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Title: Prompting Precision: Guiding EAP Students to Narrow Essay Topics Using GenAI

Abstract:

This session demonstrates how sequencing human brainstorming, peer collaboration and GenAI prompting can help EAP students turn broad essay topics into specific titles for essay writing. This approach promotes student autonomy, critical thinking and responsible GenAI use within their academic literacy development. This session offers practical strategies to enhance academic writing instruction with innovative AI integration.

Summary:

Many university students struggle to narrow broad topics into clear, focused, and researchable titles. This skill is essential in academic contexts because it enables students to develop strong arguments and engage critically with their subjects. This presentation introduces a structured, evidence-based strategy that combines human insight with GenAI support to help students craft effective problem statements, while still fostering their autonomy and critical engagement.

The instructional process begins with independent brainstorming, followed by peer feedback to refine their ideas, then moves to GenAI to explore causes, solutions, and create focused titles. After that, students reflect on the AI-generated suggestions, which promotes ethical and informed technology use. This human thinking, peer collaboration, AI interaction, and reflection process positions GenAI as a collaborative tool rather than a shortcut.

With reference to recent research on the benefits and ethical challenges of GenAI in academic writing (Nguyen et al., 2025), this session shares example student prompts, AI outputs, refined essay titles, lesson materials, and reflection exercises. It also covers evaluation strategies and student reflections on the usefulness and limitations of AI.

Participants will obtain a replicable lesson plan, practical ideas for promoting critical, autonomous, and ethical AI use in higher education, and tangible strategies for incorporating GenAI into academic writing instruction. This session is ideal for educators new to GenAI or those looking to enhance their teaching through a grounded, student-focused model.

Reference:

Nguyen, D., Lee, S., & Chen, H. (2025). Generative artificial intelligence in academic writing in higher education: Roles, benefits, challenges, and ethical considerations. *Edelweiss Applied Science and Technology*, 9(4), 889–906. https://doi.org/10.55214/25768484.v9i4.6128