

Navigating the Review Process in a World of Generative AI

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Reference Data:

Armstrong, M. I., & McCarthy, T. M. (2025). Navigating the review process in a world of generative AI. In B. Lacy, R., P. Lege, & P. Ferguson (Eds.), *Moving JALT Into the Future: Opportunity, Diversity, and Excellence*, JALT. <https://doi.org/10.37546/JALTPCP2024-02>

The benefits of peer review have long been recognized in research literature as a key component in Academic Writing courses. As writing courses become more inundated with AI-generated (GenAI) content, however, it is important for instructors to rethink feedback practices in second language classrooms. This action research was conducted as part of a three-year government funded study aimed at understanding the positioning of four types of feedback (self-checks, peer review, teacher, and GenAI feedback) from learner perspectives. Survey results showed students' perceptions of the benefits and limitations of each type of feedback, as well as their preferences for the future as they advanced to more difficult writing courses. The paper concludes with considerations for language teachers to re-envision the feedback process in their specific teaching contexts to help improve students' critical assessment of their writing and facilitate academic integrity.

査読の利点は、学術的な文章作成における重要な要素として、研究文献で長らく認識されてきた。しかし、AI生成 (GenAI) コンテンツが文章作成の授業に浸透しつつある現在、第二言語学習者向けの授業におけるフィードバックの在り方を再考することが求められている。本リサーチは、政府による3年間の助成研究の一環として実施されたものであり、学習者の視点から、自己評価、査読、教師フィードバック、そしてGenAIフィードバックという4種類のフィードバックの位置づけを理解することを目的としている。調査結果からは、各フィードバックの利点および限界に対する学生の認識、ならびにより高度な文章作成課程への進級を見据えた際の学生の希望が明らかとなった。最後に、本稿では、言語教員が各自の教育現場に即した形でフィードバックの在り方を再構築し、学生の批判的評価能力の向上と学術的誠実性の涵養を促すための提言を行う。

There are many strategies for improving the quality of Academic Writing (AW) in L2 classrooms. The main source of feedback is the writing teacher who is expected to give feedback on several drafts of a piece of writing before submission. Today, however, peer-feedback is generally considered to be an essential academic skill for first-year students in higher education as a key component of learner development (Gao & Schunn (2023). Peer-feedback, however, can be challenging for less proficient L2 students as it requires a high degree of cognitive processing. It involves identifying strengths and areas to improve, making concrete suggestions for improvement, and coming to decisive conclusions about the quality of the writing (King, 2002; Zhang & Gao, 2024). Self-assessment through checklists is thus also encouraged as a means of reflecting on writing to improve writing competence. With the emergence of Generative AI (GenAI), such as Chat GPT (OpenAI, 2022), the feedback process has seen tremendous changes which require careful navigation in the current AW landscape.

The researchers of this study report on a three-year government-funded study which examined perceptions of four types of feedback, namely self-check, peer review, teacher, and GenAI feedback. In particular, the researchers sought to understand the benefits and limitations of each feedback type, as well as future preferences from learners' perspectives. Results helped the authors to understand the most suitable style of feedback to use in their L2 classrooms to help students improve critical assessment, promote independent learning, and encourage integrity in academic writing. Through this study, the authors hoped to provide more clarity on how to navigate the feedback process in a world of GenAI.

Four Feedback Types in Academic Writing

There are four types of feedback that can be used by instructors of AW courses. Traditionally, instructors have taken on the leading role in giving feedback as the “expert” or “authority” in the AW classroom. However, over the years, as communicative methods

began to transform L2 classrooms and research into the efficacy of corrective feedback increased, teacher feedback, in turn, shifted to helping learners take a more active part in the learning process. Through dialogue, students are now encouraged to think more deeply about their learning to address specific problems and critically think about how to make improvements instead of relying solely on the teacher for guidance (see Wei & Liu, 2024, for a systematic review of peer feedback). There are numerous studies which also encourage the use of checklists. Self-guided checklists, for example, are used as a starting point to train students in peer feedback (de Almeida Soares, 2021), facilitate awareness-raising (Vasu et al., 2018), enhance accountability (Ford, 2015), and improve overall writing competence (Ratminingsih et al., 2018). However, peer feedback has taken on the most prominent role today as it is “crucial for encouraging and consolidating learning” (Hyland & Hyland, 2006). Although research has shown that it is the reviewer (not the writer) who might benefit more from the peer-feedback process (Lundstrom & Baker, 2009), more recent studies have demonstrated that there are reciprocal benefits (Cao et al., 2019).

In the past two years, GenAI has become an “inextricably part of how students will write in the academy and beyond” (Dobrin, 2023, p. 20), with some pushback from instructors and administrative departments. Universities now recognize GenAI as an effective learning tool in AW classrooms but also acknowledge the potential for academic misconduct. Clear university policies have thus since been established at the authors’ institutions, emphasizing ethical usage and academic integrity. Dai et al. (2023, p.84) conceptualized ChatGPT as having a “rich potential to empower students and enhance their educational experiences and resources.” In their study, they found that GenAI provided more detailed feedback than the teacher’s and of a similar quality. This finding was also similar to Mizumoto and Eguchi (2023), who found ChatGPT reliable and accurate. Escalante et al. (2023) recommended a blended approach as they found an equal balance among student preferences for AI and human feedback without having a negative effect on learning outcomes. On the other hand, Mayer (2024) cautions that students must be taught how to use GenAI ethically and responsibly. These studies illustrate that the research literature is not unequivocally supportive of any one method as each has its own benefits and drawbacks.

It is difficult to determine which type of feedback is most suitable for learners as it depends on various factors, such as the teaching context and approach, course goals, learner proficiency, level of feedback training, mode of review (oral or written), and even gender differences and power dynamics. This study, therefore, focused on student perception of the four types of feedback to ascertain which they found most suitable

for their needs, challenges faced, and how they preferred to move forward as they faced more advanced writing.

Research Background and Context

Since November 2022, when ChatGPT was launched publicly, there has been a significant rise in the number of free or reduced cost GenAI tools which have become available. In the authors’ universities, this resulted in English teachers and administrative departments having to make sudden decisions about how or whether to incorporate GenAI into English courses and establish specific guidelines on its usage. In June 2023, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) released a public statement on how to handle AI in primary and secondary schools stating that “Generative AI should be addressed based on the potential benefits and possible risks that may arise from its use in educational fields” (MEXT, 2023a, pp. 29-30). The Ministry quickly followed up with a second document in July for technical colleges and universities (MEXT, 2023b) expressing that universities should take a proactive approach in providing appropriate guidelines depending on institutional goals. The researchers felt that it would be an excellent opportunity to discover learner perception of GenAI as well as current feedback practices.

Both researchers’ universities place a strong emphasis on academic freedom and integrity as fundamental to education. Independent learning and critical thinking practices are an inherent part of the AW course to facilitate learner development. AW especially played a crucial role in preparing freshman students for more advanced in their second to fourth years. After one year, students were expected to understand how to produce logical, academic texts with well-supported ideas using credible sources. They were further expected to critically identify strengths and weaknesses in their own and other students’ writing. For this study, GenAI was included along with self, teacher and peer-checks as part of the writing process making four feedback types (See Table 1).

Feedback Process During the Semester

Students were expected to complete two essays during the 16-week course. Several review activities and feedback lessons were included to help students critically reflect on their writing. The x-axis in Table 1 illustrates when writing assignments were due and how the four types of feedback were organized during the 16-week course. The authors also categorized each feedback type into categories and levels based on the expected standard of learner development at specific parts of the course. The y-axis shows the

to understand how to use GenAI as a tool for learning. Having to include an academic writing disclaimer at the end of their essays with a description of how/if GenAI was used and sharing the prompts (Appendix B) further helped students to understand how to become more self-reliant.

Data Collection and Analysis

Two questions guided this study:

- What are students' perceptions of the benefits and limitations of different feedback types in the AW classroom?
- What do students consider to be the most suitable method of feedback as they encounter more advanced writing courses?

These questions sought to understand benefits, drawbacks, and future feedback preferences from student perspectives. A second study is currently being conducted to understand teacher viewpoints.

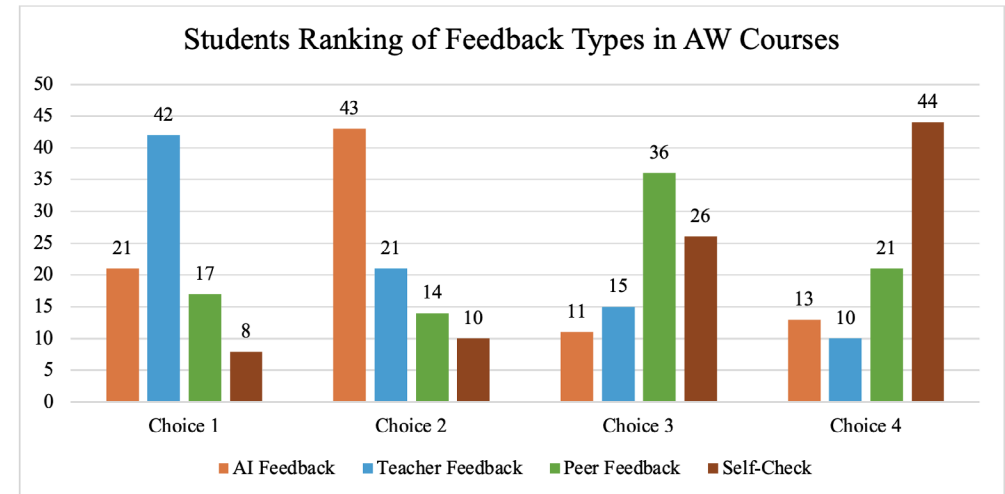
Data were collected through a survey conducted at the end of the semester about student preferences. Eighty-eight students completed the survey fully. Incomplete surveys were discarded. Students were informed that the researchers would be collecting responses for research purposes and that the results would have no effect on their grade. The researchers obtained consent to share survey results so that teachers could gain a better understanding of feedback preferences. Surveys were completely anonymous to protect student identities.

Survey Findings: Feedback Benefits, Drawbacks, and Future Preferences

Students were asked about their preferences in a survey administered at the end of the semester (Appendix C). Quantitative data was collected from questions 1-3 (Q1-Q3) and qualitative data was collected from Q4-Q5. Students responded to the survey in English. Regarding the first question (Q1), Figure 1 shows that students overwhelmingly chose teacher feedback as their first choice (42 of 88 students or 48%) followed by AI (21 of 88 students or 24%).

Figure 1

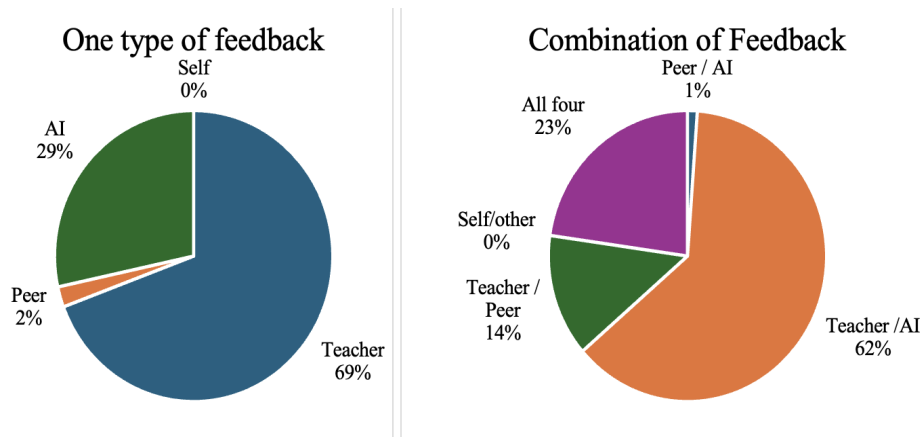
Student ranking of four types of feedback (n=88)



For their second choice, AI feedback was the preferred method (43 of 88 students or 49%) followed by teacher feedback (21 of 88 students or 24%). Peer review and self-checks received the lowest preference ratings.

Figure 2 illustrates both the most preferred feedback-type and preferred combinations of feedback for students among teacher, peer, and AI (Q2 and Q3 in the survey). As a follow-up, students were asked to explain the reason for their choices in Q4.

Figure 2
Specific feedback preferences (single and combination)



Again, students overwhelmingly chose teacher feedback (69%) if they were allowed only one type of feedback. Surprisingly for the researchers, 29% of students thought it would be ideal if they could use GenAI only for feedback. When asked about which combination of feedback they thought would be most suitable, students again chose Teacher/AI at 62%. This shows the level at which GenAI has started to influence student preferences over peer review. In past research conducted by the researchers, peer review was considered one of the more useful tasks in AW courses (McCarthy & Armstrong, 2019). This shift to GenAI as the preferred method yielded valuable insight.

Benefits and Challenges of Feedback Types

Qualitative data were first downloaded and then sorted into benefits and challenges under three categories, namely teacher, GenAI, and peer. There was no preference for self-checks. Employing content analysis, the researchers then searched for commonalities within the data.

Benefits

Appendix D presents a breakdown of the key reasons for learner preferences for three types of feedback. Salient points gleaned were that students consider teachers the

authority in the classroom as they set the tasks and grade the final product. Students do not fully trust feedback from other sources (peers or themselves) and consider GenAI to be the best method to complement teacher feedback. Students recognized the limits of teacher feedback (lack of time, immediacy, and quantity) and felt that using GenAI was a more suitable method to receive sufficient and more immediate feedback. Interestingly, although students recognized that GenAI feedback did not always match the assignment goals or course expectations, they felt that it could help to improve their writing in the following ways:

- consistent and accurate feedback on grammar and vocabulary
- concrete and detailed suggestions for improvement if the prompt is written well
- user-friendly, easily accessible at any time of the day (unlike the teacher), and offers multilingual support

Overall, students felt that GenAI was the best method to improve their writing outside of class. However, what they agreed on almost unanimously is that after receiving AI feedback, they required teacher feedback for final confirmation to produce a high-quality piece of writing. This suggests perhaps that their level of self-directedness and/or knowledge of AW components was at a stage where they were not yet ready to take full responsibility for their learning. This dependence on the teacher as the final authority was natural for freshman students who had experienced only one year of university education. For students who preferred peer-feedback, they felt that classmates could help to generate additional ideas, express different viewpoints, and provide accurate feedback based on course requirements. As GenAI did not know course requirements, students relied on peers to ensure that essays met the expected standard. Students also reported that peer reviewers recognized bias and stereotypes, which AI tended to overlook. An interesting observation was that higher proficiency students tended to have a more positive overall attitude towards peer feedback, which is a similar finding to Gao et al. (2023). Working with peers encouraged a reciprocal relationship as students supported each other in improving their essays, which further created a more dynamic and interactive classroom atmosphere.

Challenges

Appendix D shows key challenges that learners experienced for the three feedback types. Research literature showed that the main issue typically perceived by students when receiving teacher feedback is the lack of detailed comments (Lee, 2008; Zacharias,

2007). However, in this study, the students' main concern was that the teacher was not always readily available. Although teacher feedback on initial drafts was detailed both written and orally, how often the teacher could provide feedback and the quantity of comments was limited due to time constraints, and number of students. Thus, students reported that it was more useful to prompt GenAI for feedback independently outside of class with the 90 minutes of lesson time being used for reviewing AW components and asking questions.

Regarding GenAI feedback, students were aware that it was not always trustworthy. GenAI did not understand specific structural patterns taught in class, nor did it produce credible or accurate sources unless specifically prompted. Even then, students realized that they had to read the source themselves to judge its credibility. Another major challenge for students was that without a well-written prompt, AI feedback was too long, overly generalized, and complicated to read, which made it difficult to decide which advice was beneficial. On the other hand, students reported in the survey that they were learning how to write better prompts to receive more effective feedback by reading other students' prompts in the forum and seeing the results generated (Appendix E).

Regarding peer feedback, some students lacked confidence to give feedback saying they did not have the ability (even when guided by self-checklists), and in one case, a student said it was "scary!" Some reported that they found their partner's feedback to be untrustworthy and/or "wrong." Although the teacher explained that even incorrect feedback could be beneficial as recognition of peer errors showed an understanding of AW knowledge, students argued that feedback was not useful unless it improved their writing.

A final point raised by students was the preference for written feedback regardless of the type, as they were able to read it several times as they made revisions. Listening to the teacher during one-to-one sessions was difficult for lower proficiency students and a few said that they could not find the words quickly to respond to the teacher in the limited time frame. Students further reported that it was effective to take notes on their paper drafts or in a notebook while listening to the teacher's feedback. Google Docs thus proved to be an effective tool for the teacher to guide discussions, as well as leaving a 'paper' trail to remember feedback, check prior drafts, and follow student progress from draft to the final product.

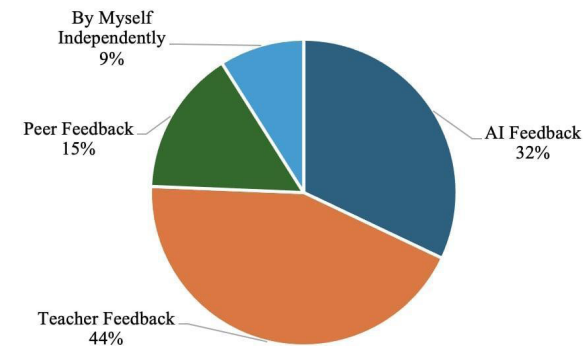
Survey Findings: Beyond First Year Writing

When asked which feedback would be most suitable to prepare them for more advanced writing courses (Survey, Q5), students' responses were somewhat mixed (Figure 3).

Figure 3

Learner preference for feedback in the future

Preferences for Future Advanced Writing Courses



Similar to the previous responses given to Q1-Q3, Teacher Feedback remained the number one choice (44%), followed by AI feedback (32%). However, unlike Q1-Q3, which saw Teacher Feedback at 69% AI Feedback at 29%, Peer Feedback at 2%, and Self-checks at 0%, learners' felt that in the future, it would be more effective for them to discuss writing collaboratively with peers (15%) and think more independently about their own work (9%). The reasons given for their choices were overall more thoughtful as they carefully considered their future academic and research life at the university (see Appendix F for excerpts taken from survey responses).

Discussion and Concluding Thoughts

The purpose of this study was to understand student feedback preferences on academic writing, challenges faced, and their perceptions on how they would like to approach feedback in future writing courses. Findings presented in this study gave practical insights into the role of GenAI in AW courses and its impact on traditional teacher and peer feedback. It further offers suggestions for how instructors could navigate this new landscape.

GenAI as a Complement to Teachers and Peers

Students' inability to discern whether GenAI's feedback is accurate or not demonstrates that teacher feedback remains essential for instructors to help students navigate GenAI responses. GenAI feedback during the AW course was generally accurate concerning academic expression, logic and coherence. However, its inability to pick up certain nuances such as bias, stereotypes, and culturally offensive content made it necessary for teachers to raise awareness of its shortcomings and train students accordingly. With sufficient exposure to how to write effective prompts to match learning needs, GenAI can serve as a useful collaborator (Michel et al. 2025; Warschauer, et al., 2023) to facilitate action, such as helping students to improve writing problems that they have self-diagnosed.

GenAI and Independent Learning

As AI feedback can be tailored to personalize learning with effective prompts, it can be used effectively alongside self-checklists as a tool for transformation, motivation, and engagement. That is, if students use GenAI responsibly and collaboratively, they can self-diagnose weaknesses in their writing and then use GenAI to understand how to improve these areas. By training themselves how to write and rewrite prompts to address specific areas in their writing, students can engage with their learning more actively outside of the classroom and sharpen their critical thinking skills.

Overdependence on GenAI

Although several benefits of using GenAI emerged from the data, one area of major concern for the researchers observed in student responses was their trust in GenAI without critical assessment of the feedback responses. Without having deep foundation knowledge of academic writing competencies, some students struggled to understand the feedback, even in their L1. In some cases, students did not understand how to apply the advice, which resulted in simply copying and pasting the suggested improvements without further thought. In these instances, the teacher reminded students of academic integrity regarding plagiarism and directed them to the university's guidelines on GenAI usage. Students were especially encouraged to develop and trust their own 'voice' by back-translating English feedback into the L1. There were some students who disregarded the self-checklists, opted out of discussions with peers or the teacher, and decided to place their faith solely in GenAI feedback. At the end of the semester, these students were unable to confidently or effectively produce a piece of writing at the

expected standard, as they had not developed the ability to critically evaluate writing or deepen the learning process. In this way, used irresponsibly, GenAI feedback was found to negatively affect learner development.

Limitations and Suggestions for Future Research

The researchers did not try to identify whether GenAI or human reviewers were superior, or if students saw progress in their academic writing skills due to any particular method of feedback. Instead, we aimed to understand students' perceptions of the benefits and limitations of four types of feedback and their preferences as they advanced to more challenging writing assignments.

There are two limitations which need to be discussed before presenting the final reflections. Although this study included students in various faculties with varying levels of proficiency, it would be difficult to generalize findings to all AW teaching contexts. For instructors who have a similar student body and curriculum, this research can provide insights, but depending on factors such as students' attitude to feedback, proficiency level, course goals, number of students taught, and teacher constraints among others, results may differ. A second limitation is the burden on the teacher to prepare and provide different types of feedback for each assignment. To understand how to provide feedback, students need to be trained. This requires substantial effort from the teacher, which will not be possible in classes with large student numbers.

Currently, the researchers are conducting interviews with teachers to understand their perspectives on the four types of feedback. Sharing the findings from the study can help instructors to reflect on feedback practices in their own classrooms and lead to open discussions with colleagues. Another possible study would be to understand the relationship between students' proficiency level and the most suitable kind and level of feedback to help facilitate learner development. A third study, which the researchers have recently begun, is understanding how students are using GenAI for AW and analysing the prompts they use. Having an academic integrity disclaimer showing if/how GenAI was used and asking students to show the prompts helps students to understand the importance of maintaining academic integrity and the teacher can understand how to better guide the students.

Findings from this research were quite illuminating, and it is hoped that readers will reflect on their current teaching situations and consider how to (re)frame feedback in the AW process.

Notes

1. Google Docs is an AI-powered document to help create, edit, and collaborate in real time with others on content.

Bio Data

Matthew Armstrong has been teaching at Kyushu University for over 20 years and has published widely on peer-assisted learning in the classroom. His research interest mainly lies in creating inclusive classrooms and using authentic literary materials in the L2 classroom <armstrong@flc.kyushu-u.ac.jp>

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Appendix A

Explanation of Expected Level of Feedback During the Semester

	Teacher (T)	Peer (P)	Self-Check (S)	GenAI (AI)
Level 3 Developmental Feedback	Developmental Feedback: The teacher responds to specific questions from the learner who has self-diagnosed weaknesses and asks for specific advice. This requires deeper processing of information which leads to long-term learning and the ability to think critically about writing. By reducing direct feedback, students were forced to act more independently and think more critically about their writing.	Reciprocal Peer Feedback: Peers encouraged to actively participate in the feedback process to critically assess a peer's work in a professional manner. Reciprocal feedback (two-way collaborative feedback between peers of a similar proficiency level and/or degree of experience) should result in deep reflection of points raised for both students' strengths and areas to improve. Discussion done completely in the L2 with the goal of improving understanding of writing and improving learning outcome.	Eight-point Self-checklist on grading criteria: structure, content, language, format, credibility of sources, accuracy of citations and references, Turnitin plagiarism detector; academic integrity disclaimer (plagiarism and use of GenAI). Checklist to be completed before the peer review lesson and then submitted along with the final product as part of the grading process to understand students' ability to critically self-assess their own writing.	Collaborative GenAI: Students 'talk' with AI collaboratively to improve areas of writing that they have self-diagnosed as problematic. Students critically evaluate the feedback and determine that they have used their own "voice" when making revisions. Full disclosure of AI usage (how it was used (or not) as well as the specific prompts or questions written) as part of the academic integrity disclosure.

	Teacher (T)	Peer (P)	Self-Check (S)	GenAI (AI)		Teacher (T)	Peer (P)	Self-Check (S)	GenAI (AI)
Level 2 Guided Feedback	Teacher Guided Feedback: The teacher reviews the specific criteria that will be used to grade writing assignments from the planning stages to the final product. Written feedback given via Google Docs as suggestions and/or probing questions. Students asked to think of solutions to improve their writing based on teacher suggestions. Verbal feedback given one-to-one during the following lesson using the Google Doc comments and student replies to steer the discussion.	Dialogic Peer Feedback: After reviewing key grading points for the specific assignment, student(s) are encouraged to write constructive feedback on a clean copy of the writer's assignment (printed copy or in Google Doc) and then engage in dialogue to improve peer's writing. Discussion done in the L1 or L2 based on comfort level. The goal of the feedback is to become more critical when assessing another student's work.	Five-point Self-checklist on grading criteria: structure, content, language, format, and references for the specific writing assignment. Checklist to be completed before the peer review lesson and then used in discussion with peers to guide improvements.	Assistive GenAI: GenAI used for generating ideas for brainstorming and writing an outline. Students ask AI to give general advice on their writing and provide suggestions for improvement. Students engage in critical discussion about the AI feedback with a peer based on grading criteria. Students asked to disclose whether GenAI was used in their writing (or not) and in what capacity.	Level 1 Directive Feedback	Prescriptive Feedback: The teacher provides detailed feedback on errors identifying strengths, areas to improve and specific suggestions or recommendations to improve the writing (Google Docs or printed assignment). This requires minimal processing of information from students and results in short-term gains in learning. Modeling direct feedback aimed to provide training for students in how to give feedback in peer review classes.	Guided Peer Feedback: Students follow the basic self-checklist when assessing their peer's writing. Writer and reader(s) compare findings to improve writing assignments. Discussion done in the L1 or L2 based on comfort level. The goal of the feedback is to understand key points in the grading criteria through peer work.	Basic Self-checklist: Checklist divided into before and after writing the assignment. Before writing: brainstorming, researching the topic, writing an outline and a first draft. After writing: structure; quality of key sentences in the writing assignment (e.g., thesis statement, topic sentences, supporting ideas, restated thesis); unity and coherence; format; non-academic language.	GenAI Use Prohibited: GenAI must not be used at any point during the assignment. Students are required to write assignments based on prior knowledge and/or through researching sources. Students are asked to acknowledge that no AI was used during the writing process in the academic integrity disclaimer. Students are allowed to use software to help with translations and grammar or spell checks.

Appendix B

Examples of Academic Integrity Disclaimer and Student Prompts

Academic Integrity Disclaimer

This essay [*The Economic Benefits of the introduction of IRs*] was created with assistance from [ChatGPT4.0]. This tool was used for the following purposes:

- to generate ideas for background research
- to improve grammar and spelling
- to translate from Japanese to English

The following are the prompts that were used:

- IRが地方自治体の税収を上げる理由を教えてください
- カジノにまつわる関連産業の発展について書かれた論文を教えてください
- IRが日本の国際競争力を高める理由を教えてください

I, (student name), declare that I have not plagiarized (copy and pasted) information directly from online or printed sources, or from Generative AI. All sources used in this essay have been cited correctly and included in the reference list.

Academic Integrity Disclaimer

This essay [*The Disadvantages of Fast Fashion*] was created with assistance from [ChatGPT-4]. This tool was used for the following purpose:

- to check my grammar and academic language

The following are the prompts that were used:

- Explain the grammatical errors in my essay.
- Read this essay and make suggestions to improve the academic language. Explain why my expressions are not academic.

I, (student name), declare that I have not plagiarized (copy and pasted) information directly from online or printed sources, or from Generative AI. All sources used in this essay have been cited correctly and included in the reference list.

Appendix C

Survey Questions

This survey describes the four types of feedback used in this course.

1. Teacher feedback
2. Self-Checklist
3. Peer Feedback
4. GenAI Feedback

- Q1. Rank the following four types of feedback in order of preference from 1 (my first choice) to 4 (my last choice).
- Q2. If you could only receive one type of feedback, which would you prefer?
- Q3. If you could receive a combination of feedback, which would you prefer?
- Q4. Explain the reason for your preferred choices of feedback
- Q5. In the future when you will face more advanced writing (e.g. writing research papers in your field), what kind of feedback do you think would be best to help you to become a better writer? Explain the reason for your choice(s).

Appendix D

Reasons for Learner Preferences and Challenges Experienced

Benefits

Teacher	AI	Partner
1. Expert on writing	1. Comprehensible	1. Gives objective advice
2. Personalize learning for students	2. Provides suggestions for improvement	2. Expresses different viewpoints
3. Confirm accuracy of feedback from other sources	3. Ease of use & accessibility	3. Quality advice when accurate
4. Provide general and specific feedback	4. Checks vocabulary, grammar, spelling	4. Can evaluate writing
5. Teachers grades the essay	5. Encourages independent, out-of-class learning	
	6. Unbiased	

Challenges

Teacher	AI	Peer
1. Cannot respond immediately	1. Complicated feedback	4. Difficulty Giving Feedback
	2. Disconnect with academic essay	4. Advice Not Trustworthy
	3. Unsure which advice is useful	5. Unpreparedness
		6. Lack of Ability

Appendix E

Example of ChatGPT Feedback in the Online Forum

Useful GenAI Feedback

Prompt: Read the following essay and make suggestions to improve the academic language. Explain why my expressions are not academic.

Response:

Here's a detailed academic review of the first half of your essay, including suggestions to improve the academic tone and explanations for why some expressions are not formal enough:

Original:

"What do most people eat for dinner? Possibly a dish containing beef, pork, chicken, or fish. Very few people would answer that they ate insects."

Revised:

"Typical dinner meals for many individuals often include beef, pork, chicken, or fish, whereas the consumption of insects remains uncommon in most regions."

Why:

- Phrasing like "What do most people eat for dinner?" uses a conversational question that's better suited for casual writing.
- "Very few people would answer..." is vague and informal. Using "remains uncommon" is more objective and academic.



Original:

"It has been attracting much attention as a food culture of the future."

Revised:

"It has garnered increasing attention as a potential sustainable food source for the future."

Why:

- "Much attention" is vague; "increasing attention" or "growing interest" is more precise.
- "Food culture of the future" is ambiguous; "sustainable food source" is clearer and more academic.

Vague GenAI Feedback

Prompt: *Check my essay and give me suggestions for improvement.*

Response:

Your essay presents a compelling view of AI to revolutionize healthcare and manufacturing with strong arguments backed by examples. Here are some suggestions to improve clarity, coherence, and flow.

Feedback from AI

Your essay presents a compelling view on the potential of AI to revolutionize healthcare and manufacturing, with strong arguments backed by examples. Here are some suggestions to improve clarity, coherence, and flow:

1. **Refine the Introduction for Clarity** : The introduction could be clearer with a more specific thesis statement. Instead of opening with a rhetorical question, consider a direct statement outlining the main points of the essay. For example:
 - "Artificial Intelligence (AI) is rapidly advancing, transforming industries like healthcare and manufacturing, and improving quality of life. This essay examines how AI is enhancing convenience, health, and productivity in society."
2. **Clarify Transitions** : Improve the flow by adding smoother transitions between paragraphs and ideas. For example, when transitioning from healthcare to manufacturing, use phrases like "Beyond healthcare, AI is also revolutionizing manufacturing..." This helps readers follow the argument more easily.
3. **Organize the Healthcare Section** : In the healthcare section, reorganize the points for a logical flow:
 - Start with an introduction to smart homes and AI's role in healthcare.
 - Then discuss the role of AI in managing health conditions at home.
 - Finally, bring up specific advances, like POCUS, as examples of how AI is enhancing medical technology.
4. **Strengthen Argument with Current Data** : Adding more recent data or examples could strengthen the argument. You could mention real-world companies, AI-powered devices, or recent advancements in AI-assisted diagnostics.
5. **Refine Technical Explanations** : The definitions of big data and IoT could be simplified to ensure they're accessible. For example:
 - "Big data refers to vast collections of information that companies analyze to understand customer preferences and design personalized products."
 - "IoT connects devices and sensors to share real-time information, making manufacturing more efficient and automated."
6. **Conclude with a Forward-Looking Statement** : The conclusion feels repetitive and could be more impactful. Consider ending with a forward-looking statement that reflects on potential future societal changes due to AI, like:
 - "As AI continues to evolve, its potential to transform society will only expand, promising a future where healthcare, manufacturing, and daily life are more efficient, accessible, and personalized."
7. **Language and Grammar** :
 - Use parallel structure where possible to improve readability (eg, "AI enhances both quality of life and manufacturing efficiency").
 - Correct small grammar issues, such as "these days" in the manufacturing section and "in particularly" in the healthcare section.

By following these suggestions, your essay will present a clearer and more cohesive argument on the transformative power of AI.



Appendix F

Reasons for future feedback preferences

AI feedback

This is because AI feedback can be improved if we gave it proper way to check our essays. And other reason is that the data base of AI is based on the frequency of native speakers' grammer usage and we can have AI feedback whenever we want. However it is not good to be completely dependent on AI feedback since it can't always provide true informations. We also need to be checked by teachers.

Teacher Feedback

I think teachers feedback is the most effective because the information teachers provide is reliable than other systems of feedback-AI, my friends, and myself.

Peer Feedback

The skill of mutual evaluation with a partner is important, and it is an area I want to improve. My method of mutual evaluation in this class was imperfect, thus I was not able to put all of my effort into improving the other person's writing. However, I cannot always rely on the teacher. I would like to place more importance on mutual evaluation in the future, as it allows us to evaluate on an equal footing and to utilize the skill of the other person's writing in our own writing.

By Myself Independently

I think feedback by myself is best because in the future I will have to check my paper by myself and I have already learned the way to revise the essay thank to my teacher, OOO-sensei.

Combination of feedback

I think the combination of feedback from teacher and partner and AI is the best, because the teacher gives me advice about structure, the partner gives me other examples I haven't realized, and AI gives me very detailed advice and other expressions I can use.

Teacher tells me about the structure (most important in essay), peers evaluate whether my content is interesting, and AI shows some mistakes of spelling or grammar.