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## Exploring the Role of AI Technology in Shaping College Students' English Writing Development: Insights from the Complex Dynamic Systems Theory

<https://orcid.org/0000-0002-9640-6093><sup>1</sup> Jian Wang

Geely University of China

<https://orcid.org/0009-0002-0014-5093><sup>2</sup> Xiaohong Zhang

Panzhuhua University, China

### Abstract

The proliferation of Artificial Intelligence (AI) technology has profoundly impacted English language teaching, especially within the realm of writing instruction. Despite extensive research exploring the application of AI in education, a significant gap remains in studies assessing the influence of AI-enhanced teaching on learners' writing proficiency. In this context, this study employed a longitudinal research design to examine the effects of integrating Kimi—an AI tool in China—into English writing instruction, framed within the Complex Dynamic Systems Theory. The participants, 12 tertiary-level English learners from the southwestern region of China, engaged with Kimi to complete weekly essay assignments over a 14-week period. They also participated in seven writing tests. The findings indicate that participants' overall writing proficiency, as well as lexical and syntactic accuracy and complexity of their test essays, exhibited an upward trajectory and significantly improved. However, insignificant improvement was observed in overall writing fluency. Additionally, improvement in learners' writing proficiency varied substantially among individual learners. This study provides compelling empirical evidence for English-as-a-foreign-language (EFL) writing pedagogy, highlighting the crucial roles of differentiated instruction, dynamic assessment, and technology-assisted tools in enhancing students' writing proficiency. English teachers are urged to adapt their pedagogical approaches flexibly, leveraging these insights to support the holistic development of each learner.

### Keywords

AI Technology; Complex Dynamic Systems Theory; EFL Learners; Writing Development

### Research background

English writing proficiency, as a productive skill, represents an essential dimension of overall English language competence (Bai & Hu, 2017). However, traditional English writing instruction confronts a myriad of challenges that impede effective learning and teaching. First and foremost, in conventional writing classrooms, the pedagogical process is predominantly teacher-centered, with instructors acting as

<sup>1</sup> Wang, J. School of Foreign Languages and Cultures, Geely University of China, Email: wangjian@guc.edu.cn, ORCID: <https://orcid.org/0000-0002-9640-6093>

<sup>2</sup> Zhang, X. School of Foreign Languages and Cultures, Panzhuhua University, China, Email: zhangxiaohong2024@163.com, ORCID: <https://orcid.org/0009-0002-0014-5093>



# Shaping College Writing

**Michael R. Neal**



## **Shaping College Writing:**

Shaping College Writing Joseph D. Gallo, Henry W. Rink, 1991 A concise practical text on writing paragraphs and essays SHAPING COLLEGE WRITING offers a visual guide in the form of I and T shapes to developing paragraphs that lead to full essays Student and professional writing samples are featured throughout and each chapter contains exercises for review

Shaping College Writing Joseph D. Gallo, Henry W. Rink, 1985      **Shaping College Writing** Joseph D. Gallo, Henry W. Rink, 1968      *Shaping College Research* George P. Chao, Andrew Chiang, 1986      **Placing the History of College Writing**

Nathan Shepley, 2016-03-22 Pre 1950s composition history if analyzed with the right conceptual tools can pluralize and clarify our understanding of the relationship between the writing of college students and the writing's physical social and discursive surroundings      **The Shape and Shaping of the College and University in America** Stephen J.

Nelson, 2016-03-01 This book presents the issues controversies and key players that formed and enabled the American college and university to endure as a critical institution of the nation and society Nelson examines contested issues and concerns in the academy such as the role and position of religion the place and value of the liberal arts the threat of disunity and balkanization the ideological contentions and fights for control the effect of politics and ideologies on its future as an institution its role as a critic and servant of society and its promotion of academic freedom free speech and liberty This overview combined with Nelson's examination of the historical dramas influential political forces and stories of key personalities provides a nuanced understanding of the evolution of the academy that scholars of Education American History and Philosophy will appreciate      **Writing Assessment and the Revolution in Digital Texts and Technologies** Michael

R. Neal, 2015-04-17 This text provides an innovative new framework for the formative and holistic assessment of students digital writing It also addresses the rapid evolution of writing assessment tools analyzing the research in clear terms for both techno phobic and techno savvy teachers The author critiques computer automated scoring of student writing for example but also considers the possibilities and potential of the future of technology assisted assessments      Shaping the College Curriculum Lisa R. Lattuca, Joan S. Stark, 2011-01-11

Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters

focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

**Writing Program Administration and the Community College** Heather

Ostman,2013-10-01 From the history of the community college in the United States to current issues and concerns facing writing programs and their administrators and instructors Writing Program Administration and the Community College offers a comprehensive look into writing programs at public two year institutions *Catalog of Copyright Entries. Third Series*

Library of Congress. Copyright Office,1975

Resources in Education ,1993-07

**Guide to College Writing**

**Assessment** Peggy O'Neill,Cindy Moore,Brian Huot,2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don t have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty

evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices **You Can't Write That** Laura Aull,2023-11-23 People read and write a range of English every day yet what counts as correct English has been narrowly defined and tested for 150 years This book is written for educators students employers and scholars who are seeking a more just and knowledgeable perspective on English writing It brings together history headlines and research with accessible visuals and examples to provide an engaging overview of the complex nature of written English and to offer a new approach for our diverse and digital writing world Each chapter addresses a particular myth of correct writing such as students today can't write or the internet is ruining academic writing and presents the myth's context and consequences By the end of the book readers will know how to go from hunting errors to seeking and finding patterns in English writing today This title is also available as open access on Cambridge Core [Self-Development and College Writing](#) Nick Tingle,2004-09-01 Nick Tingle investigates the psychoanalytic dimensions of composition instruction in *Self Development and College Writing* to boldly illustrate that mastering academic prose requires students to develop psychologically as well as cognitively Asserting that writing instruction should be an engaging developmental process for both teachers and students he urges reaching for new levels of consciousness in the classroom to aid students in realigning their subjective relationships with knowledge and truth Drawing on psychoanalytic theory and twenty years of experience as a teacher Tingle outlines the importance of moving beyond usual ways of thinking abandoning the common sense of everyday reality and coming to understand beliefs as beliefs and not absolutes These developmental moves must be accompanied Tingle says by a new attitude towards language not as something that points to things but as a series of concepts that arrange the very things one points to And this development is necessary not just in order to perform well in the writing class but also to fully participate in and reap the academic rewards of structured university life *Self Development and College Writing* calls attention to the psychological destabilization this method may produce for students Tingle explains that if writing instructors are to respond to this destabilization they must conceive of the classroom as a transitional space or a kind of holding environment They must also become aware of their psychological allegiances to particular theories of writing if they are to construct such environments But the goal of the transitional environment is worth pursuing Tingle argues contending that university education fails to address students' developmental needs With purposeful writing and deft analyses Tingle shows that this goal also affords a means by which to place writing courses at the center of the educational curriculum Conceived as a transitional space the writing class may support and stabilize students in their developmental passage thereby fostering an improved understanding of their academic work and more importantly an increased intellectual understanding of themselves and the complex world in which they live **Neutrosophic Sets and Systems, Vol. 83, 2025** Florentin Smarandache, Mohamed Abdel-Basset, Maikel Leyva

Vazquez, Volume 83 of *Neutrosophic Sets and Systems* features a diverse collection of research applying neutrosophic theory to address complex challenges across various fields including information science engineering and healthcare. The papers in this volume present new models and methodologies that effectively handle uncertainty, indeterminacy, and imprecision. Significant theoretical contributions include the exploration of concepts like Neutrosophic Metric Spaces, Fermatean Neutrosophic Graphs, and SuperHyperSoft Sets, along with their applications in fields like energy supply systems and fixed point theorems. The volume also highlights practical applications in multi-criteria decision making (MCDM) for areas such as entrepreneurial education and civil litigation efficiency. Furthermore, research is presented on the use of neutrosophic logic with advanced technologies like deep learning and machine learning for tasks such as brain tumor medical image analysis and sleep disorder prediction. The collection also includes studies on risk management, digital media arts evaluation, and natural language processing. This volume demonstrates the expansive and evolving utility of neutrosophic theory in both foundational research and real-world problem solving.

**Points of Departure** Tricia Serviss, Sandra Jamieson, 2018-01-08  
*Points of Departure* encourages a return to empirical research about writing, presenting a wealth of transparent, reproducible studies of student sources. The volume shows how to develop methods for coding and characterizing student texts, their choice of source material, and the resources used to teach information literacy. In so doing, the volume advances our understanding of how students actually write. The contributors offer methodologies, techniques, and suggestions for research that move beyond decontextualized guides to grapple with the messiness of research in process, as well as design development and expansion. Serviss and Jamieson's model of RAD writing studies research is transcontextual and based on hybridized or mixed methods. Among these methods are citation context analysis, research aloud protocols, textual and genre analysis, surveys, interviews, and focus groups, with an emphasis on process and knowledge as contingent. Chapters report on research projects at different stages and across institution types, from pilot to multi-site, from community college to research university, focusing on the methods and artifacts employed. A rich mosaic of research about research, *Points of Departure* advances knowledge about student writing and serves as a guide for both new and experienced researchers in writing studies. Contributors: Crystal Benedicks, Katt Blackwell, Starnes Lee, Ann Kastman Breuch, Kristi Murray Costello, Anne Diekema, Rebecca Moore Howard, Sandra Jamieson, Elizabeth Kleinfeld, Brian N. Larson, Karen J. Lunsford, M. Whitney Olsen, Tricia Serviss, Janice R. Walker.

**College Writing and Beyond** Anne Beaufort, 2008-02-06  
Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe. Still, most universities organize the required first-year composition course as if there were an intuitive set of general writing skills usable across academic and work-world settings. In *College Writing and Beyond: A New Framework for University Writing Instruction*, Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC in history in engineering and in his post-college writing. Her data illuminate the struggle of college students to transfer what they learn

about general writing from one context to another Her findings suggest ultimately not that we must abolish FYC but that we must go beyond even genre theory in reconceiving it Accordingly Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation Her data urge attention to issues of learning transfer and to developmentally sound linkages in writing instruction within and across disciplines Beaufort advocates special attention to discourse community theory for its power to help students perceive and understand the context of writing

*Multiliteracies, Emerging Media, and College Writing Instruction* Santosh Khadka, 2019-02-25 This book proposes a broad based multiliteracies theory and praxis for college writing curriculum Khadka expands on the work of the New London Group's theory of multiliteracies by integrating work from related disciplinary fields such as media studies intercultural communication World Englishes writing studies and literacy studies to show how they might be brought together to aid in designing curriculum for teaching multiple literacies including visual digital intercultural and multimodal in writing and literacy classes Building on insights developed from qualitative analysis of data from the author's own course the book examines the ways in which diverse groups of students draw on existing literacy practices while also learning to cultivate the multiple literacies including academic rhetorical visual intercultural and multimodal needed in mediating the communication challenges of a globalized world This approach allows for both an exploration of students negotiation of their cultural linguistic and modal differences and an examination of teaching practices in these classrooms collectively demonstrating the challenges and opportunities afforded by a broad based multiliteracies theory and praxis This book will be of particular interest to scholars and researchers in writing studies rhetoric and communication studies multimodality media studies literacy studies and language education

**Teaching Writing** Christina Russell McDonald, Robert L. McDonald, 2002 Teaching Writing Landmarks and Horizons edited by Christina Russell McDonald and Robert L McDonald is designed to present an overview of some of the major developments in the establishment of composition studies as a field during the past thirty five years The essays are theoretically grounded but are focused on pedagogy as well Divided into two parts the first presents nine landmark essays selected and introduced by distinguished composition scholars and the second brings together eight new essays by emerging scholars

*Rhetoric and the Digital Humanities* Jim Ridolfo, William Hart-Davidson, 2015-01-19 The digital humanities is a rapidly growing field that is transforming humanities research through digital tools and resources Researchers can now quickly trace every one of Issac Newton's annotations use social media to engage academic and public audiences in the interpretation of cultural texts and visualize travel via ox cart in third century Rome or camel caravan in ancient Egypt Rhetorical scholars are leading the revolution by fully utilizing the digital toolbox finding themselves at the nexus of digital innovation Rhetoric and the Digital Humanities is a timely multidisciplinary collection that is the first to bridge scholarship in rhetorical studies and the digital humanities It offers much needed

guidance on how the theories and methodologies of rhetorical studies can enhance all work in digital humanities and vice versa Twenty three essays over three sections delve into connections research methodology and future directions in this field Jim Ridolfo and William Hart Davidson have assembled a broad group of more than thirty accomplished scholars Read together these essays represent the cutting edge of research offering guidance that will energize and inspire future collaborations

Uncover the mysteries within Crafted by is enigmatic creation, Discover the Intrigue in **Shaping College Writing** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( Download in PDF: \*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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## **Table of Contents Shaping College Writing**

1. Understanding the eBook Shaping College Writing
  - The Rise of Digital Reading Shaping College Writing
  - Advantages of eBooks Over Traditional Books
2. Identifying Shaping College Writing
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Shaping College Writing
  - User-Friendly Interface
4. Exploring eBook Recommendations from Shaping College Writing
  - Personalized Recommendations
  - Shaping College Writing User Reviews and Ratings
  - Shaping College Writing and Bestseller Lists
5. Accessing Shaping College Writing Free and Paid eBooks
  - Shaping College Writing Public Domain eBooks
  - Shaping College Writing eBook Subscription Services
  - Shaping College Writing Budget-Friendly Options

6. Navigating Shaping College Writing eBook Formats
  - ePub, PDF, MOBI, and More
  - Shaping College Writing Compatibility with Devices
  - Shaping College Writing Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Shaping College Writing
  - Highlighting and Note-Taking Shaping College Writing
  - Interactive Elements Shaping College Writing
8. Staying Engaged with Shaping College Writing
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Shaping College Writing
9. Balancing eBooks and Physical Books Shaping College Writing
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Shaping College Writing
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Shaping College Writing
  - Setting Reading Goals Shaping College Writing
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Shaping College Writing
  - Fact-Checking eBook Content of Shaping College Writing
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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