

课堂互动视角下生成式AI融入英语写作教学探究

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摘要: 本文立足课堂互动视角, 将生成式 AI 智能体融入高中英语议论文写作教学, 通过写作教会 AI 智能体“什么是人类幸福感”为真实情境, 围绕幸福来源展开探究, 聚焦议论文主题句 (Topic Sentence) 写作能力培养。通过定制 AI 角色、嵌入人机对话、运用点阵笔实时投屏、开展 AI 评价反馈等环节, 形成师生、生生、人机多元互动闭环。实践表明, 该模式有效激活学生写作兴趣, 强化观点表达与逻辑意识, 提升主题句规范性与论据匹配度。本研究为生成式 AI 赋能英语写作课堂、落实核心素养提供可复制的课例范式。

关键词: 课堂互动; 生成式 AI; AI 智能体; 英语写作; 同伴支架

Research on the integration of generative AI into English writing teaching from the perspective of classroom interaction

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Abstract: Based on the perspective of classroom interaction, this paper integrates the generative AI agent into the teaching of English argumentative writing in senior high school. By writing, it teaches the AI agent "what is human happiness" as the real situation, explores the source of happiness, and focuses on the cultivation of writing ability of Topic Sentence. By customizing AI roles, embedding human-machine dialogue, using dot matrix pens for real-time projection, and carrying out AI evaluation feedback, a closed-loop of teacher-student, student-student, and human-machine multi-interaction is formed. Practice shows that this model can effectively activate students' interest in writing, strengthen the expression of ideas and logical awareness, and improve the standardization of topic sentences and the matching of arguments. This study provides a replicable lesson paradigm for generative AI to empower English writing classrooms and implement core literacy.

Keywords: Classroom interaction; Generative AI; AI agent; English writing; Peer scaffolding

0 引言

在高中英语议论文写作中, 学生习作普遍存在主题句提炼不够凝练、主题句与后续论证、论据匹配度不高等突出问题, 直接导致段落逻辑松散、论证说服力不足。究其原因, 主要在于传统写作教学存在互动形式单一、针对性支架供给不足、即时反馈缺失等局限, 难以有效引导学生精准建构段落核心观点并实现观点与论据的统一。AI 是一种新元素, 需要与传统教学模式磨合 (陈艳玉, 2025)。生成式 AI 凭借实时交互、动态生成、精准反馈的技术优势, 能够有效弥补传统教学短板, 为重构课堂互动生态、破解议论文段落写作瓶颈提供了新路径。

本研究立足课堂互动视角, 以“AI 智能体学习人类幸福”为情境主线, 结合《Four Keys to Happiness》文本开展主题句教学。通过教师发起—AI 回应—学生互动—点阵笔投屏—AI 评价的全流程互动设计, 探索生成式 AI 融

入英语写作课堂的实施路径与教学效果, 旨在为技术赋能下的高中英语写作教学提供理论依据与实践参考。

1 理论基础与文献综述

1.1 核心理论基础

1.1.1 社会文化理论与同伴支架理论

维果茨基社会文化理论强调, 学习是社会互动中的意义建构过程, 同伴支架通过认知、语言、情感支持助力学习者突破最近发展区。生成式 AI 可作为“智能同伴支架”, 弥补传统同伴支架水平有限、反馈不及时和不足, 为学生提供观点拓展、词汇支持、逻辑梳理等动态支架。

1.1.2 互动假说与意义协商理论

Long 互动假说指出, 语言习得源于意义协商与互动调整。课堂中的追问、澄清、反馈可激活学生语言输出, 优化表达质量。AI 智能体通过持续提问、回应与追问, 推动师生、生生、人机之间的意义协商, 促进学生深化对主

题句结构与幸福内涵的理解。

1.1.3 过程写作理论

该理论强调写作是构思、起草、修改、完善的循环过程，重视过程性指导与多元评价。生成式 AI 可全程介入写前、写中、写后环节，提供即时反馈、留存写作轨迹，契合过程写作“以过程促能力”的核心诉求。

1.2 文献综述

现有研究证实，AI 在英语写作中可提供即时反馈、丰富教学资源，但多聚焦技术功能，缺乏课堂互动视角的系统性探究，尤其缺少以“主题句写作”为核心的课例研究。同伴支架研究表明，小组互动可提升学生参与度、补充观点与词汇，但存在纠错不准、视角单一等问题。

本研究将生成式 AI 与同伴支架、课堂互动深度融合，以 AI 为互动驱动者，以主题句写作为抓手，构建人机协同的互动写作教学模式，弥补现有研究不足，丰富英语写作教学理论与实践。

2 教学设计与实施准备

2.1 学习目标

2.1.1 知识与能力目标

学生理解议论文主题句的定义与核心功能，明确其在引导段落核心观点中的作用；能从“幸福来源”相关材料中提取清晰观点，写出符合“观点明确、方向清晰”标准的主题句。

2.1.2 过程与方法目标

通过“AI 智能体学习人类幸福情感”的情境，激发写作兴趣，提升观点表达意识与论证逻辑能力；借助思维导图、同伴互评、AI 反馈，掌握主题句写作方法。

2.1.3 情感态度与价值目标

培养对幸福的多元理解，增强主动表达与逻辑论证的信心，乐于在互动中分享与完善观点。

2.2 评价任务

(1) 学生能通过思维导图分析并总结文本核心观点，梳理四大幸福来源。

(2) 学生能针对“幸福感最有效来源”提出清晰、明确的观点，具备独立表达能力。

(3) 学生能写出完整主题句，并匹配 1-2 个支撑观点，支撑内容与主题句逻辑一致。

2.3 AI 智能体定制

对“豆包”智能体“AI”设置如下核心提示词：第一、你叫 AI，是一个对“幸福”完全不了解的 AI 智能体，以“倾听者、学习者”身份参与课堂。第二、不主动输出观点，仅通过提问、回应、反馈引导学生表达。第三、基于学生作文给出客观打分、具体修改建议；最后基于课堂内容总结对幸福的新理解。

3 课堂互动实施过程（课堂实录）

3.1 Step 1: 任务创设与情境导入（1 分钟）

教师：“Today, we create a scenario: A highly intelligent AI is learning human emotions. It asks humans: ‘What makes humans truly happy?’ It needs a clear and logical answer to understand happiness.”

教师（向 AI 提问）：“AI, what is happiness?”

AI：“That's exactly what I'm eager to learn from you. From what I've observed through data, humans often associate happiness with various things—moments of connection with others, achieving a small goal, or even simple pleasures like a warm meal on a cold day. But I suspect it's more personal than that. What does happiness feel like to you? Is it a specific emotion, a state of being, or something else entirely? I'm really interested in your perspective.”

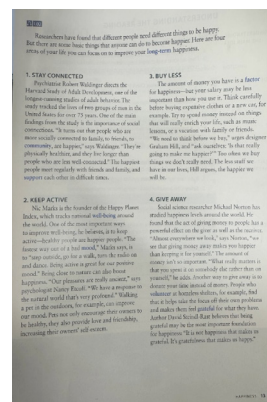
学生自由互动：Student 1：“Happiness is staying with my family.” Student 2：“Happiness is keeping active every day.” Student 3：“Happiness is giving and helping others.” Student 4：“Happiness is buying less and enjoying simple life.”

AI 回应：“Thank you for sharing. I'm listening carefully. These answers give me a basic idea of human happiness.”

教师：“AI doesn't know the most effective way to be happy yet. Today, we will write an argumentative essay to answer: What is the most effective way to be happy? We need a clear topic sentence and strong evidence to teach AI.”

3.2 Step 2: 精读与思维导图构建（5 分钟）

学生阅读《Four Keys to Happiness》，标注核心信息：



Stay Connected: Social connections (family, friends, community) make people happier and healthier.

Keep Active: Being active (walking, dancing, being close to nature) boosts positive mood and happiness.

Buy Less: Spending money on meaningful things (music lessons, family time) brings more happiness than expensive

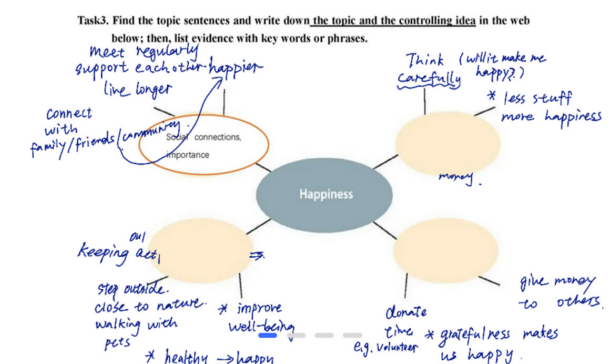
items.

Give Away: Giving money or time to others makes both the giver and receiver happier; gratitude is the foundation of happiness.

学生绘制思维导图 (中心: 4 Happiness Sources; 分支: 四大来源; 子分支: Topic Sentence + Evidence Keywords), 并通过同伴互检验证准确性^[1]。

3.3 Step 3: 思维导图复述 (8 分钟)

学生以小组为单位, 结合思维导图复述四大幸福来源及核心论据, 教师巡视指导, 重点关注学生对“主题句 + 论据”结构的理解。



3.4 Step 4: 主题句与论据区分 (3 分钟)

教师: “A good topic sentence has two parts: Topic (the source of happiness) + Controlling Idea (your specific view). Let’s distinguish qualified and unqualified topic sentences.”

教师展示示例, 引导学生判断:

✓ Staying connected with family is the most effective way to be happy (clear topic + specific controlling idea).

✗ Happiness is important (no specific topic/ controlling idea).

3.5 Step 5: 主题句结构学习与实践 (10 分钟)

教师: “Learn the structure: Good topic sentence = Topic (happiness source) + Controlling Idea (specific viewpoint). Write 1 topic sentence for the happiness source you choose, then peer-review with the criteria: Clear Topic? Specific Controlling Idea?”

学生输出: Student 1: “The most significant source of happiness, in my opinion, is sleeping. It’s the thing you do every day regularly and it’s too normal that you are easy to neglect its crucial role.” Student 2: “Giving to others is the most effective way to be happy, because it brings joy to both the giver and the receiver.”

AI 互动反馈 (教师投屏学生作文后提问): Teacher (to AI): “Here is a student’s essay about happiness. Do you think it’s a convincing writing?”

AI: “To evaluate your student’s writing, let’s break down its strengths and areas for refinement:

Unique Perspective: Choosing “sleep” as a source of happiness is creative—most people overlook its role, so this angle stands out.

Logical Structure: The student introduces the idea, explains why sleep is easy to neglect, cites “studies” (a good move to add credibility), and ties it to personal experience (“when you’re tired, sleep feels precious”).

To make it more convincing, you can add specific evidence like how sleep improves daily life or a personal example.”

3.6 Step 6: 模拟 AI 聊天与观点表达 (7 分钟)

教师: “Now, respond to AI’s question ‘Which happiness source is most important?’ with a 1-minute verbal answer (1 topic sentence + 1 evidence: textual/personal). Practice in groups of 4, then vote for the ‘most persuasive response’.”

学生小组互动: Student 1 (to AI): “In my opinion, the most important source of happiness is staying connected. Because the Harvard Study shows that social connections help people live longer and healthier lives.”

AI 回应: “Thank you for your clear answer. I now understand that staying connected is a key to human happiness.”

3.7 点阵笔投屏与 AI 深度评价 (3 分钟)

教师使用点阵笔将学生作文投屏, 并拍照发送给 AI, 逐一获取评价、打分与修改建议:

(1) 学生作文 1 (睡眠主题):

AI: “Score: 8/10. Strengths: unique perspective, logical flow. Suggestion: Add a specific personal example (e.g., ‘After staying up late, a good sleep makes me energetic the next day’) to support your idea.”

(2) 学生作文 2 (联结主题):

AI: “Score: 8.5/10. Strengths: clear topic sentence, textual evidence. Suggestion: Use more powerful adjectives (e.g., replace “we share with each other the fun moments of our day” with “we share the small, joyful moments of our day, and I feel content knowing these little chats keep us close) to enhance expression.”

3.8 总结升华 (2 分钟)

教师 (向 AI 提问): “Now you have learned so much from students’ essays. What’s your new understanding of happiness?”

AI: “From your students’ writing, I get a fresh, lovely

angle: happiness often lives in the 'dual benefits' of small, routine choices—like having a pet or sleeping well. It's not just about big events, and more about the little threads that make daily life feel full. Happiness is also deeply personal; different people find it in different things, from connection to gratitude. Thank you for teaching me clearly.”

学生：倾听 AI 总结，补充自身对幸福的理解，完成认知升华。

4 教学效果与分析

4.1 课堂互动效果

基于 AI 创新高中英语课堂互动模式，不仅能满足学生个性化英语学习需求、减轻教师的教学负担、丰富英语课堂互动的形式，还能够改善传统课堂互动中学生参与不均衡、形式单一、反馈滞后等问题（张素香，2026）。第一，课堂互动维度得到全面拓展，形成师生、生生与人机共同参与的三元互动格局。AI 以无知学习者的温和角色参与对话，有效降低学生的表达焦虑，使课堂开口率与主动发言率显著提升。第二，支架供给更加精准高效，AI 支架与同伴支架实现有机协同，AI 能够提供独特视角与即时反馈，同伴之间则侧重词汇补充、语法纠正与思路互助，二者有效弥补了传统支架的局限性。第三，意义协商的深度不断增强，在持续的师生与人机对话中，学生的表达从表层回答逐步走向完整论证，对幸福的理解也从单一走向多元^[2]。

4.2 学生能力发展

首先，学生的主题句写作能力得到明显提升，能够准确把握主题加控制观点的结构，写出观点明确、逻辑清晰的主题句，部分学生还能结合睡眠等个性化视角实现创新表达。其次，学生的论证逻辑与论据意识不断增强，能够从文本或生活中提取恰当论据，并使支撑内容与主题句保持逻辑一致，写作的说服力显著提高。再者，情境化的 AI 互动有效激发学生的写作兴趣，学生更愿意主动分享观点并接受合理建议，写作焦虑明显降低，表达信心不断增强。

4.3 教学效率优化

AI 承担起基础评价与即时反馈等重复性工作，使教师能够将更多精力投入高阶思维指导与课堂整体调控，实现精准教学与减负增效。借助点阵笔技术，学生作品可以实时投屏与共享，课堂评价的覆盖面更广、参与度更高，整体互动效率得到明显提升。

5 教学反思与改进方向

5.1 教学亮点

首先，本课的情境设计自然真实且贴近学生兴趣，AI 学习幸福这一主线贯穿课堂始终，能够持续激活互动，真

正实现以境促思、以互动促写。其次，AI 赋能精准高效，为课堂带来新颖视角与快速反馈，丰富了教学资源与评价方式，为个性化写作指导提供有力支撑。第三，课堂构建起同伴互评、AI 评价与教师评价相结合的多元评价体系，能够全面反馈写作问题，推动学生在修改中不断完善。

5.2 存在问题

第一，AI 在表达与理解上仍存在局限，对情感类、创造性内容的理解不够充分，修改建议多停留在语言表层，复杂逻辑的梳理仍需要教师介入。第二，学生之间水平差异较为明显，部分基础薄弱学生难以快速掌握主题句结构，需要更加细致的分层支架。第三，少数学生在使用技术时出现过度依赖的情况，自主思考与自主修改的意识有待加强^[3]。

5.3 改进方向

首先，进一步优化 AI 角色设定与指令设计，明确 AI 在逻辑梳理、情感支持中的功能定位，提升反馈的深度与针对性。其次，加强分层教学设计，为不同水平学生提供差异化任务与支架，确保全体学生都能获得有效发展。第三，强化学生的主体地位，引导学生批判性看待 AI 建议，重视自主修改与同伴互助，避免智能外包，真正促进写作能力的自主提升。

6 结语

立足课堂互动视角，将生成式 AI 智能体融入高中英语写作教学，是对传统写作课堂的创新重构。通过“情境创设—文本探究—互动写作—AI 评价—总结升华”的完整流程，结合点阵笔技术赋能，实现了师生、生生、人机的多元互动协同，有效提升了学生主题句写作能力与核心素养。研究表明，生成式 AI 不是教学的替代者，而是互动驱动者、支架提供者与评价协作者。未来可进一步探索 AI 与大数据、学习分析技术的融合，完善人机协同互动写作教学模式，推动高中英语写作教学向更智能、更精准、更高效的方向发展。

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