INNOVATIVE PATHS AND APPROACHES FOR THE APPLICATION OF ARTIFICIAL INTELLIGENCE IN COLLEGE ENGLISH WRITING INSTRUCTION

https://doi.org/10.24412/2181-1784-2026-24-68-68

Wang Yunli
Masters of Arts, Associate Professor
Hebei International Studies University
308109171@qq.com

Abstract: *This article analyzes the application value and identifies prevailing challenges of AI in college English writing instruction, and an innovative human-AI collaborative framework by restructuring the pre-writing, while-writing and post-writing teaching procedures, building tiered and personalized learning scaffolds, and establishing a multi-dimensional assessment system is proposed to solve the potential problems.*

Keywords: *college English writing instruction, artificial intelligence, prevailing challenges, human-AI collaboration, tiered and personalized learning, multi-dimensional assessment system, ethical norms.*

College English writing serves as a key carrier for developing students' language output competence, critical thinking and cross-cultural communication skills. Artificial intelligence technologies have gradually been adopted in college English writing instruction, improving teaching efficiency through instant feedback, personalized tutoring, resource delivery and process-oriented assessment. However, the current integration of AI and teaching remains superficial: AI is merely treated as a supplementary tool, without restructuring teaching models, instructional design, teacher-student interactions or assessment mechanisms. Prevailing challenges, including homogenized writing outputs, diminished critical thinking, superficial evaluation and ethical risks, urgently need to be addressed.

Therefore, this paper proposes an innovative human-AI collaborative framework. It restructures the pre-writing, while-writing and post-writing teaching procedures by fully leveraging the respective strengths of human teachers and AI systems. The framework builds tiered, personalized learning scaffolds targeted at learners at different proficiency levels and establishes a multi-dimensional assessment system that combines AI quantitative evaluation with teachers' qualitative assessment. Meanwhile, students should be guided to follow standardized ethical norms for AI use.

It should be clarified that artificial intelligence acts as an important auxiliary tool for English writing instruction. We should uphold the principle of teacher leadership, AI empowerment and human-AI collaboration. Technology can be harnessed to improve efficiency, allowing classroom teaching to focus on fostering students' thinking and cultural competence. In this way, technological support will not replace educators' central role, but strengthen their professional judgment and pedagogical agency in College English writing instruction.

Literature:

1. Gu Shimin, Zhao Yulan. A Study on the Application of Artificial Intelligence in English Writing Teaching[J]. Technology Enhanced Foreign Language Education, 2022(03).
2. Wang Chuming. Foreign Language Teaching in the Era of Artificial Intelligence: Opportunities and Challenges[J]. Foreign Language World, 2021(02).