

# College English Writing Feedback Teaching Strategies Based on the iWrite Writing System from the Perspective of the New Liberal Arts

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**Abstract:** In the context of new liberal arts construction, feedback-driven teaching of college English writing has encountered multiple problems such as low efficiency, unclear objectives, and insufficient thinking levels. The iWrite English writing teaching and marking system is a typical representative of intelligent educational tools. With its functional modules, such as real-time interaction, data analysis, and personalized guidance, it exhibits obvious technical advantages in solving the bottlenecks of traditional teaching. Based on the philosophy of new liberal arts, this study focuses on the digital transformation, interdisciplinary integration, and core literacy cultivation needs in college English writing feedback, delves deeply into the application situation and functional features of the iWrite system, further poses a dual-track model of AI-augmented assistance and human intervention, a “data-driven + precision implementation” personalized teaching strategy, a diversified assessment system of “multi-dimensional perspectives + co-construction”, and design ideas for an “interactive + process-oriented” mutual assessment mechanism, and plans specific implementation approaches from three perspectives: teacher training, platform improvement, and policy support, aiming to promote intelligent technology to deeply integrate with foreign language writing education, thereby comprehensively improve students’ language proficiency, critical thinking level and cross-cultural communication skills, and provide operational reference for the innovation of college English writing courses in the context of new liberal arts.

**Keywords:** New Liberal Arts Context; iWrite System; College English Writing; Implementation Strategies

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## 1. Introduction

After the Ministry of Education proposed the philosophy of “New Liberal Arts” in 2019, “digital transformation”, “interdisciplinary integration” and “application-oriented talent cultivation” have become the main directions of higher education reform. College English writing courses need innovation to meet the needs for cultivating interdisciplinary talents. There are many problems in the current teaching process. Although the iWrite system is a mainstream intelligent tool widely adopted in nearly 800 universities in China, it achieves multi-dimensional real-time assessment and data-driven management through natural language processing technology. However, its application scenarios are still limited to automatic grading sector and cannot well meet the teaching needs in the context of new liberal arts. Under the philosophy of new liberal arts construction, this study explores the innovative pathways for teaching models in higher education, and focuses on effectively integrating the iWrite system and the writing assessment system into them. By breaking the traditional teaching paradigm, it helps college English education transform from simple language skills training to a whole cultivation process including

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qualities, thereby providing real case basis and relevant support basis for the reform of foreign language courses in higher education.

## **2. Definition of Core Concepts and Theoretical Basis**

### **2.1 The Connotation of New Liberal Arts and the Positioning of College English Writing Teaching**

New liberal arts are not the continuation and development of traditional liberal arts. Instead, new liberal arts adhere to the principle of “serving national strategic needs, and aligning with industry practice standards”, and reconstruct the liberal arts education system through the approach of “digital technology-augmented assistance, interdisciplinary integration, and application ability cultivation”. The core is to achieve the following three features: “Digital transformation”, which involves changing teaching methods through cutting-edge technologies, such as AI and big data; “Interdisciplinary integration”, which involves transcending the boundaries of traditional disciplines to closely integrate language skills with specialized knowledge, such as “foreign languages + business”, “foreign languages + journalism and communication”; “competency-oriented”, emphasizing the cultivation of students’ thinking competency, verbal communication competency, innovation and practical competencies, etc.

Guided by the philosophy of new liberal arts, the teaching objectives of college English writing has gradually shifted from traditional language skills training to professional language proficiency cultivation. The assessment system should balance “linguistic normativity” with “content professionalism”, and equally attach importance to students’ logical thinking ability and consciousness of innovation in cross-cultural context. For students majoring in international trade, teachers should conduct systematic assessment of the expression forms of negotiation strategies and cross-cultural communication elements in students’ emails in light of the actual needs of business communication. For students majoring in journalism and communication, teachers should prioritize assessing the objectivity, structural rigor, and international communication adaptability in their English reports.

### **2.2 Functional Features and Feedback Dimensions of the iWrite System**

The iWrite system is developed by Beijing Waiyan Online Digital Technology Co., Ltd. It aims to establish a “whole-process writing teaching” service system and form a comprehensive assessment system covering three aspects: language, structure and content. At the language level, it can accurately identify and correct grammatical errors, such as tense confusion, subject-predicate inconsistency, and equally detect inappropriate vocabulary usage, such as part-of-speech errors or incorrect collocations, as well as spelling mistakes, and provide revision suggestions and illustrate with examples. In terms of structure, it judges whether the overall structure of the text is complete and whether the argumentation process is coherent by analyzing the placement of transitional words and topic sentences as well as the logical relations within the text. In terms of content, some advanced versions have the function of initially determining whether the argument is clear or not and the supporting capacity of the evidence, and will generate a quantitative value of “content richness”.

In the iWrite system, the “Data-driven Management” module provides crucial support for teaching feedback, the “Class Report” enables teachers to comprehensively grasp the common problems students encounter on a certain knowledge point—the proportion of prepositional collocation errors is as high as 80%, and equally know the distribution of students’ writing ability—the score for text structure is significantly lower than that for vocabulary usage, and the “Student Report” module enables teachers to monitor and assess the development trends of learners at any time—the syntax error rate of a certain student dropped from 25% to 8% within three months, thereby providing scientific basis for designing personalized teaching programs.

### **2.3 Key Elements of Writing Feedback Teaching**

According to the theory of Second Language Acquisition (SLA) and the Constructivism Learning, effective writing feedback needs to include four elements. The first is timeliness. Timely feedback can help students quickly establish a connection between mistakes and knowledge, preventing the solidification of errors. The second is

personalization. Feedback should be tailored to individual differences among students and should not adopt general assessment or a one-size-fits-all approach. The third is interactivity. Feedback process should promote interaction between teachers and students as well as cooperation among peers, rather than merely imparting knowledge. The fourth is expansibility. Feedback should not only address current issues but also guide students to think, cultivating their autonomous learning ability. The traditional feedback mechanism cannot fully meet the above requirements due to limited resources. The iWrite system has effectively made up for this by using technical means.

### **3.College English Writing Feedback Teaching Needs in the Context of New Liberal Arts**

#### **3.1 Digital Transformation Needs: Enhancing Feedback Efficiency and Accuracy**

New liberal arts advocate “technology-driven teaching”. However, traditional college English writing assessment still mainly relies on manual grading methods, with a quite obvious problem of low efficiency. Taking undergraduate institutions as an example, on average, teachers have to teach 150 to 200 students, and it takes about 20 minutes to correct each composition of about 300 words. If a writing assignment is arranged once a week, teachers will have to spend 50 to 67 hours a week correcting it, far beyond the normal teaching norms. Under such circumstances, teachers can only comment on the main mistakes. Therefore, the feedback information appears scattered and fragmented, and the average feedback time reaches to 3 to 5 days. This results in students being unable to correct their deficiencies in time.

iWrite system tackles these problems by virtue of its immediate feedback function. After students submit their compositions, this system can generate a detailed grading report within just 30 seconds, precisely mark the mistakes, and give targeted improvement suggestions (Here, ‘for’ should be changed to ‘in order to’ because it is more in line with the current context, and academic writing standards). In this way, teachers can significantly reduce their basic workload of correcting assignments and shift themselves to cultivating and guiding students’ higher-level thinking ability, thereby achieving the goal of efficient and accurate feedback [1].

#### **3.2 Interdisciplinary Integration: Bridging the Gap Between the Needs of Specialized Knowledge and Language Education**

New liberal arts philosophy advocates interdisciplinary integration. However, most of the existing college English writing courses adopt a course format of “general themes”, such as “campus life” and “environmental protection”, which fails to effectively integrate students’ professional backgrounds and career development needs, resulting in a significant disconnection between theoretical knowledge and practical application. Taking students majoring in accounting in higher education as an example, they said, “Most of the content taught in class revolves around personal experience. However, the teacher has never explained to us how to ensure the accuracy of the data when it comes to writing English financial reports in the future.”

There are obvious limitations in traditional feedback mechanism. It overemphasizes correcting language errors while neglecting the key element of “the accuracy and standardization of specialized knowledge”. In the context of new liberal arts construction, there is an urgent need to form a comprehensive assessment system that integrates “language proficiency” and “specialized knowledge”. Taking engineering as an example, when engineering students write English experiment reports, it is necessary to assess from two perspectives: whether the passive voice is used appropriately (in terms of language) and whether the description of the experimental process conforms to logic (in terms of specialized knowledge). For English business plans written by business students, it is also necessary to assess from two aspects: whether the vocabulary selected is formal (language aspect) and whether the market analysis and argumentation are reasonable (specialized knowledge).

#### **3.3 The Needs for Competency Cultivation: Focusing on Higher-Order Thinking and Cross-Cultural Literacy**

New liberal arts education focuses on cultivating innovative and interdisciplinary talents. Traditional writing teaching focuses more on the training of language norms and lacks systematic cultivation of advanced cognitive skills such as critical thinking and cross-cultural communication skills. In the writing practice on the theme of

“Cultural Differences between China and the United States”, teachers generally attach great importance to grammatical accuracy and the coherence of the text structure. However, they still pay insufficient attention to guiding students to deeply explore the root causes of cultural conflict, and analyze the potential problems in cross-cultural communication and their solutions [2].

#### **4.Implementation Safeguards: Key Pathways for Strategy Implementation**

##### ***4.1 Strengthening Teacher Training to Enhance Their Technology Implementation and Interdisciplinary Feedback Capabilities***

In the context of new liberal arts, university teachers should possess “intelligent technology implementation capabilities” and “interdisciplinary integration capabilities”. To this end, higher education institutions can make special training plans from the following three aspects.

The first is technical training program design. Higher education institutions should rely on the iWrite system R&D institution, organize training on “Advanced Function Application of the System”, focusing on key elements such as data analysis methods, feedback mechanism design, and mutual assessment task planning, arrange teachers to attend the “iWrite Writing Application Practice Seminars”, and invite university teachers to share their implementation experience of the “Data-driven teaching Model”.

The second is interdisciplinary collaborative education mechanism. Higher education institutions should establish a regular exchange platform for “interdisciplinary teaching discussions”, organize English teachers and specialized course teachers together to explore the actual needs and assessment criteria of English writing in various specialized fields. For example, “Business English writing should highlight business etiquette norms and data analysis capabilities”.

The third is the construction of practice teaching model. Higher education institutions should organize English teachers to assume a temporary post in foreign trade enterprises or international communication organizations to conduct detailed research on the actual needs for English writing ability in this industry, thereby enhancing the accuracy of feedback and practice effect.

##### ***4.2 Optimizing the Functions of the Iwrite System to Strengthen the Interdisciplinary and Thinking-Oriented Feedback Mechanisms***

It is suggested that the system developer optimize the three functions in light of the needs of new liberal arts.

The first is to build an interdisciplinary collaborative feedback system, and design “disciplinary adaptation plugins” to set domain-specific assessment rubrics for different academic fields, such as business studies, engineering, and humanities and social sciences, enabling teachers to precisely activate corresponding functional modules based on students’ academic disciplines.

The second is to build a feedback mechanism relying on logical thinking, utilize the “logical thinking assessment model” to conduct a comprehensive assessment of texts from three aspects: whether the argument is clear, whether the evidence is sufficient, and whether the evidence is rigorous, and provide targeted improvement suggestions, for example, “ The argumentation suffers from a lack of cohesive transitions between supporting evidence and the central thesis, necessitating the insertion of transitional expressions to enhance argumentative hierarchy”.

The third is to design multimodal feedback mechanism, and integrate different forms of information such as text, audio, and video. Teachers can use voice annotation tools to improve the intuitiveness and interactive effect of feedback, for example, “This cross-cultural expression needs to change the tone” [3].

##### ***4.3 Improving Institutional Safeguards to Promote the Long-Term Implementation of Strategies***

Higher education institutions should establish supporting mechanisms to ensure the implementation of strategies.

The first is to establish a teaching assessment system. Higher education institutions should incorporate the

“application status of iWrite system” and the “interdisciplinary interactive feedback mechanism” into the teacher performance assessment indicators, with the aim of encouraging educators to actively innovate and improve the assessment and feedback mechanism in multiple aspects [4].

The second is to build a resource safeguard mechanism. Higher education institutions should establish a “New Liberal Arts English Writing Innovation Special Fund” to support the continuous implementation of important projects such as the perfection of the iWrite system’s functions, the construction of interdisciplinary resource integration platforms, and training on professional development of teachers.

The third is to construct an incentive mechanism. Higher education institutions should incorporate the “writing ability development data” and “peer assessment engagement” on the iWrite platform into the regular performance assessment system, thereby arousing students’ enthusiasm for automatically utilizing the system and actively engaging in feedback and interaction [5].

## **5.Conclusion**

The philosophy of new liberal arts has endowed college English writing feedback teaching reform with new ideas, and equally put forward higher requirements for the deep integration of intelligent technology and education. As an intelligent writing assessment platform, iWrite system effectively breaks through the limitations of traditional feedback mechanisms in terms of efficiency and accuracy by relying on key functions such as real-time interaction, data-driven approach, and personalized recommendations. To further enhance the educational value, strategies, such as the “dual-track feedback model”, “achieving precise teaching through data analysis”, “interdisciplinary customized plans”, and “collaborative peer assessment mechanism”, have been successively proposed. These strategies revolve around the digital transformation, interdisciplinary integration and practice ability cultivation advocated by new liberal arts, with the aim of deepening the organic integration of intelligent technology and writing courses. Subsequent research should be conducted from multiple perspectives, improve the design of strategies based on different academic backgrounds, and explore the collaborative application of the iWrite system with advanced algorithms, such as ChatGPT, so as to form a more complete teaching system for college English writing.

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