



INTESOL
WORLDWIDE

INTESOL
Vietnam



Self-Reflection in Using GenAI for Learning:

Perceptions of English-Majored Students at Binh Duong University Ca Mau Campus

Liet Thoai Phuong Lan, M.A.

Binh Duong University – Ca Mau Campus

HUFLIT INTESOL CONFERENCE 2026 International Conference

August 7th 2026



- Bachelor of English Language- 1999
- Master of Measurement & Evaluation in Education - 2013
- Master of English Language- 2019
- Subjects:
Introduction to English Libguistics, Business and Technical Writing, Academic Writing and Innovation Education



CONTENTS

01 Introduction

Context, problem,
objectives

02 Literature Review

Reflection, GenAI,
framework

03 Conceptual Framework

Double-edged sword model

04 Methodology

Quantitative & qualitative
method

05 Results & Discussion

Quantitative & qualitative
findings

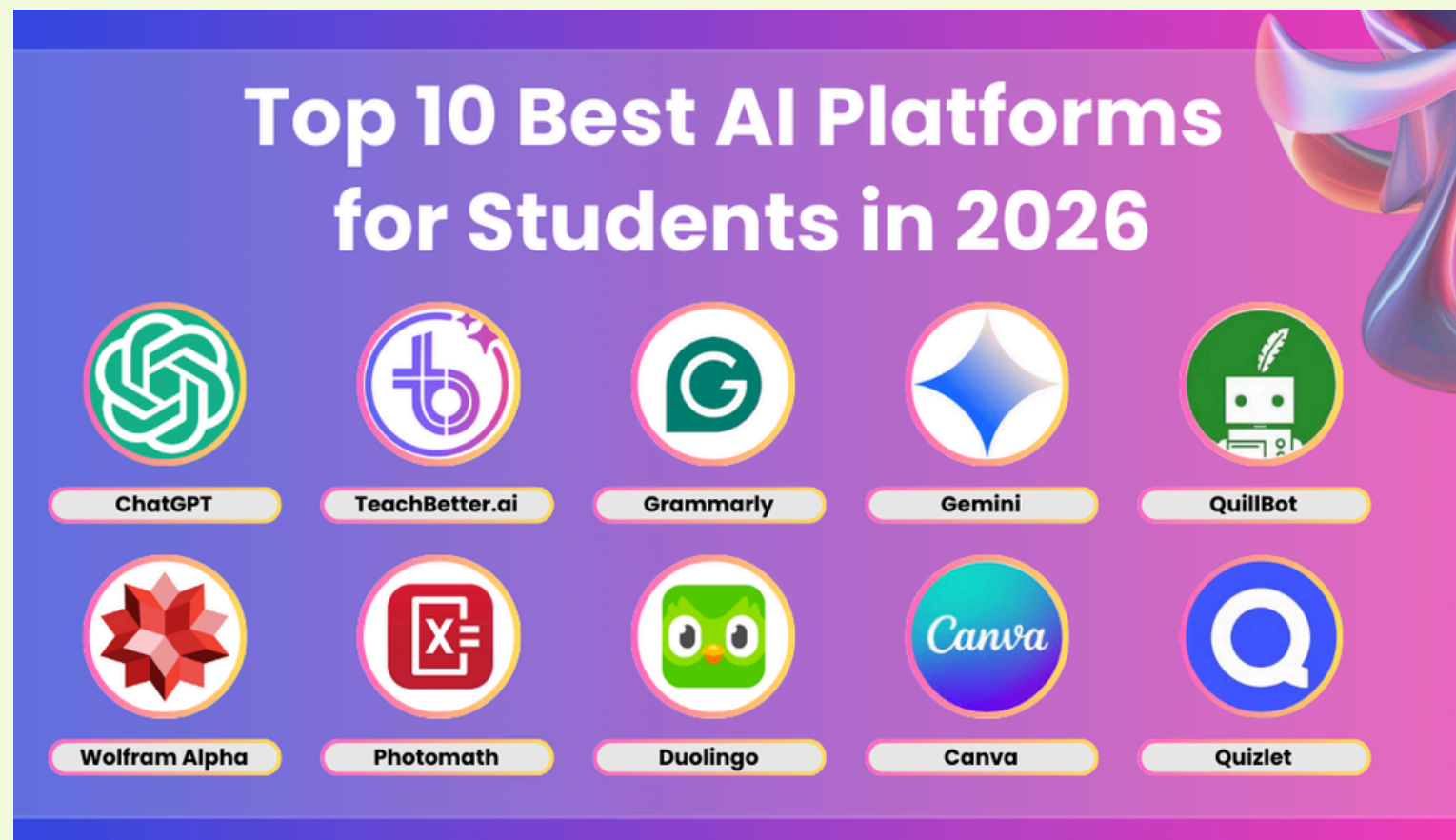
06 Implications & Conclusion

Pedagogy, theory, future
work

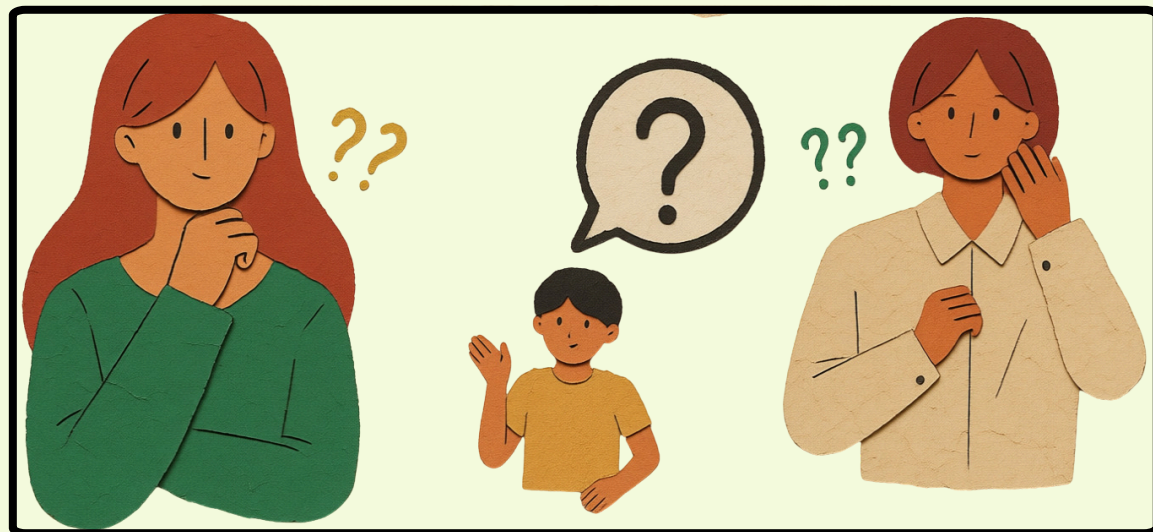
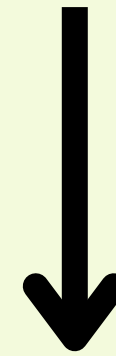
1. INTRODUCTION

GenAI is reshaping English Language Studies?

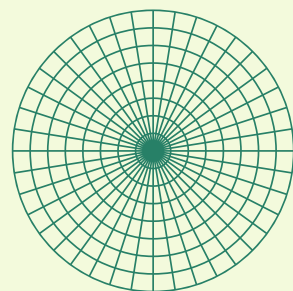
- Context: GenAI tools (ChatGPT, Gemini) are revolutionizing Higher Education.
- Problem: Increasing AI reliance may hinder critical thinking and creative expression.



Students engagement and responsibility in AI-supported learning environments.



Instead of viewing GenAI as a substitute for critical thinking, **self-reflection** asks students to evaluate **WHEN**, **WHY**, and **HOW** they use AI.



DOMAINS



Context: English majors, BDU–Ca Mau
Focus: AI Engagement > AI Use Frequency

Problem-solving

Creative expression

Communication

Decision-making

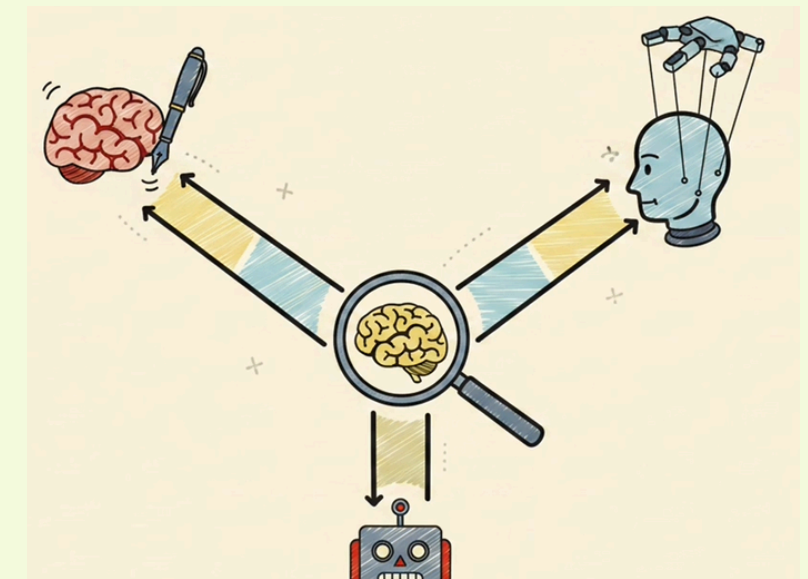
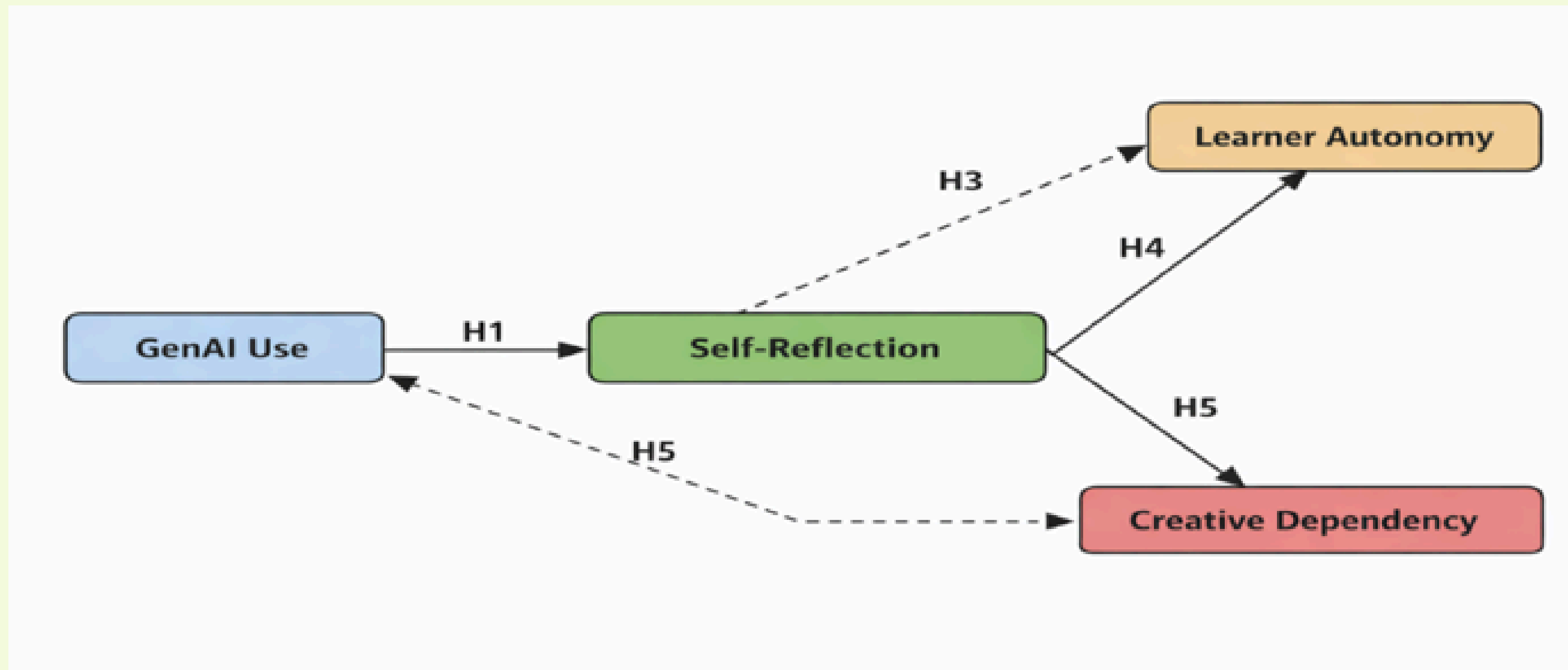
2. LITERATURE REVIEW

- **Self-Reflection:** Essential for metacognition and adjusting learning strategies.
- **GenAI in TESOL:** Provides immediate feedback and cognitive scaffolding.
- **Challenge:** Over-reliance leads to "creative dependency" and loss of authentic voice.



3. CONCEPTUAL FRAMEWORK

GenAI Use: A "Double-Edged Sword"



→ the direct path of impact from behaviour (Gen AI use)

---> the double-edged sword mechanism

Research Questions

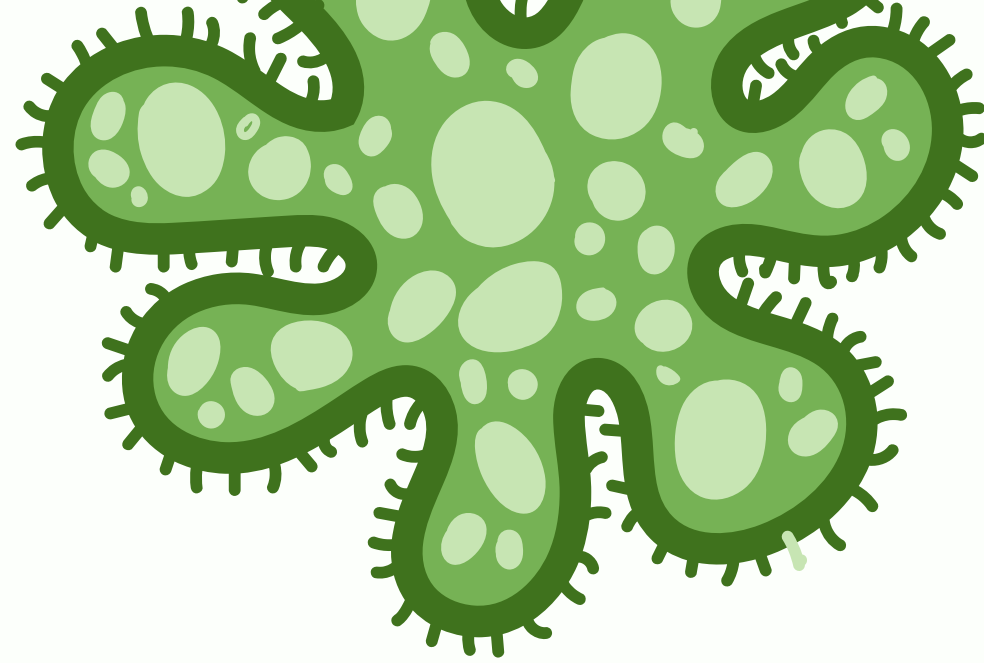
- H1: GenAI use supports learning.
- H2: Reflection boosts autonomy.
- H3: Reflection mediates AI use and autonomy.
- H4/H5: Reflection reduces creative reliance and dependency.

Home AI Act

Task Checklist Summary on Clipboard Vector Icon



- 01 **Text Here**
This slide is 100% editable. Adapt it to your needs and capture your audience's attention.
- 02 **Text Here**
This slide is 100% editable. Adapt it to your needs and capture your audience's attention.
- 03 **Text Here**
This slide is 100% editable. Adapt it to your needs and capture your audience's attention.



4. Methodology

Data Collection Methods

- Design: Mixed-methods approach.
- Participants: **50** English-major students.
Binh Duong University – Ca Mau
Campus, with prior GenAI experience in
Academic Writing

Data Analysis Techniques

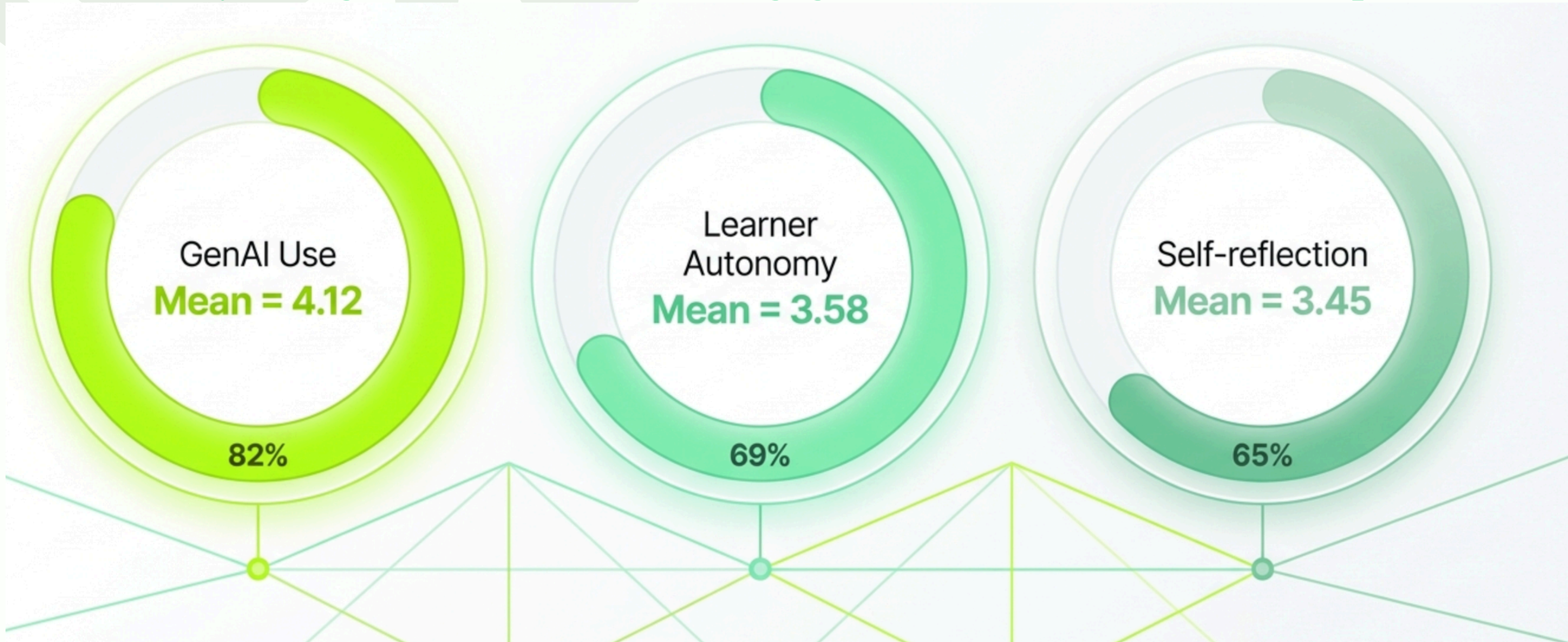
- Instruments: Questionnaires, reflective journals, and semi-structured interviews.
- Descriptive statistics and thematic coding

5. Results & Discussion

[Home](#) [About](#) [Contact](#)

High AI Use, Moderate Learner Autonomy

AI is heavily intergrated, but reflective engagement renmains underdeveloped.



Students are slowly losing the confidence to start writing independently

**Creative
Dependency
3.21
Mean score**

***“ Sometimes I cannot
begin writing until I
receive suggestions
from AI”***

Correlation Analysis

Self-Reflection ↔ Learner Autonomy

$r = .61$

$p < .01$ · Strong positive

Self-Reflection ↔ Creative Dependency

$r = -.55$

$p < .01$ · Strong negative

GenAI Use ↔ Learner Autonomy

$r = .36$

$p < .05$ · Moderate positive

GenAI Use ↔ Creative Dependency

$r = .48$

$p < .01$ · Moderate positive

Self-Reflection Fully Mediates the Relationship

GenAI Use → Autonomy

$$\beta = .32$$

$$R^2 = .13$$

Supports H1

Self-Reflection → Autonomy

$$\beta = .60$$

$$R^2 = .37$$

Supports H2

**Mediation model: reflection stays
significant; GenAI effect
disappears**

$$\beta = .55$$

$$R^2 = .41$$

Supports H3

QUALITATIVE FINDINGS

THEME 1	THEME 2	THEME 3
GenAI as a Cognitive Scaffold	Emerging Signs of Creative Dependency	Reflection as a Protective Mechanism
<i>“I usually ask ChatGPT for ideas when I start an essay, but I still need to reorganise and rewrite the content in my own way”.</i>	<i>“Sometimes I cannot begin writing until I receive suggestions from AI”.</i>	<i>“When I compare my first draft with AI suggestions, I can identify weaknesses in my thinking and improve my work”.</i>

Reflection Turns AI Assistance Into Real Learning



Once self-reflection enters the model, GenAI's direct effect on autonomy becomes non-significant — reflection is the mechanism, not GenAI itself.



H1 confirmed

GenAI use
supports
perceived learning



H2 confirmed

Reflection and
autonomy move
together



H3 confirmed

Reflection
mediates GenAI's
effect



H4 & H5 confirmed

Low reflection →
higher AI
dependence

6. PEDAGOGICAL IMPLICATIONS

- Incorporate reflective tasks into classroom activities.
- Prioritize independent thinking before AI engagement
- Assess learning processes, not just final products.
- Focus on AI literacy and ethical integration



6. IMPLICATIONS



Future Research Directions

- Larger, more diverse samples across institutions
- Longitudinal studies of reflective practice over time
- Validated tools to measure reflective AI use



INTESOL
WORLDWIDE

INTESOL
Vietnam



Conclusion

GenAI Supports Learning Only When It Promotes Thinking

Self-reflection is the vital link that keeps learners autonomous, ethical, and in command of their own voice.

Thank you

Liet Thoai Phuong Lan, M.A. · ltplan.cm@bdu.edu.vn

Faculty of Foreign Languages, Binh Duong University – Ca Mau Campus