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Dr. Amin Davoodi is assistant professor of bilingual/ESL education at the University of Texas Permian Basin. He received his PhD in ESL, technology, and teacher education from Texas A&M University in 2021. He has two decades of teaching experience in different parts of the world and has delivered keynote speeches and teacher training courses in the United States, Canada, Mexico, Belize, Armenia, Iran, Turkey, Thailand, India, Indonesia, the Philippines, and Egypt. His research interests are tech-driven equity for language learners, AI-assisted language learning, robot-assisted language learning, bilingual education, and socio-politics of language education.

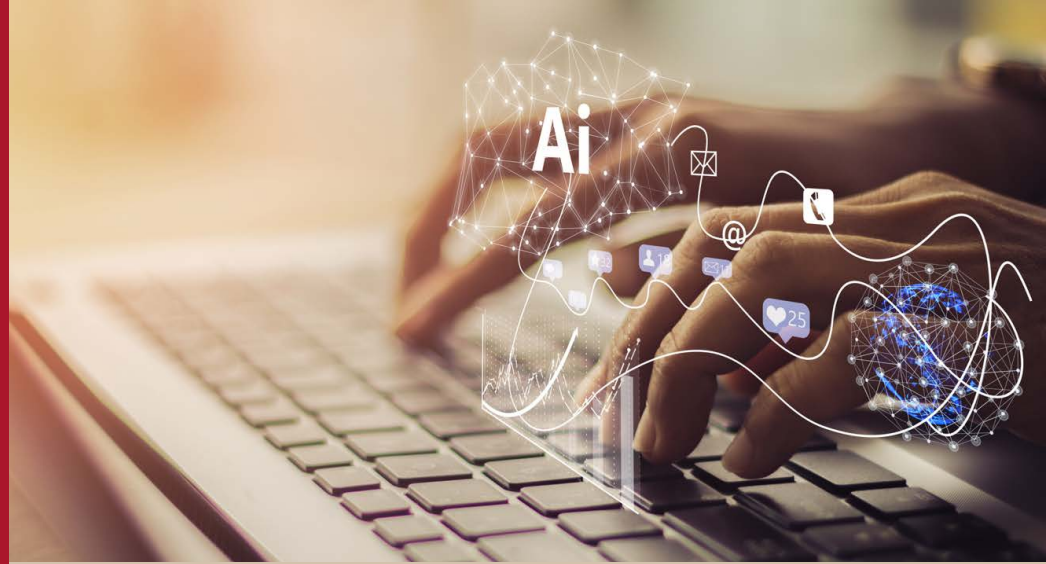
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AI-ASSISTED PROCESS WRITING: A NEW PARADIGM FOR SECOND LANGUAGE WRITING

March 27, 2024 | 1:00 PM | Zoom
[Registration Required](#)

Since the emergence of Chat-GPT, an increasing number of researchers and educators in the field of second language acquisition have begun to explore the potential of integrating AI into language learning. One particular area that stands to benefit from the integration of generative AI is second language writing. In this presentation, I advocate for a pedagogical transformation, moving away from traditional product-focused methods in second language writing instruction towards an AI-assisted approach that emphasizes the writing process. To this end, I will explore how AI can provide personalized feedback, generate adaptive writing prompts, assist with grammar and style corrections, and facilitate review processes. These AI-assisted interventions are designed to support L2 learners on their writing journeys, encouraging autonomy, engagement, and linguistic exploration.

Furthermore, I will address potential challenges in integrating AI into L2 writing instruction, including accessibility, teacher training, and ensuring that technology complements rather than replaces the human element of teaching. Through a combination of theoretical insights and actionable strategies, this presentation aims to equip second language teachers with the knowledge and tools to effectively integrate AI into their process writing pedagogy, thereby enhancing the writing proficiency and overall language development of second language learners.