



**School of Humanities**

**M.Ed. in Teaching English as a Foreign/International Language (TEFIL)**

Postgraduate Dissertation

**Academic Writing in the Generative Artificial Intelligence Era:  
A Qualitative Study of Greek TEFL Students' Writing Perceptions and Practices  
Through Semi-Structured Interviews**

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**Abstract:** The proliferation of Generative Artificial Intelligence (GenAI) tools is reshaping traditional norms of learning and writing, blurring the lines between human and AI-generated content. Amid debates on their impact on skills development and academic integrity, understanding students' actual use of these tools in academic writing is essential. This study examines the experiences of Greek TEFL students, employing Activity Theory to explore the factors mediating their practices. Using a qualitative research design, semi-structured interviews with six undergraduate and postgraduate students revealed that students integrate GenAI selectively across different writing stages, leveraging its efficiency while implementing various strategies to mitigate the risk of losing their authorial voice. Their decision to adopt GenAI tools and practices is shaped by multiple interconnected factors within the broader socio-academic environment, including subjective perspectives, community influences, rules, tools themselves, ethical concerns, and emotional responses. These findings highlight the complexity of an activity system and call for rethinking learning practices by fostering Artificial Intelligence (AI) literacy, emotional literacy, and learner autonomy, while establishing clear guidelines and AI integration frameworks to support students in navigating AI effectively without compromising their personal and academic integrity.

**Keywords:**

Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), Academic Writing, Activity Theory, Qualitative Research, Adoption of AI, Emotional Literacy, AI Literacy, Writing Identity, Higher education

Η Ακαδημαϊκή Γραφή στην Εποχή της Παραγωγικής Τεχνητής Νοημοσύνης:  
Μια Ποιοτική Μελέτη για τις Αντιλήψεις και τις Πρακτικές των Ελλήνων Φοιτητών  
Τμημάτων Αγγλικής Γλώσσας και Φιλολογίας μέσα από Ημιδομημένες Συνεντεύξεις

Σπυριδούλα Βαρβαρίγγου

**Περίληψη:** Η εξάπλωση των εργαλείων Παραγωγικής Τεχνητής Νοημοσύνης (ΠΤΝ) αναδιαμορφώνει τις παραδοσιακές νόρμες της μάθησης και της συγγραφής, θολώνοντας το τοπίο μεταξύ ανθρώπινης και τεχνητής δημιουργίας. Εν μέσω συζητήσεων σχετικά με τον αντίκτυπο της ΠΤΝ στην ανάπτυξη δεξιοτήτων και την ακαδημαϊκή ακεραιότητα, το να κατανοήσουμε το πώς οι φοιτητές χρησιμοποιούν ήδη αυτά τα εργαλεία στην ακαδημαϊκή γραφή είναι ζωτικής σημασίας. Η παρούσα μελέτη εξετάζει τις εμπειρίες Ελλήνων φοιτητών στον τομέα της διδασκαλίας της Αγγλικής ως ξένης γλώσσας, χρησιμοποιώντας τη Θεωρία της Δραστηριότητας προκειμένου να διερευνήσει τους παράγοντες που διαμεσολαβούν τις πρακτικές τους. Μέσω ενός ποιοτικού ερευνητικού σχεδιασμού, η ανάλυση των ημιδομημένων συνεντεύξεων με έξι μεταπτυχιακούς και προπτυχιακούς φοιτητές αποκάλυψε ότι οι φοιτητές χρησιμοποιούν την ΠΤΝ σε διάφορα στάδια της ακαδημαϊκής γραφής επιλεκτικά, αξιοποιώντας την αποτελεσματικότητά της και υιοθετώντας διάφορες στρατηγικές για την αντιμετώπιση των κινδύνων σχετικά με την διατήρηση της συγγραφικής τους ταυτότητας. Η απόφασή τους να υιοθετήσουν ΠΤΝ εργαλεία κι οι πρακτικές τους διαμορφώνονται από την επίδραση πολλαπλών παραγόντων στο ευρύτερο κοινωνικο-ακαδημαϊκό τους περιβάλλον, όπως προσωπικές απόψεις, επιρροές της κοινότητας, κανόνες, τα ίδια τα εργαλεία, ηθικοί ενδοιασμοί, και συναισθηματικές αντιδράσεις. Τα ευρήματα αυτά αναδεικνύουν την πολυπλοκότητα ενός συστήματος δραστηριοτήτων, τονίζοντας την ανάγκη επανεξέτασης των πρακτικών μάθησης μέσω της ανάπτυξης του αλφαριθμητισμού Τεχνητής Νοημοσύνης (ΤΝ), του συναισθηματικού αλφαριθμητισμού, και της μαθησιακής αυτονομίας, θεσπίζοντας σαφείς κατευθυντήριες γραμμές και πλαίσια ενσωμάτωσης της ΤΝ για να υποστηριχθούν οι φοιτητές στην αποτελεσματική χρήση της ΤΝ χωρίς να διακυβεύονται η προσωπική και ακαδημαϊκή τους ακεραιότητα.

**Λέξεις-Κλειδιά:**

Τεχνητή Νοημοσύνη (ΤΝ), Παραγωγική Τεχνητή Νοημοσύνη (ΠΤΝ), Ακαδημαϊκή Συγγραφή, Θεωρία της Δραστηριότητας, Ποιοτική Έρευνα, Υιοθέτηση ΑΙ, Συναισθηματικός Αλφαριθμητισμός, Αλφαριθμητισμός ΤΝ, Συγγραφική Ταυτότητα, Τριτοβάθμια Εκπαίδευση

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