

# GENERATIVE AI TOOLS IN FIRST-YEAR ACADEMIC WRITING: RESEARCH PERSPECTIVES AND PEDAGOGICAL CONSTRAINTS

**FEBRUARY 16 (MON) • 12:00~13:00 (ONLINE)**

*Due to an unexpected technical issue, the host was unable to start the Zoom meeting as scheduled. As a result, the event had to be postponed. We sincerely apologize for the inconvenience and appreciate your understanding.*

**Speaker: Eric Vanden Bussche**

**Language: English**

## - Abstract -

Drawing on key insights from the JALTCALL 2025 conference, this presentation examines how emerging research on generative AI in language education informs and questions current AI-mediated teaching practices in academic writing classes. Structured as a two-part reflection, the presentation first revisits salient themes and questions raised during the July 2025 conference, with particular attention to the use of generative AI tools in materials development, AI-supported writing, and AI literacy. The second part compares these research-informed perspectives with approaches currently being implemented in first-year academic writing courses, highlighting points of convergence as well as tensions related to learner agency, teacher mediation, and ethical use. Rather than offering definitive solutions, the presentation highlights dilemmas and constraints, using them as a basis for critical reflection on future directions for engaging with generative AI in writing pedagogy.

**Zoom Link**



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## Speaker Bio

Eric Vanden Bussche is a Project Assistant Professor at the University of Tokyo, where he teaches academic writing and East Asian Studies. For the past two years, he has served as co-chair of the AI in Teaching Practices Committee for the ALESS/A program. He holds a PhD in East Asian History from Stanford University and an MS in Journalism from Columbia University.

