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EMPOWERING FIRST-YEAR UNIVERSITY STUDENTS: INTEGRATING AI-POWERED WRITING ASSISTANTS IN ACADEMIC WRITING COURSES

Abstract:

The transition to university-level writing presents significant challenges for first-year students, often requiring them to develop new skills in academic writing and critical thinking. This presentation explores the integration of AI-powered writing assistants in academic writing courses to support and empower these students. These tools offer personalized feedback on grammar, style, and coherence, enabling students to refine their writing skills independently. By providing real-time suggestions and corrections, these tools help students identify common errors and improve their writing proficiency over time.

This presentation will examine the benefits of incorporating AI-powered writing assistants into the curriculum, including increased student engagement, enhanced learning outcomes, and the development of self-editing skills. Additionally, it will address potential challenges, such as over-reliance on technology and ensuring equitable access for all students. Through case studies and practical examples, participants will gain insights into best practices for integrating these tools effectively, aligning them with course objectives and learning outcomes. Ultimately, this presentation aims to demonstrate how AI-powered writing assistants can serve as valuable allies in the academic journey of first-year university students, fostering greater confidence and competence in their writing abilities.

Keywords:

Academic English, AI-driven writing tools, Student engagement, Self-editing skills, Technology in education