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

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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

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Shaping College Writing

Laura Aull



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, 1979 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 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 technophobic and technosavvy 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 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1975 **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 **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

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 *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 **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

The Routledge Handbook of Scientific Communication Cristina Hanganu-Bresch, Michael J. Zerbe, Gabriel Cutrufello, Stefania M. Maci, 2021-12-20 Given current science related crises facing the world such as climate change the targeting and manipulation of DNA GMO foods and vaccine denial the way in which we communicate science matters is vital for current and future generations of scientists and publics The Routledge Handbook of Scientific Communication scrutinizes what we value prioritize and grapple with in science as highlighted by the rhetorical choices of scientists students educators science gatekeepers and lay commentators Drawing on contributions from leading thinkers in the field this volume explores some of the most pressing questions in this growing field of study including How do issues such as ethics gender race shifts in the publishing landscape and English as the lingua franca of science influence scientific communication practices How have scientific genres evolved and adapted to current research and societal needs How have scientific visuals developed in response to technological advances and communication needs How is scientific communication taught to a variety of audiences Offering a critical look at the complex relationships that characterize current scientific communication practices in academia industry government and elsewhere this Handbook will be essential reading for students scholars and professionals involved in the study practice and teaching of scientific medical and technical communication

Ease Seminar Frances Luttikhuisen, 2000 *Cultivating Critical Language Awareness in the Writing Classroom* Shawna Shapiro, 2022-02-14 This book introduces Critical Language Awareness CLA Pedagogy as a robust and research grounded framework to engage and support students in critical examinations of language identity privilege and power Starting with an accessible introduction to CLA chapters cover key topics including World Englishes linguistic prejudice news media literacy inclusive language practices and more in an inviting and thought provoking way to promote reflection and analysis Part I provides an overview of the foundations of CLA pedagogy while Part II highlights four instructional pathways for CLA pedagogy Sociolinguistics Critical Academic Literacies Media Discourse Analysis and Communicating Across Difference Each pathways chapter is structured around Essential Questions and Transferrable Skills and includes three thematic learning sequences Part III offers tools and guidance for tailoring CLA pedagogy to the reader's own teaching context and to students individual needs The volume's wealth of resources and activities are a pedagogical toolkit for supporting and embracing linguistic diversity in the classroom The cohesive framework concrete strategies engaging activities and guiding questions in this volume allow readers to come away with not only a deeper understanding of CLA but also a clear roadmap for implementing CLA pedagogy in the classroom Synthesizing relevant research from educational linguistics and writing studies this book is ideal for courses in English literacy education college composition L2 writing instruction and educational linguistics

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.

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