewer:**

383 And do you think that training would benefit EAP teachers for teaching academic writing as

384 well?

385

386 **Gordon:**

387 Oh, absolutely, yeah. I mean, because a lot of them were doing it.

388

389 **Interviewer:**

390 So how do you think it helped them exactly? Or could help them?

391

392 **Gordon:**

393 Well, the obvious thing, it gave them the opportunity to use the platform in a completely non-

394 threatening way. It gave them discussion activities to think about how to how to teach it, how

395 to apply it. The online things were gamified. There was a prize for the best poem, for example.

396

397 **Interviewer:**

398 I am quite interested in those trainings and activities because I haven't heard about any other

399 training. I wonder is it just your department or is these are these activities available right across

400 the university?

401

402 **Gordon:**

403 So I suspect it's just our department. In my general experience, EAP departments tend to get

404 looked down on a bit like EFL was looked down on a bit. But in fact that's entirely wrong

405 because English teachers have got a tradition of pedagogical awareness that puts us light years

406 ahead of other departments.

407

408 We've got a department which is forward thinking which is embracing new ways of doing

409 things. Something comes along like this [GenAI] and we immediately think of how we can

410 support it and how we can disseminate this more widely. It's quite possible that approach

411 would not be the same in other universities or most universities.

412

Interviewer:

Leading on from that was if you could have any other support or training about generative AI in

your role would you want any more training, what kind of things would you like to be trained

on?

Gordon:

Well, I think in my current role I have the training I need. If I was to go back to being an EAP

tutor, I would like a little bit more training. I'd like a session with other teachers sharing lesson

ideas and that's what I'd like because that's the kind of training I know best. Lesson ideas. If I

think back through my teaching career in many ways the most successful trainings have often

been that workshop-y kind of approach where people say that, "I do this", "I do the other" and

sharing ideas and that is part of the kind of subject culture.

Interviewer:

It's interesting how you've mentioned about the perception of EAP, the expertise that they

have very specifically and the kind of culture between the EAP professionals as well. That's an

interesting perspective.

In the survey, you said that your students don't ask you questions about academic writing and

GenAI or rely on it. But is that just because you aren't teaching them at the moment, or is there

another reason why?

Gordon:

Yeah, well, because the module I teach is not the one where we teach generative AI. So that's, I

think that's more likely to be the case.

Interviewer:

That's clears that up. That was the only other thing. To finish up, do you have any other

concerns about generative AI in general?

Gordon:

Well, I think I've touched on one which is that I'm quite happy with Generative AI. The way it is

and a useful tool and integrating into lessons. But as I've said, it may get better, it may get to a

446	point where it's indistinguishable from actual human expert writing. And when we get to that
447	point, I think that's going to be very much more difficult.
448	
449	**Interviewer:**
450	What are the kind of difficulties that you imagine?
451	
452	**Gordon:**
453	We will be in a point where we really can't tell whether a student has written an assignment or
454	not. And I don't think we're there at the moment. That is going to be difficult and perhaps all
455	those friends I had saying, "Oh, we don't have a future and we have to go back to exams".
456	Perhaps they're right, but they're just a few years off. That's my big fear and we'll have to see
457	how it how it pans out and how it develops.
458	
459	**Interviewer:**
460	Are you worried about your position or the EAP teachers becoming redundant because of AI?
461	
462	**Gordon:**
463	Well, I don't think so because what will become redundant is all universities.
464	
465	They perhaps will need to go back to in person exams completely. If anything has got a
466	significant knowledge element, we've already gone back to in person exams, having swung
467	away from them. We've still got some electronically submitted assignments. And if that no
468	longer becomes a useful platform we will just go back to sitting exams, like my first degree was
469	eight in-person exams. And that was it. We'll have to. The technology will reduce us to go back
470	to that, in which case all the EAP skills actual, the kind of you know, all the kind of old
471	grammatically focused stuff that will swing back in having kind of gone out because that
472	students can use Grammarly. We'll still be very much there.
473	
474	**Interviewer:**
475	That's a very interesting perspective. Do you have any other comments or anything else you'd
476	like to say?
477	
478	**Gordon:**
479	No, no.

Appendix 9.D Transcript of Interview with Maggie

Date: 01/08/2024
Interview Length: 45 minutes

1 **Interviewer:**

2 How have you used generative AI and how do you feel about it?

3

4 **Maggie:**

5 Well, I am quite keen on it. I'm not generally a sort of early adopter of technology, but I'm very

6 much like the next level down of when other people start saying this is really good, then I will

7 start using it. I was asked last summer to put together a course just on employability skills, but

8 we were asked to incorporate Gen AI tools as much as possible. That's when I started really

9 looking into it and thinking about it. I have used it primarily for myself. Yes, in this employability

10 skills course, I did try and introduce it a bit with students. But really what I've been doing is

11 trying to use it for my own materials development, particularly.

12

13 At [my university] somebody described it as, "We are a Microsoft university". So we provide

14 access to Microsoft Office 365 to all students as part of their university package. So, we've been

15 piloting in the last six months the paid version of Microsoft Copilot, which is their ChatGPT. And

16 I volunteered to take part in that. I was quite shocked by the answers that have come up

17 recently that a lot of people just found it annoying and irritating, whereas for me I'm going to

18 struggle to give up on it now because I've got used to having it. Things like I've actually started

19 using it for writing. I was putting in an application for fellowship of higher education. And when

20 I first started the pilot, my reaction was, "no, I'm good at writing and I like writing. I don't use AI

21 for writing." But because of the pilot, I forced myself to try it, and now I'm like, "Actually, yes, I

22 could do it myself, but why would I do it myself when I can get such a head start?" Obviously, I

23 don't put things in and just expect it to do the work. I know I have to rewrite it, but I am finding

24 it incredibly useful as a tool.

25

26 For the application, for fellowship and also for job applications putting in my notes and then

27 saying, "Write this into a coherent paragraph that shows how I meet these criteria" - it's really

28 good which I've been shocked by. Also, I've been using it to write drafts, improve texts for

29 making a bank of exam items. I've been doing it to create reading texts. I've been doing it to

30 create questions. I've been using it to simplify texts to the level of my students. So using it for

31 lots. And brainstorming, I mean I think it's going to make me very lazy because recently I was

32 like, "Write me 10 sentences." I can't remember, but it was for a grammar point, like

33 exemplifying the use of past simple in this context. It does it. You don't have to think so much

34 which is always nice.

35

36 **Interviewer:**

37 You're worried about it making you lazy, so I'm curious about how you perceive that in the

38 students' eyes. Like, do you think it's going to have a negative impact on them if they're using

39 it?

40

41 **Maggie:**

42 This is something I do have a concern about because I think you know I have grown up through

43 the time when I didn't have Gen AI. And I think, "How are we going to get students to a point

44 where they can look at it and say 'I don't like what it's saying?' And 'I don't like how it's doing

45 because I know how to do it manually'." But if someone doesn't know how to do it manually,

46 how are they then going to be able to critique what it does? It's not so much laziness, but it is if

47 we're skipping so many stages in the academic processes, how are they going to learn those

48 skills?

49

50 **Interviewer:**

51 One of the questions on the survey was about what impact you think it will have on their

52 learning, critical thinking skills, creativity, writing skills? And I was wondering why you put

53 unsure, is it connected to this concern?

54

55 **Maggie:**

56 I think, yeah. I don't know, you know, like when I was a student, if I had to research a topic, I

57 had to go away and find articles and research and read around it to get the ideas. But now you

58 can ask a tool what the main concerns in this area are. I just don't know what impact that will

59 have because we are skipping. It may not cause a problem, but it may. I don't think we know at

60 the minute how it will impact on people's skills.

61

62 **Interviewer:**

63 That is really interesting perspective. Is it that they're skipping the learning and just going

64 straight to the answer that's going to stop them from making that or building those skills, do

65 you think?

66

Maggie:

That is a question, a concern that I've got, and I don't know whether it is something that we don't need to worry about or we do. But that is one of my concerns.

Interviewer:

I understand that. I'd actually like to go back to what you were mentioning about the employability skills course and how you integrated the AI into that. Could you explain that in a bit more detail?

Maggie:

Well. It came from the sort of feeling that it was for the Business School, for one thing, and I think the use of AI in business, they're very clear that their students need to be able to use AI tools. And I think looking at things like job applications, which is what we were looking at, how are they going to get their internships that they can do as part of their course. Everyone will be using every tool they can find to get that there's it's not a question of academic integrity. So they need to know how to use it.

It's a very short, intensive course, so it was limited in what we could use. I started off looking a bit at what you can do in something like Copilot. The importance of not saying, "Write my CV" because it will create a generic CV that won't do anything. But also we provide them with a number of tools you can upload your CV and it will give you feedback on your CV and one where it uses AI to give feedback on an interview performance. So it was also about introducing those tools and helping them to make the most of it. And starting as well to question then with the one that gives feedback on CVs because they were all international students.

It turned out to be I was worried about the impact for second language students. Most of the students I had were Nigerians, so it was less of an issue because they their English was relatively good. But what I was finding is, you know the tools give feedback at a level of language that may be above the students' level. And it was fairly unhelpful that, "This word isn't very good. You might want to consider these synonyms" but you still need to then be able to differentiate between synonyms and not just take the first synonym that the tool gives you. It was interesting to see. There will still be a lot of study skills involved in using the tools appropriately. It turned out not to be as much of a help as I thought it might be, but it ended up being more about warnings and don't expect it write cover letters and CVs.

101

102   I had colleagues from the sustainability team who had been recruiting and they could see that

103   the applications had been done through AI tools and they were a bit frustrated. They still had to

104   shortlist the people because you can't say for sure that it was written by an AI tool, but they

105   suspected it was. So again, it was more to the students - it may help you in some ways, but it

106   may also disadvantage you if they reject you outright on the basis that it's not you.

107

108   **Interviewer:**

109   Yeah, I see what you mean and that actually connects with something I wanted to ask about the

110   teachers. In teaching academic writing, what do you think EAP teachers should be teaching

111   students about generative AI? You made a brief comment there, but I wondered if you could

112   expand on that.

113

114   **Maggie:**

115   I'm not entirely sure what, but definitely, from what I can see, my students are using it. I doubt

116   very much whether they're using it particularly well. I've been working with International

117   Foundation year. I like what other colleagues in the university are doing, not in the Foundation

118   year section, but giving students assignments where they have to use AI or a lot of the time

119   they're getting the choice. You can use it or you don't have to use it, but then you have to

120   critique your rationale for using or not using it and look into how you know, write about how it

121   was using the tool.

122

123   I think what we are going to have to do is teach students, "What is a good way to use it?" I do

124   have concerns. I think my overall position has been just international students will have an

125   extra layer to learn compared with all students. The idea of critiquing anything is more alien I

126   think to a lot of internationals than it is to home students so that in itself is more difficult. How

127   do they critique the language if it is by definition better than they could have written

128   themselves? That kind of thing. But I think it's going to be the same as home students.

129

130   We don't have guidelines in [my university] anyway, about what they can and can't do. The

131   university has looked at it and is trying to work it out, but then the systems keep changing so

132   quickly and I think the decision has been made at the minute that we can't make an official

133   policy when the goal posts keep moving. But we are going to have to teach students that it is

134   not a panacea. I mean, that's really important that there are questions of academic integrity.

135

136   I think one problem we have is that we don't know exactly what the academic integrity
137   problems are because we're still exploring it. I think that is the big issue. Most of my colleagues
138   don't know about how it can be used and I think don't want to know about how it can be used. I
139   think that's a big issue.
140
141   We did a Gen AI mini conference in March. And there were about 50 people there out of the
142   entire university staff and I think that is significant. A bit like your workshop, the ones that were
143   there it was preaching to the converted rather than the rest of the team. I think these are big
144   issues. We don't know exactly what we should be teaching and half of the people aren't
145   interested in it.
146
147   **Interviewer:**
148   You raise so many different issues there, so I'm going to start with the one you just mentioned.
149   You said it was fifty attendees. Is that out of how many or what percent or fraction would you
150   say out of your whole university is that?
151
152   **Maggie:**
153   I have no idea, but I mean it's a medium size university.
154
155   **Interviewer:**
156   Yeah, so not a lot then, OK.
157
158   **Maggie:**
159   Not a lot, no.
160
161   **Interviewer:**
162   Yeah. And what's that mini conference the only kind of like training or CPD that you've had or
163   have you had any other training about AI?
164
165   **Maggie:**
166   Nothing official. We have what we call the Learning and Teaching Enhancement Centre, which
167   is like the CPD for the whole university. They have been doing quite a lot of workshops, online
168   workshops, you can sign up for them when you want on different aspects. The library has
169   produced a nice little video just giving an outline of AI tools for students. But it's all optional.
170   Because there's no policy and there doesn't seem to be, certainly within [my university's]

171   languages department, there is no agreement on what we should or shouldn't be doing. So it's

172   ad hoc and it's if you want it, it's there and there's good stuff.

173

174   **Interviewer:**

175   That goes back to the issue that you said that some of the professionals that don't know about

176   or they don't want to know. And I wondered why do you think they have that view?

177

178   **Maggie:**

179   I think on one level where people are thinking about it, I think it's because it is such a

180   complicated question. There's no simple answer. I think probably a lot of people can't think

181   about how to introduce it because they don't use it themselves. Amongst quite a few of people

182   I teach with… I don't really want to say dinosaurs but in reality, there are quite a few dinosaurs

183   for technology. We use Blackboard, Teams and we've got a course book with an online, digital

184   version but a lot of people don't use it. They're just not interested in technology.

185

186   **Interviewer:**

187   So you said you said you don't really see yourself as an early adopter, but if something is big,

188   you're going to see what it's about. Would you consider yourself to be fairly tech savvy, you

189   know how to use things or you can figure things out on your own?

190

191   **Maggie:**

192   Yeah. If I want to. If I'm interested. So something like TikTok, I have no idea, because I'm not

193   interested. But when I see webinars coming up and you go to one and you think, "Oh my God,

194   that looks really interesting", then I can. I'll get into it very easily.

195

196   **Interviewer:**

197   That's good to know. You seem quite confident about using AI in your work and in teaching if

198   you need to. I wonder, why do you think you think you feel confident? Is it just that you've used

199   it a lot or is there anything else?

200

201   **Maggie:**

202   I mean the confidence I have comes from having used it. I think in a lot of ways I was lucky that I

203   was asked to produce this course, which gave me an incentive to sit down and say, "OK, what is

204   ChatGPT? Let me find out about it" and I had time to do that. So definitely I think people need

205   time and it needs to be outside of- not if you're trying to juggle teaching and everything at the

206 same time, so I definitely had the amount of time that I could sit down and focus on it, think
207 about it, which I think was really helpful.
208
209 **Interviewer:**
210 Having that time as well as the projects to work on and being confident with using computers in
211 general all kind of works together, I understand that.
212
213 We were talking about the training and the policies. I just wanted to go back to both and ask
214 because you said there isn't really any training, there isn't really any official policy either.
215
216 If you could have more training, what kind of training would you want or do you think would be
217 useful for academic writing teachers?
218
219 **Maggie:**
220 Yes. I think probably it would be a sort of introduction. For me, I don't really know that I need
221 more training as-is. The webinars are there and I go and think, "oh, how can you do this? How
222 can you do that?" But I think for everybody it will be good to have a sort of formal training in
223 the way. If they're bringing in a new tool like you can take a course in how to use Padlet or how
224 to use Mentimeter.
225
226 Something where people sat down and had tasks to do on a Gen AI tool and probably in the
227 classroom with other people so that they could discuss how they manage to do things. I think a
228 lot of it will be about how do you fit like the students, really. But how do you make people sit
229 down and engage with it? So that they know what to do. I think we need to know what
230 students can be doing and it's very scary when you don't know anything about it.
231
232 I think it's normal as well. You don't want to go in and tell students about something that you
233 don't understand. On the other hand, one thing I have found is that I don't feel so bad about
234 saying I don't understand it because it is so new and so many other people don't understand it.
235 I did find when I was doing the employability course I could say quite confidently to students,
236 "Don't put your personal CV details onto a system because we don't know where it's going."
237 Not because I know what's going to happen to it, but just it's new, we don't know, don't take
238 risks and I don't feel bad about admitting that I don't know things. Because I just think you
239 know what I know this week might not be the same as what I know in a month's time so.

240

Interviewer:

Yeah, exactly. It's like you were saying the university struggled to make policies because things are always changing. And what would you imagine are the ideal policies for your university to have around students' use of AI?

Maggie:

What we really want to know, and what students want to know is what they can use it for and what they can't use it for. And then in more details, like how do you cite? How do you acknowledge what you have done with Gen AI?

Interviewer:

Do you have any recommendations yourself from your experience of what you think students should be allowed to do or shouldn't be allowed to do?

Maggie:

I think what would be good actually and just coming back to the training thing, would be like almost an AI training course for students that they all have to do to say to show them you know what things they can do and what they can't. I'm really not certain. I think it needs to be taught through subjects.

Like I said, I've seen some really nice activities where tutors have said, "Use the tool and reflect on it." Maybe activities such as like looking at a good one and a bad one. And I can imagine in five years time there will be textbooks that teach it. But again, right now we don't know. So I'm not sure what I think, but I definitely think students need to know and we need to know what is acceptable and what isn't.

Interviewer:

So it's not just training for the staff to teach students, but the students need direct training themselves as well.

Maggie:

And what should we be teaching them? For example, a health faculty is saying you can't use AI in your assignments. The law faculty is saying you need to use it effectively and you need to learn how to use it effectively. Particularly for me, if I'm teaching international foundation year,

275 they could go on to either faculty. So what should I be teaching them that will suit different

276 disciplines when they go forward.

277

278 **Interviewer:**

279 Yeah, that's very tricky. So there's a lack clarity because of the lack of a policy. Each

280 department's kind of the Wild West doing whatever they want to do.

281

282 **Maggie:**

283 Yes.

284

285 **Interviewer:**

286 For an EAP professional, that's very challenging to know what to teach. But I'm not sure if you

287 think that the EAP practitioners are teaching about generative AI or not in general at your

288 institution.

289

290 **Maggie:**

291 In general, at my institution not.

292

293 **Interviewer:**

294 I can kind of think why it might be the case from what you've said so far, but I just wanted to

295 hear your opinion of why you think people are not using it or teaching about it.

296

297 **Maggie:**

298 I think we also have the problem that you know, a lot of people have been talking about in our

299 assignments, some of our assignments including one of the assessments is no longer, I would

300 say, fit for purpose. Because the number of students who came in with an IELTS 5.5 but

301 submitted a linguistically perfect essay was phenomenal. So you know they're not writing it

302 themselves. Therefore, we need to change and I don't see why they would write it themself in

303 that sense. So I think we need to change, maybe things like our marking criteria to focus less on

304 language and focus more on whether they've implemented what we've told them about, say,

305 structures and organisation and that kind of thing. So yeah. But if people are not using Gen AI,

306 then it's difficult to bring that conversation up because they're not really aware of the issues.

307

308 **Interviewer:**

309 It's interesting that you mentioned the students submitting these linguistically perfect essays

310 and that was going to be one of my questions about what are the differences you noticed

311 before 2022, when ChatGPT came out and now since there's so many generative AI tools. Like

312 you said, even built into word processors like the Microsoft Office now. What are the

313 differences you've noticed?

314

315 **Maggie:**

316 It's definitely in terms of language. I think you know in the past I would have suspected that

317 quite a few students had bought an essay when it was coming in like that. Now I don't even

318 worry about whether they've bought it because I think they could quite well have created it

319 themselves.

320

321 I did a few summer schools at [another university] that were very interesting because of the

322 students there. It was their ideas and that was quite clear but it wasn't their English. And then

323 that is something that I'm now thinking well… is this going to change the sort of face of

324 academia altogether because if it is their ideas, how much does it matter if it's not their

325 English? Another question that I don't know the answer to.

326

327 **Interviewer:**

328 That is the question I think that is worrying or concerning everyone - the future of assessments.

329 How do we act? How do we assess students? What are we assessing them for exactly?

330

331 As you have actually talked a bit already about how students are using generative AI to fix the

332 language to make it practically perfect or whatever as a kind of concern. But are there any

333 encouraging signs that you've found from how your students use generative AI or any positive

334 experiences?

335

336 **Maggie:**

337 No. And I'm not saying no because I've looked for them and I haven't found them, but mainly

338 no. The only thing really I've done was I surveyed one group I was teaching this year, who again

339 was International Foundation year but all either IELTS 7 or native speakers, so they were high

340 levels. I just asked them to do a quick survey of, like, "do you use Gen AI tools? What do you

341 use them for?" And I don't know how much of it… they were too bright to say, "Yes, it wrote my

342 essay for me." They were saying all of the right things, so they were saying they use it for

343 brainstorming. They use it for reviewing their writing, for getting feedback. So they definitely do

344 know what they can do with it.

345

346   The one thing I have actually pointed out with them is when particularly in Copilot, it tells you

347   that you can ask it for information, and it tells you the sources. So then showing them how you

348   can click into the sources and then get further references from a source that you know so to

349   use it as an academic springboard. And they say they do that, but I have no evidence as to

350   whether they really do. And as I say, the assignments that we set were not very good in the first

351   place before we had GenAI. I can't see any evidence in them of good or bad GenAI impacts.

352

353   **Interviewer:**

354   No, that is a good point, because what students are doing in their writing is personal individual

355   when they're at home and you can only rely on what they say that they're doing. It's hard to

356   actually see what they're doing.

357

358   **Maggie:**

359   And then also I have this feeling of now I submit job applications which are genuine and about

360   me and heartfelt, but some of them are actually now partly written by GenAI. Because it's

361   quicker because it can help me make it more efficient, more concise. And if I use it but I do

362   think again there's a different difference between commercial, professional and academic.

363

364   **Interviewer:**

365   How would you define that difference exactly?

366

367   **Maggie:**

368   I don't know. It's the, you know, in an academic, in a professional world I think people are- I

369   don't know. I don't know. I'm trying to think like academically. Yeah, I don't know.

370

371   **Interviewer:**

372   That's fine, because there is a lot of uncertainty around the issues and that is a valid response

373   as well. Definitely.

374

375   You were just talking about the different aspects of writing that you could use AI for like

376   summarising things like to make the CV example, you can get it to summarise different things

377   according to the criteria and by a very concise paragraph, you can paraphrase. Focusing on the

378   student side, do you think that generative AI can scaffold students learning and their academic

379   writing or not?

380

Maggie:

I think it can. I think it has a lot of potential to do that as long as we can teach them to do it. I'm thinking of people who maybe don't really have the language level. If there are IELTS 5.5 and they find a tool and I have seen it so many times, things that are clearly from Quillbot. They will paraphrase it but then they don't have the skills to evaluate the paraphrase.

I use AI tools to paraphrase. If I'm making classroom materials and I want something paraphrased I might ask it to give me three paraphrases. But then I take the best bits of each of them and cobble them together. But I'm a language teacher and have that knowledge, and if they don't have it then. They need to understand what the drawbacks are, as well as the advantages.

Interviewer:

That makes sense. You said that it could be a scaffold. So what are the kind of situations where you think it wouldn't be scaffolding their learning, for example?

Maggie:

I think it would be if so if they either just ask it to do something so it either writes an essay, or it paraphrases something, or it summarises something and they just take it, cut and paste it and use it.

I think in order to scaffold, and I think this comes back to what we said at the beginning, they've got to know the academic process. So they've got to be thinking, "These are the points I want to include. Has it included those points? Has it actually?
Presented those points, say in a paragraph structure with a topic sentence and some support."
So they've got to know what they're looking for in order to decide whether it's done it well.

Interviewer:

Can you talk about any activities you've done with students about how to use generative AI in their academic writing?

Maggie:

I think in academic writing I haven't as yet. I've done it in the employability thing. So for example comparing a good sample cover letter with one that was generated by ChatGPT or by

415   Copilot and then them generating letters in Copilot. And you know one thing we saw a

416   similarity of language which reinforced the fact that it is actually quite repetitive. But I haven't

417   done it in an academic context.

418

419   **Interviewer:**

420   OK. My only other question was that just from the activity you've just talked about the

421   employability skills project. Do you think it had a positive impact on the students to go through

422   those activities comparing different things?

423

424   **Maggie:**

425   Well, yes, to a certain extent it did because I wanted to reinforce the fact that a UK cover letter

426   and CV has to be targeted to a particular job. And it helped them to see that it didn't make

427   them stand out if their letter looked much the same as somebody else's. But these were

428   master's level students and like I said, primarily Nigerians. So primarily working in their native

429   language anyway. So again, I think there's a big difference between master's students and

430   undergraduates in terms of just general thinking skills. The ones who've gone on to master's are

431   generally the ones who are academically stronger. It filters out a lot of the weaker ones. And

432   when people are coming in at 18, if they've not learnt in school the sort of criticality basics that

433   home students get then I think they've got an even bigger gap when they're coming into

434   university and then maybe using… finding a shortcut with this AI tool and not really, I'm not

435   sure how far or to what extent you can… I don't know as well. I haven't actually been working in

436   EAP that long. I've only been doing it for three years. So what can I be expecting from a home

437   student at 18? And how different are internationals at 18? I'm not that sure.

438

439   **Interviewer:**

440   Yeah, but it's really interesting that you identified the different needs of undergraduate

441   students and master's students. And earlier on you identified the different needs of home

442   students or students with L2 backgrounds. And maybe it depends on the different cultures as

443   well.

444

445   **Maggie:**

446   I was just going to say there's a recent JISC paper that they did on International students and as

447   well as culture shock, it's a digital culture shock. So looking at the fact that a lot of students,

448   things I hadn't even thought about, but if they're used to using data on their phones, they don't

449   realise in the UK that you get Wi-Fi in most public places. And they have different ways of

450   engaging with online. So then you think, yeah, that's another step that when tutors are

451   teaching them, they may not be hearing things in the same way.

452

453   **Interviewer:**

454   Yeah, that's interesting. I haven't read that, but I'll have to look into that as well.

455

456   I would just like to finish with a more general question of what are your concerns generally

457   about generative AI, not just for academic writing, but in general?

458

459   **Maggie:**

460   I think a bit scary in general because just it's the unknown.

461

462   I also went to a webinar recently where they were talking about the environmental impact and

463   one thing I found is that a ChatGPT search uses up a lot more energy than a Google search. I'm

464   thinking, "Oh, you know". And yet in ChatGPT we're talking about- in AI thingies we're talking

465   about iterative searching. And it if doesn't come up very well, rewrite your prompt. Change it

466   change it change it. Well, what impact is that going to have environmentally?

467

468   I also worry about the fact that it recycles what it finds on the web, so then I'm thinking at what

469   point will we stop generating new things and just keep recycling what we've already got.

470

471   **Interviewer:**

472   That might make a good horror movie or sci-fi, actually.

473

474   **Maggie:**

475   Yeah. Yeah, so it's concerns, but I do sort of feel like at the minute it's there and it's going

476   forward and it's you know, you're either with it or you will be left behind.

477

478   I think you've got to keep up to a certain extent you don't have to buy into it, say it's fantastic,

479   but where do you draw the line? Because you have your editor in Microsoft, you've got your

480   spell checker you've got all these little things.

481

482   I don't know if you've got it, but I'm not sure if it's because I'm doing this paid for pilot, but I've

483   got Copilot in Teams, so that could now summarise our whole conversation for us.

484

Interviewer:

Oh, that might be useful for the dissertation projects. Oh no, I don't think I do. Actually, I have it in PowerPoint. It can do a designer for me to AI generate designs and pictures, but no, I don't have it in Teams or Office.

Maggie:

I've just checked and it says only the host can access Copilot, so I can't do it. But one of the things that I found with Copilot in this page or in when because it's part of our Office, our Microsoft package that we give everyone. If I'm logged in to my [university] account, it has got an agreement with the sort of commercial side of it that they won't take our data and use it for general training. So there's a better privacy aspect of that that I think.

Interviewer:

Yeah, that's a good point.

Maggie:

But it can go into my work, I can choose. I can say work or Internet. Scarily, it can go in and search our intranet, my G drive, my drives and all of that so helpful when you can't remember what was said, but a bit worrying because if someone can hack it, then they have access to all the systems.

Interviewer:

Yeah, that's a big concern.

I only have the access institutionally to the data protection. We don't have the integration with the drive. That must be a premium feature. That's very interesting

Maggie:

Yes, it's probably a case of too many chances for amateurs to go too far with it and cause big problems. You know, it's I don't know what I'm doing. I'm just playing around, you do wonder.

Interviewer:

We can wrap up there unless you had anything else you wanted to add.

518

519   **Maggie:**

520   Not that I'm aware of.

Appendix 10: Code Explanation

Theme	Subtheme	Description
Perceptions	Positive	Positive opinions relating to GenAI or its usage
	Negative	Negative opinions relating to GenAI or its usage
	Uncertain	Uncertainties around GenAI or its usage
GenAI	Benefits of GenAI	Benefits of GenAI in any area
	Future	Future development of GenAI or in education field
	Limitation of GenAI	Limitations of GenAI in any area
	Opinion on GenAI Use	Any opinion of any kind of GenAI use
	Prompt Engineering	Reflections on input to GenAI to create an output
	Understanding of GenAI	Understanding or lack of understanding of GenAI
Students	Digital Inequality	Issues of access to digital equipment or training
	Language Background	First language or other languages in relation to academic study and GenAI
	Student Use of GenAI	How students use GenAI
Academic Writing	Academic Integrity	Plagiarism, appropriate GenAI use, disclosure of GenAI use according to policies
	Academic Writing Area	Brainstorming, composing, finding information, language, paraphrasing, reading and structuring
	EAP Field	Perceptions of EAP teaching and its role in academic writing
	Feedback	GenAI or human feedback on student academic writing
Institution	Assessment	Formative or summative assessment relating to GenAI
	Curriculum	GenAI inclusion into the curriculum or scheme of work
	Policy	Institutional policies, guidelines or frameworks relating to GenAI usage in academic work
	Research	Formal or informal investigations of GenAI usage, e.g. surveys of student GenAI use or participation in research projects
	Training	Formal or informal training on use of GenAI tools
Personal	Age	The generation and/or age of interviewees or their colleagues
	Extra Work	Additional work relating to GenAI training or use
	Interest in Technology	Personal interest in technology outside of GenAI
	Job Position	Any reflection on job role, teaching and GenAI
	Personal Use of GenAI	Usage of GenAI outside of work role
	Peer Influence	Influence in use or perception of GenAI based on peers
	Webinars	Self-study, optional online training relating to GenAI
Teaching and Learning	Critical Thinking	Thinking critically around GenAI usage
	Digital Tools or Services	ChatGPT, ChatPDF, Copilot, Grammarly, Machine Translation, MyEssayFeedback, Padlet, QuillBot, Quizlet
	Evaluate GenAI	Student evaluation of the limitations or benefits of AI
	Pedagogical Approaches	Ways to approach the teaching of GenAI for academic writing
	Teacher Use of GenAI	Usage for lesson planning, materials development or work
	Teaching Activity	An exemplification of a specific teaching activity utilising GenAI
	Scaffolding	Relating to the theoretical framework of scaffolding and how GenAI can perform this role for students in academic writing

Note: This table is not meant to function as a codebook or coding manual but as a description of the codes and themes developed through the iterative process of reflexive thematic analysis.

Appendix 11: Descriptive Statistics Results Tables

Appendix 11.A Perceptions of Student Uses of GenAI (Q3.5/3.6)

Question Number	Statement		N/A	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
3.5_3	My students would declare when they have used GenAI in an assessment (if required)	n	1	7	13	13	10	1
		%	2.2	15.6	28.9	28.9	22.2	2.2
3.5_6	GenAI is being used ethically by my students for academic writing	n	2	8	11	19	5	0
		%	4.4	17.8	24.4	42.2	11.1	0
3.5_7	GenAI is being used effectively by my students for academic writing	n	3	6	9	21	6	0
		%	6.7	13.3	20.0	46.7	13.3	0
3.5_8	My students rely on GenAI in their academic writing	n	2	4	10	16	11	2
		%	4.4	8.9	22.2	35.6	24.4	4.4
3.5_9	If my students use GenAI when writing for an assessment I would consider this cheating	n	1	6	9	17	8	4
		%	2.2	13.3	20.0	37.8	17.8	8.9

Perceptions of Students' General GenAI Usage (Q3.5)

Question Number	Statement		Unsure	Completely Unacceptable	Possibly Problematic	Neutral	Mostly Acceptable	Completely Acceptable
3.6_1	Upload documents to GenAI to summarise them	n	0	3	10	6	19	7
		%	0.0	6.7	22.2	13.3	42.2	15.6
3.6_2	Upload documents to GenAI to ask questions about them	n	0	2	4	5	18	16
		%	0.0	4.4	8.9	11.1	40.0	35.6
3.6_3	Use GenAI to generate a plan for an assignment	n	0	2	12	5	21	5
		%	0.0	4.4	26.7	11.1	46.7	11.1
3.6_4	Copy and paste content from GenAI into an assignment	n	0	32	9	3	1	0
		%	0.0	71.1	20.0	6.7	2.2	0.0
3.6_5	Use GenAI to fix spelling, punctuation or grammar in their writing	n	1	2	9	2	18	13
		%	2.2	4.4	20.0	4.4	40.0	28.9
3.6_6	Use GenAI to give feedback on their writing before submission	n	1	2	8	6	16	12
		%	2.2	4.4	17.8	13.3	35.6	26.7

Perceptions of Students' Specific GenAI Usage (Q3.6)

Appendix 11.B Perceptions of Practitioner Uses of GenAI (Q3.7)

Question Number	Statement		Unsure	Completely Unacceptable	Possibly Problematic	Neutral	Mostly Acceptable	Completely Acceptable
3.7_1	Upload documents to GenAI to summarise them	*n*	0	0	6	6	19	14
		%	0	0	13.3	13.3	42.2	31.1
3.7_2	Upload documents to GenAI to ask questions about them	*n*	0	0	3	5	20	17
		%	0	0	6.7	11.1	44.4	37.8
3.7_3	Use GenAI to generate a plan for a lesson	*n*	1	0	6	5	20	13
		%	2.2	0	13.3	11.1	44.4	28.9
3.7_4	Copy and paste content from GenAI into lesson materials	*n*	0	5	7	11	15	7
		%	0	11.1	15.6	24.4	33.3	15.6
3.7_5	Input student writing to GenAI to give feedback	*n*	1	14	13	4	12	1
		%	2.2	31.1	28.9	8.9	26.7	2.2
3.7_6	Input student writing to GenAI to check for plagiarism or GenAI use	*n*	1	9	6	2	14	13
		%	2.2	20.0	13.3	4.4	31.1	28.9

Opinion on Practitioner Use of GenAI (Q3.7)

Appendix 12: Inferential Statistics Result Tables

The following are the results of running Fisher-Freeman-Halton Exact Tests comparing the two variables under investigation, followed by Confidence Intervals of Spearman's rho as detailed in the Methodology section. The values reported Section 4 of this report have been highlighted in yellow.

Appendix 12.A - To what extent have you discussed the use of GenAI with your students? (Q2.10)

Comparison of: **3.4_2 Impact you think GenAI has on students' critical thinking skills (A3.4_2_Impact_Critical_Thinking)** **2.10 To what extent have you discussed the use of GenAI with your students? (A2.10_DiscusswStudents)**

Crosstab

			A2.10_DiscusswStudents			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.4_2_Impact_Critical_ Thinking	Negative or Strongly Negative Impact	Count	3	9	5	17
		Expected Count	1.7	6.2	9.1	17.0
	No Impact	Count	0	1	3	4
		Expected Count	0.4	1.5	2.1	4.0
	Positive or Strongly Positive Impact	Count	0	1	8	9
		Expected Count	0.9	3.3	4.8	9.0
Total		Count	3	11	16	30
		Expected Count	3.0	11.0	16.0	30.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	9.583[a]	4	0.048	0.056		
Likelihood Ratio	11.133	4	0.025	0.041		
Fisher-Freeman-Halton Exact Test	8.456			0.045		
Linear-by-Linear Association	8.147[b]	1	0.004	0.005	0.002	0.001
N of Valid Cases	30					

a. 7 cells (77.8%) have expected count less than 5. The minimum expected count is .40.

b. The standardized statistic is 2.854.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance (2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.4_2_Impact_Critical_ Thinking - A2.10_DiscusswStudents	0.557	0.001	0.235	0.768

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
3.5_5 My students ask me questions about GenAI use in their writing (A3.5_5_Perception_SsQ)
2.10 To what extent have you discussed the use of GenAI with your students? (A2.10_DiscusswStudents)

Crosstab

			A2.10_DiscusswStudents			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.5_5_Perception_SsQ	Disagree or Strongly Disagree	Count	4	6	4	14
		Expected Count	2.0	4.6	7.5	14.0
	Neither agree nor disagree	Count	2	4	4	10
		Expected Count	1.4	3.3	5.3	10.0
	Agree or Strongly Agree	Count	0	4	15	19
		Expected Count	2.7	6.2	10.2	19.0
Total		Count	6	14	23	43
		Expected Count	6.0	14.0	23.0	43.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	10.723[a]	4	0.030	0.025		
Likelihood Ratio	12.969	4	0.011	0.018		
Fisher-Freeman-Halton Exact Test	10.998			0.016		
Linear-by-Linear Association	9.863[b]	1	0.002	0.001	0.001	0.001
N of Valid Cases	43					

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 1.40.

b. The standardized statistic is 3.140.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.5_5_Perception_SsQ - A2.10_DiscusswStudents	0.487	0.001	0.210	0.692

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
3.5_6 GenAI is being used ethically by my students for academic writing (A3.5_6_Perception_Ethics)
2.10 To what extent have you discussed the use of GenAI with your students? (A2.10_DiscusswStudents)

Crosstab

			A2.10_DiscusswStudents			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.5_6_Perception_Ethics	Disagree or Strongly Disagree	Count	2	11	6	19
		Expected Count	2.3	6.8	10.0	19.0
	Neither agree nor disagree	Count	3	4	12	19
		Expected Count	2.3	6.8	10.0	19.0
	Agree or Strongly Agree	Count	0	0	4	4
		Expected Count	0.5	1.4	2.1	4.0
Total		Count	5	15	22	42
		Expected Count	5.0	15.0	22.0	42.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	9.659[a]	4	0.047	0.041		
Likelihood Ratio	11.192	4	0.024	0.039		
Fisher-Freeman-Halton Exact Test	8.514			0.042		
Linear-by-Linear Association	4.258[b]	1	0.039	0.041	0.026	0.016
N of Valid Cases	42					

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .48.

b. The standardized statistic is 2.063.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.5_6_Perception_Ethics - A2.10_DiscusswStudents	0.359	0.019	0.053	0.604

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
3.5_9 If my students use GenAI when writing for an assessment I would consider this cheating (A3.5_9_Perception_Cheating)
2.10 To what extent have you discussed the use of GenAI with your students? (A2.10_DiscusswStudents)

Crosstab

			A2.10_DiscusswStudents			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.5_9_Perception_Cheating	Disagree or Strongly Disagree	Count	2	1	12	15
		Expected Count	2.1	5.2	7.7	15.0
	Neither agree nor disagree	Count	2	9	6	17
		Expected Count	2.4	5.9	8.7	17.0
	Agree or Strongly Agree	Count	2	5	4	11
		Expected Count	1.5	3.8	5.6	11.0
Total		Count	6	15	22	43
		Expected Count	6.0	15.0	22.0	43.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	9.314[a]	4	0.054	0.051		
Likelihood Ratio	10.582	4	0.032	0.049		
Fisher-Freeman-Halton Exact Test	9.858			0.031		
Linear-by-Linear Association	3.152[b]	1	0.076	0.078	0.051	0.023
N of Valid Cases	43					

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is 1.53.

b. The standardized statistic is -1.775.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.5_9_Perception_Cheating - A2.10_DiscusswStudents	-0.317	0.038	-0.570	-0.010

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Appendix 12.B - To what extent have you included instruction on the use of GenAI tools in your academic writing teaching? (Q2.11)

Comparison of:
3.4_2 Impact you think GenAI has on students' critical thinking skills (A3.4_2_Impact_Critical_Thinking)
2.11 To what extent have you included instruction on the use of GenAI tools in your academic writing teaching? (A2.11_Teaching)

Crosstab

			A2.11_Teaching			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.4_2_Impact_Critical_Thinking	Negative or Strongly Negative Impact	Count	8	8	2	18
		Expected Count	5.8	6.4	5.8	18.0
	No Impact	Count	1	1	2	4
		Expected Count	1.3	1.4	1.3	4.0
	Positive or Strongly Positive Impact	Count	1	2	6	9
		Expected Count	2.9	3.2	2.9	9.0
Total		Count	10	11	10	31
		Expected Count	10.0	11.0	10.0	31.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	9.308[a]	4	0.054	0.052		
Likelihood Ratio	9.717	4	0.045	0.083		
Fisher-Freeman-Halton Exact Test	8.914			0.038		
Linear-by-Linear Association	7.442[b]	1	0.006	0.008	0.004	0.002
N of Valid Cases	31					

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is 1.29.

b. The standardized statistic is 2.728.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.4_2_Impact_Critical_Thinking - A2.11_Teaching	0.501	0.004	0.168	0.732

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
3.4_3 Impact you think GenAI has on students' creativity (A3.4_3_Impact_Creativity)
2.11 To what extent have you included instruction on the use of GenAI tools in your academic writing teaching?
(A2.11_Teaching)

Crosstab

			A2.11_Teaching			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.4_3_Impact_Creativity	Negative or Strongly Negative Impact	Count	10	7	3	20
		Expected Count	6.1	6.1	7.9	20.0
	No Impact	Count	0	2	4	6
		Expected Count	1.8	1.8	2.4	6.0
	Positive or Strongly Positive Impact	Count	0	1	6	7
		Expected Count	2.1	2.1	2.8	7.0
Total		Count	10	10	13	33
		Expected Count	10.0	10.0	13.0	33.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	15.223[a]	4	0.004	0.003		
Likelihood Ratio	18.654	4	0.001	0.001		
Fisher-Freeman-Halton Exact Test	14.264			0.002		
Linear-by-Linear Association	12.943[b]	1	0.000	0.000	0.000	0.000
N of Valid Cases	33					

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is 1.82.

b. The standardized statistic is 3.598.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.4_3_Impact_Creativity - A2.11_Teaching	0.660	0.000	0.401	0.822

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
3.5_5 My students ask me questions about GenAI use in their writing (A3.5_5_Perception_SsQ)
2.11 To what extent have you included instruction on the use of GenAI tools in your academic writing teaching?
(A2.11_Teaching)

Crosstab

			A2.11_Teaching			
			None or minimal extent	To some extent	A fair or extensive extent	Total
A3.5_5_Perception_Ss Q	Disagree or Strongly Disagree	Count	7	3	4	14
		Expected Count	5.1	4.5	4.5	14.0
	Neither agree nor disagree	Count	8	0	2	10
		Expected Count	3.6	3.2	3.2	10.0
	Agree or Strongly Agree	Count	1	11	8	20
		Expected Count	7.3	6.4	6.4	20.0
Total		Count	16	14	14	44
		Expected Count	16.0	14.0	14.0	44.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	19.303[a]	4	0.001	0.000		
Likelihood Ratio	23.717	4	0.000	0.000		
Fisher-Freeman-Halton Exact Test	20.009			0.000		
Linear-by-Linear Association	4.572[b]	1	0.032	0.036	0.020	0.009
N of Valid Cases	44					

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 3.18.

b. The standardized statistic is 2.138.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.5_5_Perception_Ss Q - A2.11_Teaching	0.350	0.020	0.051	0.592

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Appendix 12.C - In which areas of academic writing have you given instruction to students on GenAI use? (Q2.12)

Crosstab

			A2.12_TotalTeachAreas			
			0-3	4-7	8-10	Total
A2.1_AIToolTotal	0-4	Count	25	6	0	31
		Expected Count	20.0	6.9	4.1	31.0
	5-9	Count	4	4	3	11
		Expected Count	7.1	2.4	1.5	11.0
	10-14	Count	0	0	3	3
		Expected Count	1.9	0.7	0.4	3.0
Total		Count	29	10	6	45
		Expected Count	29.0	10.0	6.0	45.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	28.949[a]	4	0.000	0.000		
Likelihood Ratio	25.300	4	0.000	0.000		
Fisher-Freeman-Halton Exact Test	20.956			0.000		
Linear-by-Linear Association	21.397[b]	1	0.000	0.000	0.000	0.000
N of Valid Cases	45					

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .40.

b. The standardized statistic is 4.626.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A2.1_AIToolTotal - A2.12_TotalTeachAreas	0.605	0.000	0.371	0.767

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
2.3 Over the past 12 months, how frequently have you been using GenAI for any purpose? (A2.3_Frequency)
2.12 In which areas of academic writing have you given instruction to students on GenAI use? *(total number)*
(A2.12_TotalTeachAreas)

Crosstab

			A2.12_TotalTeachAreas			
			0-3	4-7	8-10	Total
A2.3_Frequency	Not at all or only once or twice an academic term	Count	9	2	0	11
		Expected Count	7.1	2.4	1.5	11.0
	Once or twice a month	Count	10	1	0	11
		Expected Count	7.1	2.4	1.5	11.0
	Once a week or more	Count	10	7	6	23
		Expected Count	14.8	5.1	3.1	23.0
Total		Count	29	10	6	45
		Expected Count	29.0	10.0	6.0	45.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	10.651[a]	4	0.031	0.027		
Likelihood Ratio	13.173	4	0.010	0.016		
Fisher-Freeman-Halton Exact Test	9.076			0.036		
Linear-by-Linear Association	7.618[b]	1	0.006	0.005	0.002	0.001
N of Valid Cases	45					

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 1.47.

b. The standardized statistic is 2.760.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A2.3_Frequency - A2.12_TotalTeachAreas	0.431	0.003	0.148	0.648

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Comparison of:
3.4_3 Impact you think GenAI has on students' creativity (A3.4_3_Impact_Creativity)
2.12 In which areas of academic writing have you given instruction to students on GenAI use? *(total number)*
(A2.12_TotalTeachAreas)

Crosstab

			A2.12_TotalTeachAreas			
			0-3	4-7	8-10	Total
A3.4_3_Impact_Creativity	Negative or Strongly Negative Impact	Count	16	4	0	20
		Expected Count	12.1	5.5	2.4	20.0
	No Impact	Count	1	2	3	6
		Expected Count	3.6	1.6	0.7	6.0
	Positive or Strongly Positive Impact	Count	3	3	1	7
		Expected Count	4.2	1.9	0.8	7.0
Total		Count	20	9	4	33
		Expected Count	20.0	9.0	4.0	33.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	14.162[a]	4	0.007	0.005		
Likelihood Ratio	14.087	4	0.007	0.009		
Fisher-Freeman-Halton Exact Test	12.430			0.005		
Linear-by-Linear Association	5.335[b]	1	0.021	0.022	0.018	0.010
N of Valid Cases	33					

a. 7 cells (77.8%) have expected count less than 5. The minimum expected count is .73.

b. The standardized statistic is 2.310.

Confidence Intervals of Spearman's rho

	Spearman's rho	Significance(2-tailed)	95% Confidence Intervals (2-tailed)[a,b]	
			Lower	Upper
A3.4_3_Impact_Creativity - A2.12_TotalTeachAreas	0.466	0.006	0.136	0.703

a. Estimation is based on Fisher's r-to-z transformation.

b. Estimation of standard error is based on the formula proposed by Fieller, Hartley, and Pearson.

Appendix 12.D – Age (Q1.4)

Crosstab

Count

		A2.1_AIToolTotal			
		0-4	5-9	10-14	Total
A1.4_Age	20-29	0	1	0	1
	30-39	8	1	0	9
	40-49	12	4	2	18
	50-59	6	4	1	11
	60+	3	1	0	4
Total		29	11	3	43

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	6.565[a]	8	0.584	0.569		
Likelihood Ratio	7.322	8	0.502	0.590		
Fisher-Freeman-Halton Exact Test	6.988			0.595		
Linear-by-Linear Association	.226[b]	1	0.634	0.702	0.365	0.091
N of Valid Cases	43					

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .07.

b. The standardized statistic is .476.

Crosstab

Count

		A2.3_Frequency			
		Not at all or only once or twice an academic term	Once or twice a month	Once a week or more	Total
A1.4_Age	20-29	0	0	1	1
	30-39	5	2	2	9
	40-49	3	3	12	18
	50-59	1	4	6	11
	60+	1	1	2	4
Total		10	10	23	43

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	9.596[a]	8	0.295	0.299		
Likelihood Ratio	9.504	8	0.302	0.401		
Fisher-Freeman-Halton Exact Test	9.317			0.267		
Linear-by-Linear Association	1.169[b]	1	0.280	0.293	0.165	0.044
N of Valid Cases	43					

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .23.

b. The standardized statistic is 1.081.

Crosstab

Count

		A2.6_Confidence_Teach			
		Not at all or slightly confident	Moderately confident	Very or extremely confident	Total
A1.4_Age	20-29	0	0	1	1
	30-39	3	3	3	9
	40-49	2	10	6	18
	50-59	2	4	5	11
	60+	1	2	1	4
Total		8	19	16	43

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	4.789[a]	8	0.780	0.843		
Likelihood Ratio	4.963	8	0.761	0.886		
Fisher-Freeman-Halton Exact Test	5.310			0.802		
Linear-by-Linear Association	.012[b]	1	0.914	1.000	0.501	0.086
N of Valid Cases	43					

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .19.

b. The standardized statistic is -.107.

166

Crosstab

Count

		A2.10_DiscusswStudents			
		None or minimal extent	To some extent	A fair or extensive extent	Total
A1.4_Age	20-29	0	1	0	1
	30-39	2	2	4	8
	40-49	2	6	10	18
	50-59	1	4	6	11
	60+	1	2	1	4
Total		6	15	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	4.271[a]	8	0.832	0.874		
Likelihood Ratio	4.508	8	0.809	0.916		
Fisher-Freeman-Halton Exact Test	5.188			0.838		
Linear-by-Linear Association	.002[b]	1	0.961	1.000	0.525	0.088
N of Valid Cases	42					

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .14.

b. The standardized statistic is -.048.

Crosstab

Count

		A2.11_Teaching			
		None or minimal extent	To some extent	A fair or extensive extent	Total
A1.4_Age	20-29	1	0	0	1
	30-39	4	2	3	9
	40-49	6	8	4	18
	50-59	3	3	5	11
	60+	3	0	1	4
Total		17	13	13	43

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	7.375[a]	8	0.497	0.539		
Likelihood Ratio	8.496	8	0.387	0.515		
Fisher-Freeman-Halton Exact Test	6.825			0.582		
Linear-by-Linear Association	.112[b]	1	0.738	0.777	0.407	0.071
N of Valid Cases	43					

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .30.

b. The standardized statistic is .335.

Crosstab

Count

		A2.12_TotalTeachAreas			
		0-3	4-7	8-10	Total
A1.4_Age	20-29	0	1	0	1
	30-39	7	2	0	9
	40-49	12	3	3	18
	50-59	7	1	3	11
	60+	2	2	0	4
Total		28	9	6	43

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	9.973[a]	8	0.267	0.291		
Likelihood Ratio	10.577	8	0.227	0.302		
Fisher-Freeman-Halton Exact Test	8.679			0.324		
Linear-by-Linear Association	.459[b]	1	0.498	0.518	0.287	0.069
N of Valid Cases	43					

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .14.

b. The standardized statistic is .677.

Appendix 12.E - Gender (Q1.3)

Crosstab

Count

		A2.1_AIToolTotal			
		0-4	5-9	10-14	Total
A1.3_Gender	Male	17	5	1	23
	Female	12	6	1	19
Total		29	11	2	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	.577[a]	2	0.749	0.745		
Likelihood Ratio	0.576	2	0.750	0.745		
Fisher-Freeman-Halton Exact Test	0.858			0.745		
Linear-by-Linear Association	.426[b]	1	0.514	0.598	0.350	0.170
N of Valid Cases	42					

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .90.

b. The standardized statistic is .653.

Crosstab

Count

		A2.3_Frequency			
		Not at all or only once or twice an academic term	Once or twice a month	Once a week or more	Total
A1.3_Gender	Male	6	6	11	23
	Female	4	4	11	19
Total		10	10	22	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	.423[a]	2	0.809	0.776		
Likelihood Ratio	0.424	2	0.809	0.776		
Fisher-Freeman-Halton Exact Test	0.486			0.776		
Linear-by-Linear Association	.341[b]	1	0.559	0.584	0.347	0.125
N of Valid Cases	42					

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.52.

b. The standardized statistic is .584.

Crosstab

Count

		A2.6_Confidence_Teach			
		Not at all or slightly confident	Moderately confident	Very or extremely confident	Total
A1.3_Gender	Male	3	8	12	23
	Female	4	10	5	19
Total		7	18	17	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	2.893[a]	2	0.235	0.272		
Likelihood Ratio	2.954	2	0.228	0.272		
Fisher-Freeman-Halton Exact Test	2.890			0.272		
Linear-by-Linear Association	2.263[b]	1	0.132	0.141	0.098	0.056
N of Valid Cases	42					

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.17.

b. The standardized statistic is -1.504.

Crosstab

Count

		A2.10_DiscusswStudents			
		None or minimal extent	To some extent	A fair or extensive extent	Total
A1.3_Gender	Male	2	7	14	23
	Female	4	8	6	18
Total		6	15	20	41

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	3.374[a]	2	0.185	0.202		
Likelihood Ratio	3.426	2	0.180	0.202		
Fisher-Freeman-Halton Exact Test	3.324			0.164		
Linear-by-Linear Association	3.210[b]	1	0.073	0.085	0.057	0.036
N of Valid Cases	41					

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.63.

b. The standardized statistic is -1.792.

Crosstab

Count

		A2.11_Teaching			
		None or minimal extent	To some extent	A fair or extensive extent	Total
A1.3_Gender	Male	8	8	7	23
	Female	8	6	5	19
Total		16	14	12	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	.240a	2	0.887	0.859		
Likelihood Ratio	0.240	2	0.887	0.859		
Fisher-Freeman-Halton Exact Test	0.318			0.859		
Linear-by-Linear Association	.202b	1	0.653	0.708	0.398	0.136
N of Valid Cases	42					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.43.

b. The standardized statistic is -.450.

Crosstab

Count

		A2.12_TotalTeachAreas			
		0-3	4-7	8-10	Total
A1.3_Gender	Male	15	5	3	23
	Female	13	4	2	19
Total		28	9	5	42

Chi-Square Tests

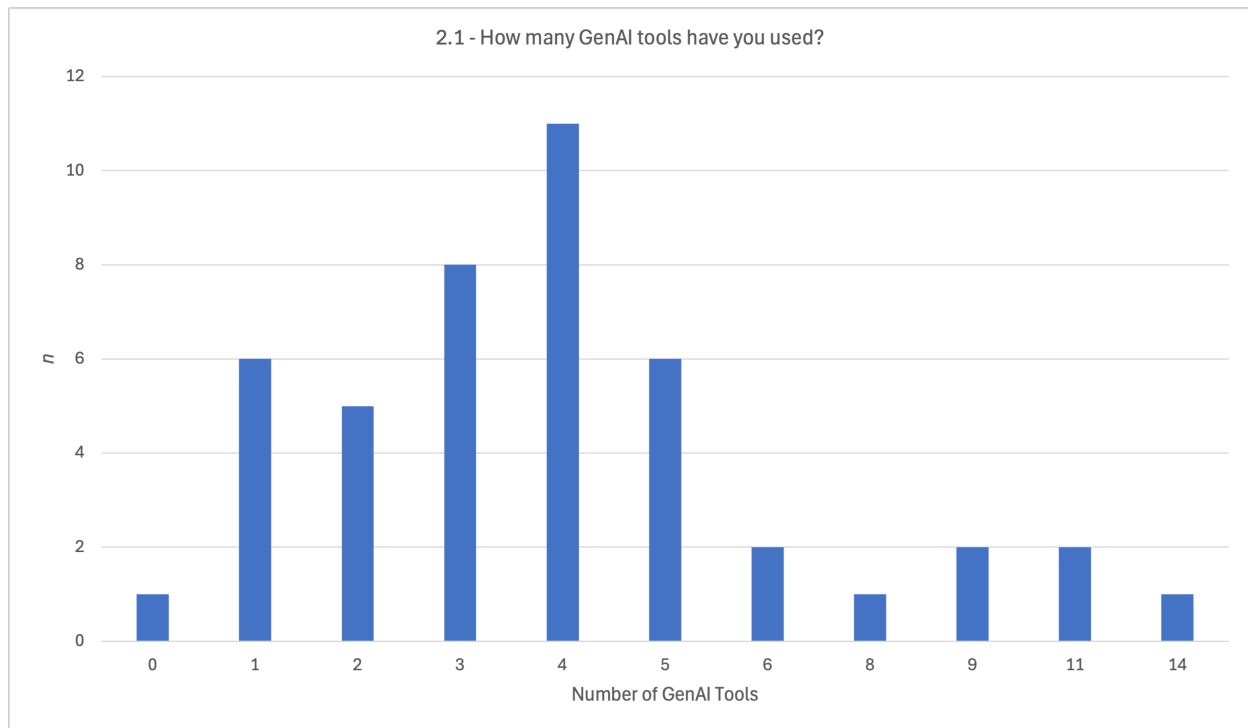|	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	.074[a]	2	0.964	1.000		
Likelihood Ratio	0.074	2	0.964	1.000		
Fisher-Freeman-Halton Exact Test	0.210			1.000		
Linear-by-Linear Association	.068[b]	1	0.794	0.831	0.486	0.167
N of Valid Cases	42					

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 2.26.
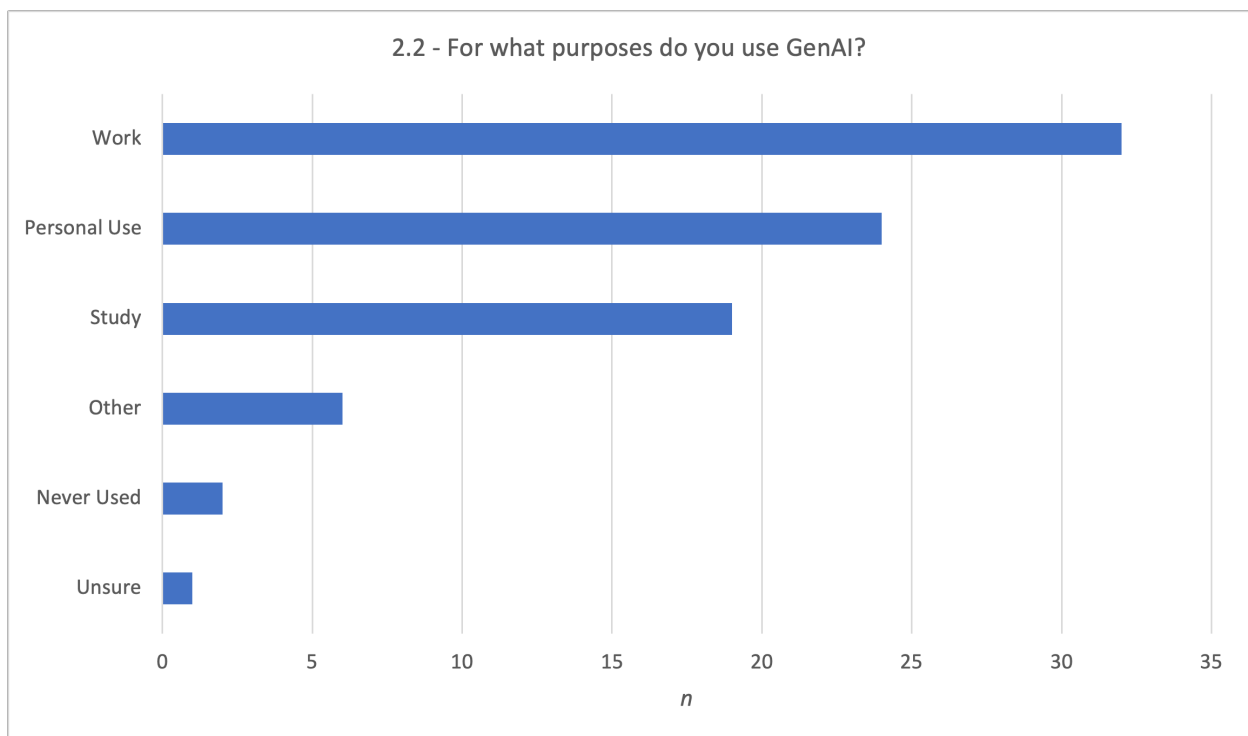
b. The standardized statistic is -.262.

Appendix 13: Data on Personal GenAI Use

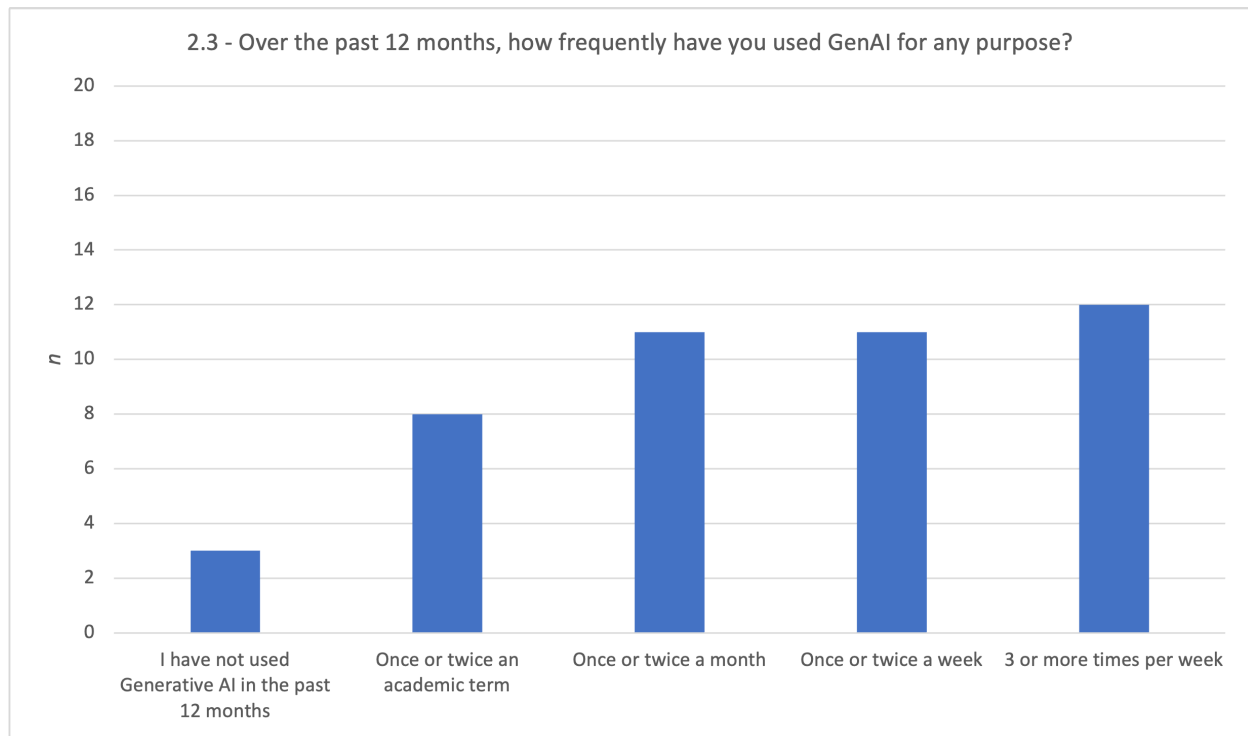| Tool Type	Tool Name	n	%
Chatbots	ChatGPT	43	95.6
	Claude	6	13.3
	Copilot	31	68.9
	Gemini	9	20
	Llama	0	0
Image Generation	Dall-E	14	31.1
	Firefly	2	4.4
	Midjourney	2	4.4
	Stable Diffusion	1	2.2
Research Assistance	Elicit	6	13.3
	Perplexity	8	17.8
	Scite	3	6.7
	Research Rabbit	9	20
Transcription	Otter	6	13.3
Writing Assistance	Grammarly	23	51.1
	Jenni	3	6.7
	QuillBot	16	35.6
	Wordtune	1	2.2
Other		5	11.1
None of the above		1	2.2

GenAI Tool Use Count (Q2.1)

Number of GenAI Tools Used (Q2.1)

Practitioner Uses of GenAI (Q2.2)

2.3 - Over the past 12 months, how frequently have you used GenAI for any purpose?

Frequency of GenAI Use (Q2.3)