

# DeepSeek 赋能高中英语写作教学

## ——教师视角下的挑战与应对策略

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**[摘要]** 随着生成式人工智能(如DeepSeek)的快速发展,高中英语写作教学正面临深刻变革。本研究结合文献分析和案例研究,探讨了将DeepSeek应用于高中英语写作教学面临的挑战,以及高中英语教师应对这些挑战的相应策略。研究发现,教师应通过批判性思维训练、过程性评估和个性化引导,确保DeepSeek作为辅助工具而非创作替代,从而促进学生多维写作能力的提升。本文为AI技术在高中英语写作教学中的应用提供了理论依据,并为一线教师提供实践指导,以期为合理使用DeepSeek促进学生写作能力提升提供借鉴和思考。

**[关键词]** DeepSeek; 英语写作; 教师引导; 人工智能; 教学挑战

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### Empowering High School English Writing Instruction with DeepSeek: Challenges and Pedagogical Strategies from a Teacher's Perspective

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**[Abstract]** With the rapid advancement of generative artificial intelligence (e.g., DeepSeek), high school English writing instruction is undergoing profound transformation. Drawing on literature analysis and case studies, this study examines the challenges associated with integrating DeepSeek into high school English writing instruction and explores corresponding strategies for teachers. The findings suggest that teachers should employ critical thinking training, process-based assessment, and personalized guidance to ensure that DeepSeek functions as an assistive tool rather than a substitute for student creativity, thereby fostering multidimensional writing skills. This study provides a theoretical foundation for the application of AI technology in high school English writing instruction and offers practical guidance for frontline educators, aiming to inform the effective use of DeepSeek in enhancing students' writing abilities.

**[Key words]** DeepSeek; English writing; teacher guidance; artificial intelligence; pedagogical challenges

#### 引言

“教育的未来,正悄然由人工智能重塑。”自生成式人工智能技术突破性发展以来,DeepSeek以其多模态交互能力和语境适应性,正在重构高中英语写作教学模式。作为具备深层语义理解与动态内容生成特性的AI工具,DeepSeek在算法架构上具有创新优势,不仅能模拟人类导师进行写作过程指导<sup>[1]</sup>,还可通过即时反馈机制缓解传统写作教学中存在的“反馈延迟困境”<sup>[2]</sup>。这种技术革新在为师生提供精准支持的同时,也引发了教学主体性的深度博弈——当AI系统能够自主完成从提纲到语言润色的全流程写作任务时,教师的权威与学生的主体性面临双重解构风险<sup>[3]</sup>。

当前实践中,DeepSeek的应用呈现对立现象:一方面,DeepSeek在句法纠正上优于国内其他工具,提升了短句、中句和长句的流畅性<sup>[4]</sup>;另一方面,过度依赖可能影响学生的元认知、创新性思维、批判性思维及独立解决问题的能力<sup>[5]</sup>。这种技术赋能与能力异化的矛盾揭示了AI教育应用研究中的关键缺失:现有研究多集中于工具效能验证,忽视了教师作为“价值守门人”的引导机制设计。因此,本研究聚焦于DeepSeek介入下高中英语写作的两个核心议题:一是DeepSeek在教学领域中的局限与挑战对教师教学实践的潜在影响;二是教师应采取的有效引导策略,以提升学生的写作能力。

## 1 文献综述

1.1 AI赋能语言学习的研究现状。AI技术在语言学习中的应用已有较长时间,主要集中在智能批改、个性化学习路径推荐、语音识别等方面。研究表明,AI技术能为学生提供即时反馈,提升写作流畅度和语言准确性<sup>[6]</sup>。DeepSeek作为生成式AI工具,在语言学习中的应用尚处于探索阶段。国内外学者对AI赋能写作教学的观点存在分歧。一些研究指出,基于大语言模型的人机协同能有效提升学生写作效率<sup>[7]</sup>,但也有学者担心,AI工具可能削弱学生的创造性写作能力,因其可能过度依赖AI生成的文本,缺乏自主思考<sup>[8]</sup>。

1.2 DeepSeek在英语写作教学中的角色重构。DeepSeek在英语写作教学中的作用正在经历深刻的重构。研究表明,DeepSeek能够帮助学生快速生成思维导图、写作提纲,并以生成式框架完成各种开放域自然语言理解任务<sup>[9]</sup>。与此同时,DeepSeek的多维角色逐渐显现,它不仅作为“认知协作者”扩展学生语言表达的可能性<sup>[10]</sup>,还作为“过程性评估者”提供多维度写作诊断,促进AI与语言评估的有机融合<sup>[11]</sup>;作为“创意催化剂”,它能迅速生成跨文化写作素材,减轻学生认知负荷<sup>[12]</sup>。这种角色多元化重构了传统课堂的权力结构——教师从知识权威转变为“AI策展人”,学生从被动接受者升级为“人机对话主导者”<sup>[13]</sup>。

## 2 DeepSeek在高中英语写作教学中的局限与挑战

尽管DeepSeek在英语写作教学中展现出巨大潜力,但其应用亦面临诸多挑战。可能出现学生过度依赖DeepSeek、难以筛选信息、写作评估方式受到影响,以及教师角色发生变化等问题。因此,如何应对这些挑战,是教师在实际教学过程中需要重点考虑的问题。

2.1 技术依赖性风险:学生滥用DeepSeek引发的思维惰性与创作同质化。DeepSeek可基于大数据生成标准化论点,但学生易陷入“观点复制——机械修改”模式,忽视写作能力培养。其便捷性可能导致过度依赖,削弱思维训练,使独立构思与语言组织能力受限<sup>[14]</sup>。以议论文为例,部分学生直接套用AI生成的论点框架,削弱了其逻辑构建能力。如盲目采用DeepSeek提供的论证结构,而缺乏对论点关联性与论据原创性的深度思考。长期依赖AI还可能抑制元认知能力,使学生忽视写作过程的反思与监控。更值得警惕的是,大数据驱动的同质化输出可能使写作风格趋同,压缩个性化表达空间,最终导致“千人一面”的创作现象。

2.2 内容可靠性风险:DeepSeek生成语料偏差导致的文化误用与表达失范。DeepSeek的语料库主要来源于网络公开文本,其训练过程中可能嵌入算法偏见,导致信息失真或片面<sup>[15]</sup>。批判性阅读能力不足的学生易误信错误内容,例如,若将中文“红包”直译为“red envelope”而未调整为“monetary gift in Chinese tradition”,可能引发跨文化误解。此外,AI生成内容的信息片面性问题亦不容忽视。由于训练语料的局限性,DeepSeek可能提供缺乏实证支持的观点或忽略少数群体视角,进一步提高学生的信息筛选要求。

2.3 评估体系风险:传统作文评估方式面临的真实性与过程性挑战。DeepSeek的介入使得传统作文评估面临双重困境。其一,教师难以判断学生终稿的独立性,作文的真实性与原创性也受到影响,AI润色后的文本可能掩盖学生的真实语言水平。其二,现有评分体系过度聚焦终稿质量,忽视思维发展与自我修订过程。例如,学生可反复调用DeepSeek优化句式,但自主构思能力未必提升,而传统评分方式难以识别此类问题。此外,评分标准尚未系统纳入AI工具使用的合理性评价,导致评估结果与核心素养培养目标脱节。

2.4 教师角色转型风险:从知识传授者到AI教学引导者的转型。在DeepSeek赋能的写作教学环境中,教师的角色发生了转变,从“知识传授者”转向“AI教学策展人”。部分教师因缺乏技术素养,难以有效操作DeepSeek或分析其生成内容的合理性。教学设计层面亦面临挑战:如何将AI工具无缝融入现有教学流程,同时避免过度依赖技术替代传统教学方法,成为亟待解决的难题。更深层次的矛盾在于伦理监管仍未全区域覆盖,例如当学生滥用AI生成文本时,部分区域的教师缺乏明确政策依据界定责任归属<sup>[16]</sup>。

## 3 高中英语写作教学中DeepSeek应用的教师应对策略研究

3.1 教师引导策略的核心原则:确保DeepSeek作为辅助工具而非创作替代。在高中英语写作教学中,教师的引导策略直接影响DeepSeek的使用效果。应明确其为“辅助工具”而非“代写工具”,确保学生保持主体性。教师可根据写作目标制定介入策略,如引导语言薄弱者优化句型,或帮助逻辑较弱者借助DeepSeek分析论点。同时,应培养学生批判性思维,使其能筛选和评估AI生成内容,而非盲目接受。

3.2 DeepSeek辅助写作的实施策略:挑战导向的精准干预。教师在引导学生使用DeepSeek时,应根据不同的写作能力目标,采取针对性的策略<sup>[17]</sup>。具体而言,DeepSeek可以在思维逻辑能力、语言表达能力、自我修订能力和信息整合能力等方面提供帮助,但教师的介入方式和引导方法决定了学生是否能真正从中获益。

3.3 思维逻辑能力的培养:通过DeepSeek优化论证结构与论点发展。应对技术依赖性风险,需聚焦思维激活与过程监控。教师应通过结构化指令和互动情境激发惰性接收型学习者的主动学习;对搜索依赖型学习者提供半结构化指导,促进其通过AI反馈进行反思与自评,提升信息评估和元认知能力。同时,鼓励共享调节型和思辨创造型学习者与前两类学习者协作,共建探究型社区<sup>[18]</sup>。

在英语写作中,思维逻辑能力贯穿写作全过程,以议论文为例,包括论证结构、观点连贯性和论据充分性等。现高中生常面临论证逻辑薄弱与论据不足的问题。教师可设计“AI论证挑战”,利用DeepSeek生成片面或存在逻辑漏洞的论述,要求学生补充反驳或优化论据,以培养批判性思维并强化论证构建能力。

You are a high school English teacher preparing to design a "Debate Challenge" to provide an in-depth explanation of writing a debate-style argumentative essay. Using the aforementioned essay as a model, the topic for argumentation is "We believe that doctors should never lie to their patients, even for their own good." Please generate two pro-side arguments with logical fallacies, along with counterarguments or optimized points for reference.

**Counterargument/Optimized Point:** This argument exaggerates the consequences of isolated lies. Trust is built on consistent ethical behavior, not perfection. For example, a doctor temporarily withholding a terminal diagnosis from a severely depressed patient to avoid immediate harm does not automatically erode systemic trust. Most patients recognize that doctors balance truth-telling with compassion. Healthcare systems also have ethical safeguards (e.g., oversight committees, patient advocates) to address dishonesty without risking societal collapse. Contextual honesty, not absolutism, preserves trust.

**Counterargument/Optimized Point:** This falsely frames the issue as a binary choice. Medical ethics often involve nuanced judgment. For instance, in cases of acute mental health crises (e.g., suicidal patients), temporarily withholding distressing information might prevent immediate harm while longer-term trust is maintained through gradual disclosure. Ethical frameworks like "beneficence" (acting in the patient's best interest) and "non-maleficence" (avoiding harm) sometimes justify cautious communication. Moral decisions in medicine require flexibility, not rigid absolutes.

已深度思考 (用时 22 秒) ^  
Pro-Side Arguments with Logical Fallacies and Counterarguments/Optimized Points

**1. Pro Argument (Slippery Slope Fallacy):**  
"If doctors lie to patients even once, trust in the medical profession will vanish entirely. Patients will refuse to seek care, leading to epidemics of untreated diseases and the collapse of healthcare systems worldwide. Honesty is the only way to prevent societal chaos."

**2. Pro Argument (False Dilemma Fallacy):**  
"Doctors must either always tell the truth or admit they prioritize convenience over patient well-being. There's no middle ground—lying is inherently immoral, and any deviation makes doctors unethical."

图1 借助DeepSeek设计“AI论证挑战”示例

表1 对DeepSeek进行信息可信度对比的示例

Criteria	DeepSeek-Generated Information	Authoritative Resource (e.g., Textbook, Journal)	Evaluation of Credibility
Topic Relevance	"Technology is widely used in education, with tools like online courses and e-books."	"Digital technology and Artificial Intelligence (AI) have revolutionized the landscape of language learning, offering unprecedented opportunities for learners to engage with foreign languages in diverse and interactive ways." [9]	DeepSeek is relevant but lacks depth and specifics.
Accuracy of Content	"Online courses are available to anyone with internet access."	"Massive Open Online Courses, (MOOC), have increased at a galloping pace since the term was first coined by Stanford University in 2011." [20]	DeepSeek's statement is too general, lacks evidence.
Source Reliability	No sources cited.	Cited studies from reputable journals.	DeepSeek lacks citations, reducing trustworthiness.
Depth of Analysis	"Technology helps students learn faster."	"Immersive technology, like virtual and expanded reality, can increment understudy commitment and inspiration in picking up and improving strong reasoning abilities." [21]	DeepSeek offers a simple claim, while the academic source provides detailed findings.
Overall Credibility	Medium	High	DeepSeek needs verification; the academic source is well-supported.

3.4 信息整合能力的培养: 引导学生利用DeepSeek筛选与评估信息的有效性。应对内容可靠性风险的关键在于构建信息验证体系。许多学生在使用DeepSeek时倾向于盲目复制, 缺乏信息整合与筛选能力。教师应引导学生判断信息的可靠性, 通过多渠道对比提升其综合分析能力。可设计“DeepSeek可信度评估”任务: 学生先独立写作, 再输入写作主题并生成相应话题词或篇章, 对比权威资源(如教材、核心期刊), 分析准确性与可靠性, 并与自身写作对照, 以培养批判性思维与信息整合能力。

3.5 自我修订能力的强化: 利用DeepSeek支持学生的写作反思与修订过程。应对评估体系风险, 可推行双轨制评分与动态监测。将终稿评分占比降至60%, 其余40%依据写作日志、修订记录(记录DeepSeek使用频次与修改原因)等过程性材料, 并利用技术工具如L2写作分析软件(Coh-Metrix)动态监测文本复杂度变化, 识别异常波动以预警AI过度依赖。此外, 还可定期开展无AI辅助的即兴写作测试, 能够更真实反映学生的自主表达能力。

在英语写作教学中, 自我修订能力常被忽视, 许多学生缺乏有效修改文章的反思能力。DeepSeek可辅助识别语言错误并提供修改建议, 但教师应引导学生评估建议而非直接采纳。可要求学生分析DeepSeek建议的合理性, 并设计“人机评估对比”任务, 通过对比自评与AI评分, 提升自我修订能力。

Now, you are a high school English teacher. Please evaluate this English writing. Assuming the maximum score is 30 points, please provide your score along with the basis for your evaluation and suggestions for improvement.

**Evolution of the Sample Essay Score: 26/30**

**Basis for Evaluation:**

- Content & Relevance (8/10):**
  - The essay effectively addresses the prompt, clearly stating agreement with the statement and supporting it with two key reasons (enhanced learning experience and improved access to knowledge).
  - Examples are relevant but lack specificity (e.g., mentioning "specific" apps, studies, or real-world cases like Khan Academy or remote learning during COVID-19 would strengthen arguments).
- Organization & Cohesion (4/5):**
  - The structure is logical, with an introduction, two body paragraphs, and a conclusion.
  - Transitions like "First and foremost," "Secondly," and "In conclusion" provide clarity, but internal paragraph cohesion could improve (e.g., smoother connections between ideas within paragraphs).
- Language & Vocabulary (9/10):**
  - Vocabulary is appropriate and varied (e.g., "underprivileged," "level the playing field," "broadening their horizons").
  - Sentences are grammatically correct and mostly complex, though some repetitive phrasing occurs (e.g., "access to knowledge" repeated without synonyms).
- Conventions (5/5):**
  - No spelling or punctuation errors.

**Suggestions for Improvement:**

- Add Specific Examples:** Replace general statements (e.g., "educational websites, apps, and videos") with concrete examples (e.g., "Duolingo for language learning" or "virtual labs for science classes").
- Address Counterarguments:** Briefly rebut a common concern (e.g., "While overreliance on technology may reduce face-to-face interaction, balanced use can complement traditional teaching").
- Expand Explanations:** Clarify how technology "levels the playing field" (e.g., "UNESCO reports that mobile learning initiatives in sub-Saharan Africa increased literacy rates by 15%").
- Enhance Transitions:** Use phrases like "In addition to this," "For instance," or "A notable example" to improve flow between sentences.

图2 用DeepSeek生成评分与评分依据示例

3.6 语言表达能力的提升: 借助DeepSeek丰富语言多样性与精确度。在高中英语写作教学中, 许多学生的表达方式单一, 词汇受限, 句型缺乏多样性。而教师角色转型的系统化支持是语言教学优化的前提。学校应培训技术应用(如参数设置、文本分析), 并建立“AI写作案例库”共享范例。政策层面须规范AI引用, 要求标注DeepSeek辅助句式来源, 以防学术失范。同时, 教师可设计进阶任务, 让学生优化AI生成作文并互评, 提升语言敏感度, 同时推动教师从“知识传授者”向“AI协同设计者”转型, 动态评估工具适用性并预判误用风险。

DeepSeek可丰富表达方式, 提高语言准确性。教师可输入学生写作, 生成不同改写版本, 引导学生分析优劣, 强化语言风格

掌握。同时,可设计“语言优化任务”,鼓励学生探讨句子准确性与说服力提升,培养表达多样性。

表2 DeepSeek在优化语言表达方面的应用示例

Student's original sentence	Optimization Suggestions for DeepSeek	Features of Optimization
The movie was good.	The movie was an outstanding cinematic achievement.	Improving the Diversity of Expression
I think reading books is important because it helps you learn a lot of things and improves your mind.	Reading books is essential as it broadens your knowledge and stimulates your intellect.	Enhancing the Depth of Expression by Using More Precise and Advanced Vocabulary.
I like to watch movies in my free time because it's relaxing and I enjoy it.	I enjoy watching movies in my free time as they help me relax and unwind.	Enhancing Language Fluency and Conciseness, Avoiding Repetition.

#### 4 结论与启示

本研究探讨了DeepSeek在高中英语写作教学中的应用,分析了其在提升学生写作能力、逻辑思维和自我修订能力方面的潜力,并总结了教学中的挑战与应对策略。研究表明,教师可通过批判性思维训练、过程性评估等策略,确保DeepSeek作为辅助工具而非替代品,从而促进学生多维写作能力的提升。教师应具备将DeepSeek融入教学的能力,设计既能发挥AI辅助作用又不依赖其代替功能的教学策略,促进学生写作、批判性思维和独立学习的提升。此外,教育管理者应制定政策,确保教师与学生有效掌握AI工具的使用,推动技术的合理应用,并保障其教学中的伦理性与科学性。未来研究可通过实证分析探讨DeepSeek与不同教学场景的适配性,构建“教师—AI—学生”三元协同的写作教学模式创新,推动生成式AI从工具性辅助向教育生态重构的深度演进。

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