Chapter 6
Conversational AI Teaching Assistant for Second Language Writing

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ABSTRACT

This chapter explores how a conversational AI teaching assistant can influence second language (L2) writing by giving advice on creating ideas, organizing thoughts, improving grammar, and expanding vocabulary. Using a qualitative approach rooted in Grounded Theory and supported by sentiment analysis, it looked at answers to six open-ended questions. These questions aimed at exploring students' experiences, including how their writing enhanced, the difficulties they met, and suggestions they would provide. Open, axial, and selective coding revealed that most students found that the AI was useful for reducing writing anxiety, building confidence, and providing immediate constructive feedback. Yet, some

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concerns were also surfaced. Overwhelming feedback and the potential loss of personal writing style were the major concerns. Consequently, effectiveness of conversational AI in L2 writing hinges on its ability to balance structured guidance with learner autonomy through adaptive, context-sensitive support. Several recommendations were provided based on study findings.

INTRODUCTION

Conversational AI is changing the educational world by giving adaptive, personal learning experiences meeting each student's special needs. These AI-powered conversational helpers work as virtual teachers, guiding learners through difficult course materials and providing special help. Unlike a single human teacher, they are available all the time, widening academic help in ways never thought possible before. Yet, their real success depends on their careful use in teaching plans (Atif et al., 2021). We are already seeing this new technology shaking up old educational ways, with its effect quickly growing across different learning areas.

One especially exciting advantage of conversational AI lies in its ability to start student interest. When teaching happens through natural, active talk, learners often involve themselves more deeply and show better results, though the quality of these talks with AI remains important (Love et al., 2025). On top of that, AI-powered systems allow students proceeding at their own speed, no longer rushing or waiting for their friends (Lin, 2022). This personal approach includes AI-driven teaching systems smoothly adjusting the lessons according to a student's skill, encouraging deep understanding and strengthening long-term memory (Madhuri et al., 2024). Another strong finding is that AI-assisted question teaching can improve specific learning skills, asking (+10%), evidence finding (+5%), and focusing on explanation (+1%), showing AI's ability improving educational results (Xie, 2023). Together, these advantages show conversational AI creating a more lively and interesting learning space. As the technology keeps growing, its chance changing education grows, with better thinking skills and lasting knowledge memory clearly in view. Moreover, conversational AI is quick enough handling a wide range of educational settings, going