

Exploration on the Path of AIGC Empowering College English Writing Teaching

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Abstract: With the in-depth implementation of educational reform, college English writing teaching should also keep pace with the times, focusing on AIGC empowerment to improve the effectiveness and efficiency of talent cultivation, enabling students to comprehensively apply their professional knowledge to engage in related work after graduation. To enhance its empowering effect, it is necessary to understand its advantages in higher vocational English writing teaching, and while making full use of these advantages, explore the empowerment paths, so as to provide useful references for front-line teachers.

Keywords: AIGC; English writing; Teaching reform; AI education; College English

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1. Introduction

The digital transformation of global higher education is accelerating. According to the Education Informatization 2.0 Action Plan issued by the Ministry of Education, the coverage rate of artificial intelligence (AI) applications in education had reached 67% by 2023. AIGC technologies (such as ChatGPT and Wenxin Yiyan) have demonstrated outstanding capabilities in text generation, grammar correction, and style imitation, bringing new opportunities to English writing teaching. The emergence and application of AIGC technologies help vocational colleges break through the bottlenecks of traditional English writing teaching, such as “long correction cycles” and “insufficient personalization.” They also facilitate the exploration of a new human-machine collaborative teaching model, which aligns with the concept of “technology empowerment and equal emphasis on learning and teaching” proposed in the College English Teaching Guidelines (2023 Edition).

2. Problems in English writing teaching in higher vocational colleges

2.1. Insufficient teaching staff

English teachers in higher vocational colleges generally face the problems of heavy teaching tasks and an imbalanced teacher-student ratio, making it difficult to personalize writing teaching. Many teachers have to take

on teaching work for multiple classes at the same time, and thus cannot conduct detailed correction and guidance on each student's composition. In addition, some teachers lack systematic training in writing teaching, especially in professional fields such as academic English and practical writing, and their experience is insufficient, making it difficult to meet the needs of students from different majors ^[1]. The introduction of AIGC technology can assist teachers in automatically correcting grammatical errors and providing suggestions for sentence pattern optimization, thereby reducing their workload. This allows teachers to devote more energy to cultivating high-level writing and thinking, such as logical construction and cross-cultural expression ^[2].

2.2. Lack of teaching resources

Traditional English writing textbooks for higher vocational colleges have a single content, mostly focusing on template-based exercises, and lack writing cases in real workplace scenarios, resulting in a disconnect between what students learn and actual needs. At the same time, the English writing resources in school libraries or online databases are limited, making it difficult to support students' independent learning ^[3]. AIGC can dynamically generate diversified writing materials, such as business emails, technical reports and other professional texts, and customize cases based on students' professional backgrounds to make up for the shortage of teaching resources. In addition, AI-driven interactive writing platforms can provide real-time feedback to help students improve their writing skills through repeated revisions ^[4].

2.3. Weak foundation of students

The English proficiency of students in higher vocational colleges varies greatly. Problems such as limited vocabulary and frequent grammatical errors directly affect the quality of writing. Some students have a fear of writing due to the long-term influence of exam-oriented education and lack confidence in expression. AIGC tools can lower the threshold for writing through functions such as intelligent error correction and vocabulary association. For example, they can prompt grammatical correction suggestions in real time or recommend more authentic expressions. At the same time, AI-generated progressive exercises (such as expanding from sentences to paragraph cohesion) can help students gradually build writing confidence and adapt to tasks of different difficulties ^[5].

2.4. Outdated teaching methods

Currently, English writing teaching in higher vocational colleges still mainly follows the traditional mode of "teacher's lecture - students' imitation - mechanical correction", with poor classroom interaction and low student participation ^[6]. Writing tasks are mostly isolated exercises, lacking task motivation in real contexts, leading to students' low interest. AIGC can promote the innovation of teaching methods. For example, it can enhance the practicality of writing through virtual scenario simulation (such as AI acting as a customer asking students to write English proposals); or use big data to analyze students' common mistakes, helping teachers design targeted training. In addition, AI-supported collaborative writing platforms can promote mutual evaluation and assistance among students, stimulate their learning initiative, and realize the transformation from "passive input" to "active output" ^[7].

3. Advantages of AIGC empowering higher vocational English writing teaching

3.1. Conducive to creating a real language environment

Situated Cognition Theory holds that individuals gradually form an understanding of knowledge and mastery

of skills in the process of interacting with the surrounding environment. In a situation, students are no longer passive in receiving information, but can interact with the environment, learn knowledge and master skills in the interaction ^[8]. AIGC can create a new language environment for students, and this environment has high authenticity, allowing them to preview, practice and review in this situation, thus cultivating students' contextual awareness while improving their sensitivity to the situation. AIGC also has a language input function, which can guide students to accumulate vocabulary, and at the same time, help them learn grammar and other knowledge, laying a foundation for them to understand the ways and methods of language use, so that students can flexibly use language in different situations and cultivate their contextual awareness; In addition, higher vocational English teachers can also guide students to use AI's chat assistant function, let them ask questions about their difficulties and doubts, discuss and communicate with their peers, and organize students to express in language based on real situations; Based on AI's interactive function, it is easy to improve students' comprehensive abilities such as language application and situation adaptation ^[9].

3.2. Conducive to providing writing suggestions

Some people describe AIGC as a writing teacher for students. Coupled with its own advanced technologies, such as deep learning technology, this teacher can quickly diagnose students' English compositions and give timely feedback ^[10]. That is, AIGC can process a large number of texts in a very short time and provide students with detailed feedback. In addition, AI can also provide writing suggestions based on students' writing content and style; Analyze the type of writing and provide writing skills to help students get through the writing barrier. These suggestions can enable students to understand their shortcomings in writing, lay a solid foundation for their subsequent improvement, and also enrich their language expression methods and improve their writing level ^[11].

3.3. Conducive to providing timely feedback

AIGC can evaluate students' writing quality in a very short time and give timely feedback, so that students can get AI's review without waiting for too long, which is convenient for timely improvement ^[12]. It can be said that the speed of AI feedback has greatly improved students' enthusiasm for writing, enabling them not only to understand their strengths and weaknesses in writing, but also to perceive progress, which is conducive to improving their confidence in English learning. In particular, the guidance provided by AI is highly personalized, which is conducive to meeting students' diversified learning needs. With the guidance and help of AI, students can obviously perceive the changes in their writing level, which is conducive to cultivating their learning self-confidence and stimulating their learning interest ^[13].

4. Paths for AI to empower higher vocational English writing teaching

4.1. Strengthening writing foundations based on intelligent environments

One major way for AI to empower higher vocational English writing teaching is to build an intelligent environment. Influenced by traditional educational concepts, some higher vocational English teachers often focus their teaching on theoretical knowledge while neglecting the cultivation of students' writing skills. The application of AI technology can create real writing scenarios, such as composing emails and writing reports, to improve students' writing proficiency through practical exercises ^[14]. This practical approach not only enriches students' writing experience but also enhances their ability to identify, analyze, and solve problems, laying a solid foundation for their subsequent learning.

For example, higher vocational English teachers can assign a themed essay, such as “Environmental Protection,” and create a new, highly intelligent learning environment for students, making them feel as if they are at an academic conference or participating in a project report, where they need to write English papers or reports on the theme. The use of intelligent platforms provides a solid foundation for teachers to achieve their teaching goals. First, students are guided to read environmental protection-related cases and research reports on the platform, helping them quickly understand environmental issues. During this process, teachers can guide students to make full use of the platform’s functions to obtain information and accumulate writing materials ^[15].

Second, with the help of the intelligent platform, writing scenarios is created. Teachers can divide students into several groups, allowing them to learn, communicate, and explore in groups. In practice, around the environmental protection theme, different topics can be assigned to each group; for example, some groups are responsible for climate change, while others focus on garbage classification. On this basis, students’ tasks are clarified: to write English papers or reports in this environment to express their views on the topics. In the writing process, students should make full use of the platform’s auxiliary functions, such as grammar checks, correction of spelling errors, and provision of improvement suggestions. Third, AI’s evaluation function is utilized, with AI acting as an evaluator to comment on students’ works and provide revision suggestions. Teachers can guide students to carefully analyze the evaluation feedback, identify errors, and revise them promptly. In short, the functions of AIGC should be fully utilized to improve students’ writing skills.

Finally, defenses are organized through the intelligent platform. AI acts as a jury, asking questions about students’ English works and requiring them to answer in English. This exercise helps students practice their English defense skills and enhance their learning confidence.

4.2. Blended learning: online + offline for complementary advantages

To give full play to the empowering effect of AIGC, a blended learning model, combining online and offline methods, can be adopted to allow artificial intelligence and teachers to leverage their respective strengths and enrich students’ learning experience. For the online learning part, teachers can guide students to use the tool for self-assessment. In fact, AIGC can conduct intelligent analysis based on the learning data generated by students during their study and recommend learning resources, such as writing exercises, according to their writing level, to improve their writing proficiency in a targeted manner. On this basis, teachers should focus on building offline classes into creative places and main positions for students’ writing practice. In teaching design, teachers should design activities that students love, such as group discussions and interesting continuation of stories, based on students’ online learning status, and create an atmosphere where students can speak freely and engage in in-depth interactions. This model not only makes teaching more humanistic but also gives full play to the advantages of artificial intelligence, which is conducive to improving students’ learning efficiency and effectiveness.

4.3. Carrying out personalized teaching to improve tutoring efficiency

Personalized teaching aims to pursue uniqueness in teaching. In this teaching model, both teachers and teaching have undergone some new changes; for example, the role of teachers has fundamentally changed from knowledge transmitters to guides and teaching customizers. Relying on AI technology, teachers can fully understand and analyze students’ writing levels, writing habits, and personal preferences, so as to formulate tutoring plans that are more in line with students’ actual needs.

For example, when teaching argumentative essays, teachers can first use the AI system to conduct in-depth analysis of students’ works, including their arguments, supporting evidence, and logical structure, and then

formulate teaching plans. For students who have vague arguments, teachers can focus on cultivating their logical thinking, as well as their critical and divergent thinking. In practice, teachers can use the AI system to push training tasks to students, such as organizing them to write commentaries on current social hotspots, guiding them to sort out their views and build frameworks. For students who lack sufficient and persuasive arguments, teachers can use the system's database to guide them to master the methods of collecting and screening evidence and effectively integrating it into their articles to better support their arguments. Teachers can also use the system's feedback function to understand students' writing levels, progress, and dynamics.

For instance, during a writing task, if the AI system finds that a student has problems such as incorrect reasoning and unclear arguments, teachers should provide targeted guidance based on the real-time feedback. First, guide the student to sort out their reasoning ideas to clarify the main points of the argument, then provide argument structures and guide them to apply them effectively, thereby improving the scientificity of their arguments. This teaching model not only helps improve students' writing ability but also elevates teachers' teaching level to a new height.

4.4. Group learning to create a suitable writing environment

The successful implementation of AIGC-empowered college English writing teaching is inseparable from scientific teaching methods. Therefore, teachers should scientifically group students based on an analysis of their writing levels, so that group members can complement each other while engaging in healthy competition. To enhance students' participation, enthusiasm and cooperation ability, teachers can set systematic tasks for them, such as "My Ideal" and "Environmental Protection Is Urgent," and advocate group creative competitions. For example, the iWrite writing platform can be used to enable peer evaluation, and a corresponding evaluation mechanism can be established. On this basis, teachers can guide students to submit their work to the platform, and while receiving feedback from the platform, they should also pay attention to evaluations from teachers and peers. In the initial evaluation, AI technology is used to assess grammatical and sentence-structure issues in the works; peer evaluation mainly focuses on content creativity, which not only guides students to appreciate works but also helps them learn how to review articles; teacher evaluation will integrate the above feedback and put forward improvement suggestions.

5. Conclusion

In conclusion, the emergence and application of AIGC have brought about earth-shaking changes in English writing teaching. While improving the efficiency of teaching and learning, it has also created favorable conditions for personalized and customized teaching. The application of AIGC makes writing teaching more targeted, efficient, and scientific. It not only cultivates students' innovative awareness but also greatly contributes to the development of their core English literacy. The iterative update of information technology has made the enabling effect of AI more and more prominent. While promoting teaching innovation, it can also lead to the reform of concepts and the innovation of talent training models, which is conducive to meeting society's demand for high-quality talents.

Disclosure statement

The author declares no conflict of interest.

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