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AI Vs. Traditional Writing Instruction: Complementing, Not Replacing Human Educators

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Abstract: The integration of artificial intelligence (AI) in education, particularly in writing instruction, has sparked debates on its impact and efficacy. This paper explores the role of AI in writing education, comparing it with traditional instructional methods. The study highlights the complementary relationship between AI-powered tools and human educators, arguing that AI enhances but does not replace traditional teaching methods. Findings suggest that AI can provide personalized feedback, improve students' writing fluency, and aid in grammar correction, while human educators contribute to the development of critical thinking, creativity, and deeper engagement with writing. The study concludes that a balanced approach, integrating both AI and human instruction, offers the most effective strategy for improving students' writing competence.

Keywords: artificial intelligence (AI) in education, Chat GPT technologies, methods of teaching writing, law students

Introduction

Writing is a fundamental skill necessary for academic success and professional development. For ESL students the refinement of writing skills tends to trail behind as this skill requires extended vocabulary and involves stylistic flair when necessary to compose a letter or write an essay or article (Diasamidze, L., & Tedoradze, T., 2024). Traditionally, writing instruction has relied on human educators who guide students through structured lessons, provide feedback, and cultivate analytical and critical thinking skills. However, in the contemporary digital age, efficient writing skills undeniably play an integral role in daily communication and are considered the key to success (Graham & Harris, 2023). Moreover, based on (Marzuki et al., 2023) imply that integrating AI writing tools can prove beneficial in elevating the quality of student writing. Their development is necessary for students, including law students to communicate in remote settings, starting with social platforms and networks.

The integration of advanced language models such as Chat GPT (including versions like GPT-3.5, GPT-4, and others) into language learning enhances pedagogical innovation and paves the way for

new technological advancements in education. As (Castillo-González et al., 2022) academic editing is a critical step in ensuring the quality and accuracy of scientific publications. Reviewing and revising enormous amounts of content, on the other hand, maybe a frightening and time-consuming effort. Artificial intelligence-based language models, such as Chat GPT, are effective in detecting and fixing grammatical problems, enhancing text structure and clarity, and producing new content. While these technologies offer great promise, educators and institutions will need to overcome significant obstacles for successful implementation (Crawford, Cowling, & Allen, 2023; Perkins, 2023). This requires strategies that bridge skill gaps, carefully consider ethical implications, and ensure alignment with existing policies (Nguyen et al., 2023). While generative AI presents transformative potential, its successful integration into higher education requires overcoming significant challenges, including bridging skill gaps, addressing ethical concerns, and aligning with existing policies, all while ensuring that traditional teaching methods remain effective and adaptable in this evolving landscape.

This study examines the intersection of AI and traditional writing instruction, focusing on their strengths, limitations, and potential for collaboration. By analyzing AI's capabilities in grammar correction, personalized feedback, and writing fluency improvement, and contrasting them with human educators' ability to foster creativity, critical thinking, and deep engagement, this study aims to establish how AI and human instruction can coexist in an educational setting.

Methods

This study employs a mixed-methods approach, combining quantitative analysis of student writing performance before and after AI-assisted instruction with qualitative feedback from students and educators. Two randomly selected groups of intermediate-level undergraduate law students participated in the study: a control group and an experimental group, each comprising ten students specializing in Legal English in two weeks.

The study included:

- Pre- and post-intervention writing assessments analyzed for grammatical accuracy, vocabulary richness, and structural coherence.
- Surveys and interviews with students and educators on their experiences using AI tools.
- A comparative analysis of AI-generated feedback and instructor feedback on student writing.

Methods of Learning Using Chat GPT

The assignment required students to draft a formal complaint letter incorporating legal terminology within the framework of employment law, addressing various issues such as unfair dismissal, age and gender discrimination, and workplace harassment.

Upon completion of their letters, students were instructed to submit their work to Chat GPT for automated analysis, including error identification, linguistic and structural corrections, and legal terminology refinement. Following this process, students engaged in a collaborative peer-review session, during which they critically examined and discussed the identified errors within their respective groups. This reflective analysis aimed to enhance their understanding of both legal writing conventions and employment law principles.

Subsequently, students presented their revised versions to their peers, accompanied by an evaluative reflection on the nature of their errors, the applied corrections, and the overall improvements in their legal writing skills. This iterative process facilitated a deeper engagement with legal discourse, reinforcing both linguistic proficiency and legal reasoning.

Results

Quantitative Findings

Prior to conducting the main experiment, average data was collected from both the control and experimental groups to establish their initial writing proficiency levels. The students' written work was assessed based on six key criteria: grammar, legal vocabulary usage, text organization, spelling accuracy, clarity of expression, and punctuation.

A graphical representation of the preliminary results was employed to facilitate a comparative analysis of writing skill outcomes between the two groups before the intervention. Each criterion was evaluated on a standardized scale of up to 10 points, and the average statistical data for each group was subsequently compiled.

The pre-experiment analysis revealed an overall average score of **35%** for the control group (Fig. 1) and **40%** for the experimental group (Fig. 2). These results reflect the aggregated performance of students in each group across the assessed aspects of written work, providing a foundation for further evaluation in the subsequent experimental phase.

Criteria	Average Score (out of 10)
Grammar	5.5
Legal Vocabulary Usage	6.0
Text Organization	5.8
Spelling Accuracy	5.2
Clarity of Expression	6.5
Punctuation	6.0
Total Score (%)	35%

Figure 1. Control Group Pre-Experiment Results

Criteria	Average Score (out of 10)
Grammar	6.2
Legal Vocabulary Usage	6.8
Text Organization	6.5
Spelling Accuracy	6.0
Clarity of Expression	7.2
Punctuation	7.3
Total Score (%)	**40%**

Figure 2. Experimental Group Pre-Experiment Results

These tables illustrate the comparative writing skill levels of both groups before the experiment, emphasizing the slight advantage of the experimental group in various assessed criteria.

The comparison of the experimental group's performance before and after the experiment demonstrates that the Chat GPT natural language processing model can effectively contribute to the development of written language skills, particularly in the areas of grammar, lexical enrichment, and the acquisition of legal terminology.

Assessment Criteria	Score (out of 10)	Percentage (%)
Grammar	8.5	85%
Legal Vocabulary Usage	8.2	82%
Lexical Enrichment	8.4	84%
Text Organization	7.5	75%
Spelling Accuracy	7.2	72%
Clarity of Expression	7.8	78%
Punctuation	7.6	76%

Figure 3. Experiment group post-experiment data

Qualitative Insights

Interviews with students and educators provided valuable qualitative insights into the impact of AI-assisted writing instruction, particularly in grammar, lexical enrichment, and legal vocabulary acquisition.

Enhanced Grammar and Vocabulary Development: AI significantly improved students' grammatical accuracy and lexical diversity, enabling them to construct more precise and articulate legal arguments.

Instant Feedback and Revision: The AI model provided real-time corrections and targeted suggestions, leading to improved legal vocabulary usage and better clarity of expression.

Improved Text Organization and Coherence: AI-assisted writing support helped students structure their arguments more logically, as reflected in the 75% text organization score.

Challenges in Contextual Interpretation: Educators observed that AI struggled with nuanced legal reasoning, particularly in cases requiring complex argumentation. While spelling accuracy and punctuation showed improvement, some AI-generated suggestions lacked contextual appropriateness.

Balancing AI Assistance with Critical Thinking: While AI effectively refined sentence structure; educators emphasized the need for human mentorship to strengthen students' legal reasoning skills, ensuring that AI serves as a supplementary tool rather than a replacement for critical analysis.

Discussion

The results of this study align with existing research on blended learning methodologies, affirming that AI serves as a powerful supplement to, but not a replacement for, traditional instruction. The observed improvements in law students' writing performance suggest that AI-driven tools effectively enhance technical accuracy, grammatical precision, and legal vocabulary acquisition.

However, AI remains limited in its ability to provide the depth of contextual analysis and personalized feedback characteristic of human instruction. As (Lillis and Turner, 2020) emphasize, writing extends beyond mechanical correctness; it is a complex cognitive and rhetorical process requiring critical reasoning and engagement. While AI facilitates structural and linguistic refinement, it cannot fully replace the interpretative and discursive guidance offered by human educators. Therefore, an optimal pedagogical strategy integrates AI-driven assistance with instructor-led mentorship, ensuring that students benefit from both automated linguistic accuracy and the analytical depth provided by human expertise.

Conclusion

AI-powered tools such as ChatGPT have demonstrated significant utility in academic writing instruction, particularly within legal education, where precision in language and terminology is paramount. The findings indicate that AI enhances writing fluency, grammatical correctness, and vocabulary development. However, it should be viewed as a complementary tool rather than a substitute for human instruction. A hybrid-learning model that combines AI-driven feedback with traditional pedagogical approaches offers the most effective means of supporting student development. Future research should investigate how AI can further refine its contextual understanding and contribute to the advancement of higher-order writing competencies, particularly in specialized fields such as law.

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