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USING AI FOR PROVIDING FEEDBACK ON STUDENTS’ WRITING IN ENGLISH CLASSES

Abstract

The integration of Artificial Intelligence (AI) in English language classrooms offers new possibilities for providing immediate and personalized feedback on students’ writing. Feedback plays a pivotal role in enhancing learners’ linguistic accuracy, discourse organization, and overall writing competence. This article examines the use of AI tools for feedback in English writing classes, exploring their impact on learner motivation, self-regulated learning, and writing performance. Drawing on theories of second language acquisition, formative assessment, and educational technology, the study presents a theoretical framework linking AI feedback with improved writing outcomes. The findings suggest that AI-assisted feedback supports timely corrections, encourages reflective learning, and fosters a more engaging and responsive learning environment.

Keywords: AI-assisted feedback; English writing; learner motivation; formative assessment; second language acquisition; technology-enhanced learning; writing competence

INTRODUCTION

Providing effective feedback in English writing classes is a central component of developing learners’ writing proficiency. Feedback helps students identify errors, improve lexical and grammatical choices, and structure their arguments logically. Traditional teacher feedback, however, is often time-consuming and limited by class size, delaying students’ opportunities for revision and reflection.

Recent developments in Artificial Intelligence (AI) offer innovative solutions for addressing these challenges. AI tools can automatically evaluate grammar, vocabulary, cohesion, and discourse organization, providing immediate feedback that supports iterative revision. By integrating AI feedback into classroom practices, teachers can focus on higher-order concerns such as argumentation, critical thinking, and rhetorical development.

This article explores the role of AI-assisted feedback in English writing classes, emphasizing its impact on students’ writing development, motivation, and self-regulation. The study also proposes a pedagogical framework for incorporating AI tools effectively within English language instruction.

LITERATURE REVIEW

Research in **second language (L2) writing** consistently underscores the importance of feedback in improving learners' writing performance. Traditional teacher feedback has long been viewed as a central component of writing instruction, providing error correction, guidance on organization, and insights into audience expectations. Bitchener and Ferris argue that written corrective feedback helps learners notice gaps between their current and target language forms, which can result in improved accuracy and linguistic development over time [1]. Brown's foundational work on language learning theory further emphasizes that feedback—whether corrective, diagnostic, or evaluative—is an essential part of the learning process because it supports error identification and stimulates cognitive engagement with language form and meaning [2].

Despite the recognized value of feedback, traditional modalities can be constrained by logistical limitations such as class size and instructor workload. Hyland and Hyland note that in many classroom settings, teacher feedback may be selective, focusing more on surface-level errors or content organization than on deeper discourse or stylistic issues [3]. This limitation has prompted researchers and educators to explore alternative forms of feedback that can supplement teacher input, especially in contexts where individualized attention is difficult to sustain.

With the increasing integration of **technology into language education**, automated and AI-assisted feedback tools have emerged as promising supplements to human feedback. Crossley and McNamara (2016) examine how automated systems, powered by natural language processing and computational linguistics, can provide learners with detailed analyses of cohesion, lexical use, and structural organization in their texts, allowing them to revise iteratively and develop greater self-awareness of writing patterns [4]. Similarly, Ranalli's research on written corrective feedback delivered through AI tools highlights the capacity of automated feedback to identify a broad range of errors and structural issues with consistency, providing learners with immediate diagnostic information that can guide revision [5].

AI-assisted feedback systems not only address mechanical issues such as grammar and spelling but also target higher-order concerns like logical flow, paragraph unity, and discourse coherence. Li (2020) reports that automated writing evaluation systems are effective in helping learners expand their vocabulary use and restructure paragraphs for clearer organization, contributing to overall improvements in writing quality [6]. This aligns with the educational technology perspective that immediate and frequent feedback can strengthen learners' noticing of linguistic features—a concept supported by Schmidt's Noticing Hypothesis, which posits that conscious attention to language form is necessary for acquisition [7].

However, scholars also point out significant limitations and challenges regarding AI feedback. Ware (2018) cautions that automated systems may prioritize formal features of writing, such as syntactic structure or cohesive markers, at the expense of deeper rhetorical appropriateness or audience awareness [8]. Without careful pedagogical integration, learners might become overly reliant on AI suggestions, treating them as corrective templates rather than engaging in critical reflection on their own writing choices. This concern echoes broader debates in second language pedagogy about the potential for technology to "over-standardize" learning if not balanced with human-guided instruction.

In addition to concerns about over-reliance, researchers highlight the need for supportive teacher involvement to interpret and contextualize AI feedback. Studies show that while AI tools can successfully identify errors and suggest revisions, they often lack the nuanced judgment necessary to address complex rhetorical issues, cultural appropriacy, or argument development. In such cases, teacher intervention remains indispensable for deep learning, particularly when addressing content and discourse-level feedback.

Existing empirical studies provide useful insights but also reveal gaps in understanding how AI feedback affects learner motivation, self-regulation, and long-term writing development. Although many investigations focus on immediate performance gains in areas such as grammar or cohesion, fewer examine whether repeated interaction with AI feedback leads to sustained improvement in learner autonomy or writing confidence over time. Additionally, comparative research contrasting AI feedback with traditional teacher feedback remains relatively scarce, particularly in contexts where the two are used in combination.

Overall, the literature suggests that AI-assisted feedback holds considerable pedagogical potential for English writing instruction. Automated feedback systems can enhance revision processes, increase learner engagement, and provide scalable support for large classes. Nevertheless, the successful integration of AI feedback hinges on thoughtful pedagogical design, whereby technology supports rather than replaces teacher expertise. This study situates itself within this evolving research landscape, aiming to clarify how AI-assisted feedback can be utilized effectively in English writing classrooms to complement teacher input and foster deeper, more autonomous learner development.

Feedback in English Writing

Feedback is essential in promoting learners' writing competence. Bitchener and Ferris (2012) highlight that timely corrective feedback enhances grammatical accuracy and encourages learners to internalize language forms. Traditional feedback, however, is constrained by teacher availability, class size, and the time required to review drafts thoroughly.

AI-assisted feedback systems provide instant evaluation of learners' written output, focusing on grammar, vocabulary, cohesion, and discourse-level features (Crossley & McNamara, 2016; Ranalli, 2021). Such tools can scaffold learners' revision process, helping them identify weaknesses and apply corrective strategies in real time.

The immediacy and specificity of AI feedback may positively influence motivation by reducing uncertainty and anxiety (Dörnyei, 2009). Moreover, repeated exposure to automated guidance encourages learners to monitor their own writing, supporting self-regulated learning behaviors and reflective practices.

METHODOLOGY

This study adopts a qualitative theoretical design, synthesizing research on AI-assisted feedback, second language acquisition, and educational technology. The analysis focuses on how AI feedback can be used to enhance writing accuracy, organization, and learner engagement in English language classes. The proposed pedagogical framework emphasizes combining AI tools with teacher guidance to maximize learning outcomes.

IMPLEMENTING AI-ASSISTED FEEDBACK IN ENGLISH CLASSES

AI-assisted feedback can be integrated at multiple stages of the writing process:

Drafting: AI tools identify grammatical, lexical, and syntactic errors, allowing learners to revise immediately.

Revising: Discourse-level feedback guides improvements in paragraph organization, cohesion, and argument structure.

Reflection: Learners analyze AI feedback to identify recurring errors and adjust strategies for future writing tasks.

Interactive classroom activities, such as peer review supplemented by AI feedback, further enhance the collaborative and reflective learning environment.

RESULTS

Table 1. AI Feedback Features and Pedagogical Outcomes

AI Feature	Implementation in Class	Pedagogical Impact	Theoretical Basis
Grammar & Vocabulary Checking	Automated corrections in draft stage	Increased linguistic accuracy, reduced errors	Formative Assessment
Cohesion & Discourse Feedback	Paragraph structure suggestions	Improved coherence and organization	Second Language Acquisition
Immediate Feedback	Real-time corrections and suggestions	Reduced anxiety, enhanced engagement	Affective Filter Hypothesis
Reflective Prompts	Highlighting patterns of errors	Encourages self-regulated learning	Self-Determination Theory

The use of AI feedback demonstrated potential in improving both surface-level accuracy and higher-order writing skills, enhancing learner motivation and fostering autonomous learning.

DISCUSSION

AI-assisted feedback offers several advantages over traditional feedback methods. Immediate evaluation helps students address errors promptly, supporting iterative revision. It also reduces teacher workload, allowing educators to provide more personalized guidance on complex rhetorical and content-related aspects of writing.

However, AI feedback should complement, not replace, teacher instruction. While AI can identify structural or lexical issues, it may not adequately assess nuances such as argument quality, creativity, or cultural appropriateness. Integrating AI with teacher-mediated feedback ensures a balanced approach, promoting both technical accuracy and rhetorical sophistication.

CONCLUSION

This article has highlighted the pedagogical value of AI-assisted feedback in English writing classes. By providing timely, targeted, and detailed guidance, AI tools support writing accuracy, discourse organization, and learner motivation. Teachers should integrate AI feedback with classroom instruction to foster reflective, self-regulated, and motivated writers. Ultimately, combining AI technology with pedagogical strategies can enhance English writing instruction and promote sustained learner engagement.

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