Self- Refection in Using GenAI for Learning: Perceptions of English-Majored Students at Binh Duong University- Ca Mau Campus

Abstract

Generative AI (GenAI) has transformed higher education, particularly in English Language Studies. However, GenAI is most effective when it helps students build on their own thinking. Accordingly, this study investigates the perceptions and self-reflection practices of English-majored students regarding the use of GenAI in their academic journey. Utilizing a structured self-reflection checklist, the research explores how students balance GenAI assistance with independent thinking across four key domains: academic problem-solving, creative expression, communication, and decision-making. A mixed-methods research design was employed, using questionaries to collect quantitative data and reflective journals and semi structured interviews to collect qualitative data. Data were collected from 50 English majored students at Binh Duong University - Ca Mau Campus. Preliminary findings indicated that while GenAI is widely used for drafting and refining ideas, there is a significant need for developing strategic autonomy to prevent creative emptiness and over-reliance. The study emphasizes the role of self-reflection as a pedagogical tool to foster ethical and effective AI integration in English Language Studies.

Keywords: GenAI, self-reflection, English majors, learner autonomy, academic integrity.

Author:　LAN, Liet Thoai Phuong (Binh Duong University -Ca Mau Campus -Ca Mau Provice)

Presenter:　LAN, Liet Thoai Phuong (Binh Duong University -Ca Mau Campus -Ca Mau Provice)

Track Classification:　Technology and Digital Support for ESL Development