

The New Prerequisite: The Critical Significance of English Writing Skills in the Era of Pervasive AI

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Abstract

Language use and acquisition are undergoing a fundamental transformation due to the widespread integration of Artificial Intelligence (AI) into professional and global communication domains. AI technologies such as grammar checkers, translators, and text generators (e.g., GPT models) offer both a unique opportunity and a tremendous challenge to English second language (L2) learners. This essay makes the case that, in light of this "AI occupancy," the importance of advanced English writing abilities has not decreased but rather has significantly changed. AI requires a change in pedagogical focus from foundational correctness to higher-order competencies like critical thinking, rhetorical sophistication, voice, and ethical discernment rather than making human writing obsolete. This paper explores the limitations of AI-generated text through a synthesis of recent literature and theoretical research, and it suggests that the function of the L2 writer is changing from one of producing accurate content to one of a skilled editor, curator, and strategist. The findings suggest that L2 English education must urgently prioritize the development of meta cognitive and meta linguistic skills to empower learners to leverage AI effectively while maintaining agency, authenticity, and a competitive edge in an AI-saturated world.

Keywords: Artificial Intelligence, AI, Second Language Acquisition, English Writing, L2 Writers, Critical Thinking, Digital Literacy, Pedagogy, ChatGPT, GPT

1.Introduction

The 21st century has witnessed the rapid and pervasive occupancy of Artificial Intelligence (AI) in nearly every walk of modern life. In the province of language, this is most evident in the proliferation of sophisticated AI writing assistants, machine

translation systems, and large language models (LLMs) like Open AI's GPT-4. For the billions of second language (L2) learners of English worldwide, these tools appear to offer an answer promising instant, fluent, and grammatically impeccable text. This technological shift leads to a pressing question: in an age where AI can generate a coherent essay, email, or report on demand, what is the enduring significance of cultivating strong English writing skills in L2 learners?

This paper contends that the value of advanced L2 English writing proficiency is not only undiminished but has become more critical than ever. The prevalence of AI does not obviate the need for human writing skill; rather, it redefines it. The core argument is that AI automates the *mechanical* and *formulaic* aspects of writing, thereby elevating the importance of the *cognitive*, *rhetorical*, and *ethical* dimensions. The L2 writer of the future must transition from being a sole creator to being an "AI-literate collaborator"—a critical editor, a strategic prompter, and an authentic voice that ensures the final output meets nuanced human objectives.

This paper will first explore the current landscape of AI writing tools and their impact on L2 learning. It will then delineate the evolving significance of English writing skills by focusing on three key areas: the move from accuracy to rhetorical mastery, the indispensable role of critical thinking and evaluation, and the growing importance of voice and ethical responsibility. Finally, it will propose pedagogical implications for equipping L2 learners to thrive in this new paradigm.

2. The AI Occupancy: A New Landscape for L2 Writers

AI writing tools for L2 learners range from simple grammar checkers (Grammarly) to advanced real-time translators (Google Translate) and generative text models (ChatGPT). These tools offer undeniable benefits:

- **Scaffolding and Immediate Feedback:** They provide instant corrective feedback on grammar, spelling, and syntax, accelerating the acquisition of foundational language structures (Koltovskaia, 2020).
- **Reduction of Cognitive Load:** By handling lower-order concerns, AI can free up cognitive resources for L2 learners to focus on more complex tasks like argument development and organization.
- **Increased Confidence and Production:** The ability to generate ideas and draft text can lower the affective filter, encouraging learners who might otherwise be paralyzed by anxiety to engage in writing.

However, an over-reliance on these tools carries significant risks, including the propagation of errors, the creation of a "dependency culture," and the production of generic, impersonal text that lacks critical depth (Barrot, 2023). The very convenience

of AI threatens to bypass the essential, struggle-filled processes of language negotiation and internalization that are fundamental to long-term acquisition.

3. The Evolved Significance of English Writing Skills in the AI Era: In light of these challenges and opportunities, the significance of L2 English writing skills has shifted towards higher-order competencies.

3.1. From Accuracy to Rhetorical Mastery and Strategic Prompting: While AI excels at generating grammatically correct text, it often struggles with nuanced rhetorical situations. The human skill of understanding a specific audience, adopting an appropriate tone, and structuring a persuasive argument remains paramount. Furthermore, a new literacy has emerged: **prompt engineering**. The ability to craft precise, detailed, and iterative prompts to guide an AI is itself a sophisticated writing skill. An L2 learner who can effectively command an AI to "write a formal email to a professor apologizing for a missed deadline, suggesting two concrete solutions, and maintaining a respectful but not overly deferential tone" demonstrates a deep understanding of register, pragmatics, and communicative purpose—skills that are transferable beyond AI interaction.

3.2. The Indispensable Role of Critical Thinking and Evaluation : AI-generated text is a compilation of patterns from its training data; it does not "understand" truth, logic, or bias. Therefore, the ability to critically evaluate, fact-check, and refine AI output is a crucial skill. L2 writers must become adept editors who can:

- Identify factual inaccuracies or "hallucinations."
- Detect logical fallacies or weak argumentation.
- Recognize and mitigate inherent biases within the AI's training data.

This critical evaluation process requires a firm grasp of the subject matter and well-honed analytical skills, ensuring that the final product is not just fluent, but also accurate, logical, and ethically sound.

3.3. Cultivating Voice, Originality, and Ethical Responsibility Perhaps the most human element of writing is voice—the unique style, perspective, and personality that an individual brings to a text. AI, by its nature, produces derivative and averaged content. In academic and professional settings, authenticity and original thought are highly valued. L2 learners must develop the ability to use AI-generated text as a draft or a source of ideas, which they then infuse with their own insights, experiences, and unique voice. This also involves a strong ethical compass, understanding the boundaries between ethical assistance and academic dishonesty, and being able to transparently disclose the use of AI tools when required.

4. Pedagogical Implications: The prevalence of AI demands a radical shift in L2 writing pedagogy. Instructors can no longer focus primarily on assessing grammatical accuracy, a task at which AI now outperforms most humans. Instead, the curriculum must be redesigned to foster the evolved skills outlined above:

- a) **Integrate, Don't Prohibit:** Acknowledge AI's presence and teach students how to use it responsibly. Design assignments that require students to generate a text with AI and then critically analyze, refine, and improve upon it.
- b) **Focus on Process over Product:** Emphasize the writing process—brainstorming, outlining, drafting, and revising—highlighting how AI can be a tool at specific stages without usurping the learner's agency.
- c) **Teach Prompt Engineering:** Explicitly instruct students on how to craft effective prompts, discussing how specificity, context, and iteration lead to better AI outputs.
- d) **Prioritize Critical Evaluation:** Develop activities where student's fact-check AI-generated essays, identify potential biases, and assess the strength of its arguments.
- e) **Foster Meta cognition:** Encourage students to reflect on their own learning and writing process, articulating what they learned from interacting with the AI and how they ensured the final work represented their own understanding.

5. Conclusion

The pervasive occupancy of AI in the linguistic domain is an irreversible reality. For second language learners of English, this technological revolution does not signal the end of the need for writing proficiency; rather, it heralds a new chapter where the definition of proficiency has been profoundly elevated. The significance of English writing skills now lies less in the mechanical production of error-free sentences and more in the uniquely human capacities of critical thinking, rhetorical strategy, authentic voice, and ethical oversight. By embracing a pedagogy that prepares L2 learners to collaborate with AI as critical and strategic partners, educators can empower them not just to navigate the new digital landscape, but to master it, ensuring that technology enhances rather than diminishes their linguistic and intellectual autonomy.

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