

PHENOMENOLOGICAL STUDY ON TEACHER AND AI GENERATED FEEDBACK ON
PARAGRAPH WRITING: UNDERGRADUATE STUDENTS' PREFERENCES

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A thesis submitted to the Department of BRAC Institute of Languages in partial fulfillment of
the requirements for the degree of
MA in TESOL

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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ABSTRACT

Providing students with formative feedback on their writing is an excellent strategy to encourage the improvement of their writing skills (Steiss et al., 2024). This phenomenological study aims to explore the students' preference and the efficacy of teacher and AI generated feedback in light of Hattie and Timperley (2007) feedback model. The data was collected via semi-structured interviews with six EFL students at a reputed university in Dhaka who experienced both types of feedback in their paragraph writing. The findings indicate that students generally value the personalized and accurate feedback offered by teachers but they also appreciate the quickness and constancy of feedback provided by artificial intelligence. This paper suggests the implementation of a mixed feedback approach that applies the benefits of both forms of feedback and enhances student learning outcomes in academic writing.

Keywords:

Artificial Intelligent (AI), Teacher, Writing skills, Feedback, Students perceptions, Paragraph writing, ChatGPT

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List of Symbols and Abbreviations

Symbol/Acronym	Abbreviation
AI	Artificial Intelligence
EFL	English as a foreign language

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Chapter 1

Introduction

Writing is an essential aspect of language acquisition and needs to be the main focus for educators, learners, and scholars (Ariana, 2008). According to UNESCO (2017), writing is considered the most essential skill for ongoing development among the four English skills. As stated by Nunan and Choi (2023), writing is a cognitive process that includes an analysis of ideas and an understanding of how to effectively communicate and arrange them into an organised statement and paragraph that is comprehensible to the readers. Also, writing contributes to language acquisition and development due to its problem-solving nature that the learners' focused attention on the process of writing (Manchón & Byrnes, 2014). Peter and Singaravelu (2020) emphasised that writing provides a means of freedom of expression, interaction, information analysis, recording experiences, and facilitating productive learning. In addition, Williams (2012) claims that writing facilitates the development and advancement of L2/FL language learning at different stages of the language acquisition process according to its several unique features. Moreover, writing is a skill that is recognised as a productive and valuable tool for the process of gaining knowledge.

For academic success writing is a crucial skill, playing a vital role in language acquisition and overall academic achievement (Aliyu, 2020). According to Afrin (2016), most of the Bangladeshi institutions offer English language courses in addition to their main courses in different departments to improve students' language skills for academic success with a focus on writing. In addition, competency in several aspects of writing, including organisation, coherence, grammar, and vocabulary, plays a vital role in the language acquisition of English language learners for

academic success (Campbell, 2019). It plays an important part in the acquisition of English as a Foreign Language (EFL) since it is necessary for enhancing the learners' academic achievements (Aliyu, 2020). Furthermore, developing competent writing skills helps learners to efficiently convey their ideas, express concepts with clarity, and gain high academic performance in several areas of study (Yoon, 2011).

In writing feedback has a vital role that performs several kinds of function (Seker, 2014). During the process of teaching and learning English as a foreign language (EFL), students typically receive feedback after they have completed their written tasks. Feedback refers to valuable suggestions, correction of errors, questions, or remarks provided by a reader to a writer. This feedback provides a reference for the writer to improve their writing through the implementation of necessary revisions (Keh, 1990). The different types of feedback might be written, verbal, via email, video, audio, rubrics, and internet-based (Carless & Boud, 2018).

According to Hattie and Timperley (2007), the definition of feedback as "information given by an individual (such as an educator, peers, text, parents, one's self, or experience) about a student's performance or comprehension" (p. 81). When it comes to writing, there are a few different kinds of feedback, including criticism from peers and feedback from teachers. The concept of feedback in the context of teaching in general could be understood as "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance" (Ur, 1991).

Feedback can be positive or negative depending on the intended purpose. According to Ellis (2009) "Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner's utterance or the linguistic correctness of the utterance." Pedagogically this is viewed "as important because it provides effective support to the learner and fosters

motivation to continue learning.” Cardle and Como (1981) also stated that positive written comments along with specific comments on errors may be an effective way to motivate students to improve their revisions of their writing. “Negative feedback signals, in one way or another, that the learner’s utterance lacks veracity or is linguistically deviant. In other words, it is correct in intent.” (Ellis, 2009).

Feedback is essential for every student's task of writing since it offers several benefits for the students' writing. Firstly, students gain the ability to assess their writing proficiency to determine their level of competence (Elshirbini & Elashri, 2013). Secondly, feedback can be a guidance to help students improve their writing performance and make their writing better (Getchell, 2011). This is especially important when students detect that their performance in writing is not satisfactory. Thirdly, besides to the opportunities of feedback to evaluate students' growth in writing, students may learn to take a glance at the viewpoints of others through feedback, and they can also learn to consider the feedback for the purpose of developing their writing and also to incorporate it to their writing (Asiri, 1996). Finally, feedback helps students identify areas for improvement, assess themselves, and implement ideas (Mahoney et al., 2019).

Artificial intelligence (AI) significantly improves the writing process by offering several kinds of tools and assistance to writers. The research conducted by Gayed et al. (2022) indicated that the use of AI writing tools has beneficial effects on the writing proficiency and providing feedback. Such tools have proven to be valuable aids for learners, especially in providing timely feedback and improving writing skills. AI feedback includes detailed as well as quick explanations and examples, which may help learners learn language in context and individually (Sukyadi et al., 2022). AI writing tools offer saving time and effective guidance to students and educators through features such as grammatical checks, writing aids, and the ability to generate written works, such

as essays, without human input (Chang et al., 2021; Gayed et al., 2022; Jean Jaroonsri, 2023; Zhao, 2022). Students can get instant feedback and support, facilitating increased improvement in their writing proficiency. This immediate feedback helps in quickly recognising and fixing mistakes (Hosseini et al., 2023; Strobl et al., 2019; Thorp, 2023; Akgun & Greenhow, 2022; Nazari et al., 2021; Rudolph et al., 2023). AI tools assist students in enhancing their writing through analysing written materials and providing feedback on many elements of writing. This includes ensuring grammatical accuracy, as well as improving the overall structure (Molina et al., 2021). These applications also have smartphone versions, making learning simpler and more accessible for learners (Stockwell, 2016) and providing authentic learning settings and self-monitoring modes (Persson & Nouri, 2018).

Whereas, there are several benefits to using AI writing systems, it has some limitations as well. It is uncertain if students use AI tools to enhance their language skills as well as improve their ideas that affect their innovative ideas and creativity (Johinke et al., 2023). Moreover, AI writing tools often encourage learners to depend on it for error correction avoiding their limitations and its possibility of mistakes (Iskender, 2023). It is possible that AI tools might have a limited knowledge about the complex aspects of human language and emotion, so without any knowledge when it gives answers or suggestions that are inappropriate or incorrect in particular circumstances (Haleem et al., 2022). Furthermore, sometimes AI feedback systems may provide irrelevant or confusing feedback that does not address students' individual needs that minimize its usefulness for guiding the learners (Grimes & Warschauer, 2010). According to Farrokhnia et al. (2023), AI tools can perform better in certain writing skills but they might face difficulty with more complicated writings like argumentative type of writing and maintain coherence in a particular paragraph.

In terms of teacher feedback, Nur et al. (2023) stated that the feedback provided by teachers is an invaluable material for enhancing students' academic achievement and writing skills. Teacher feedback is always personalized, providing learners to adapt their comments to satisfy the specific needs and learning styles of individual students (Shute, 2008). In addition, teacher feedback often incorporates motivational or encouraging aspects, which may boost their confidence and ability (Rismawati, 2018). Furthermore, it encourages active collaboration between educators and students, which enables a cooperative learning atmosphere. The collaborative qualities of teacher feedback facilitate an interactive conversation that help students to ask questions and seek clarifications, so develop a supportive learning environment (Agbayahoun, 2016).

Despite these benefits, teacher feedback has some drawbacks. An important problem is the lack of consistency. Different teachers may offer differing types and forms of feedback that make confusion (Hyland & Hyland, 2006). Moreover, due to the fact that teachers require enough time to provide feedback that might decrease students' confidence (Bishaw, 2014). Additionally, sometimes teachers may give feedback without comment or suggestions that make it harder for students to understand (Ellis, 2009). Finally, teachers may find it difficult to find a balance in providing feedback on form, content and the writing process, leading to less effective suggestions (Hyland & Hyland, 2006).

1.2 Statement of the problem

According to Langan (1987) and Gunning (1998), writing is usually laborious and difficult and it presents a lot of challenges for students of undergraduate programmes. In Bangladesh, a large number of undergraduate students are from Bengali medium background so they lack the ability to write proficiently. As a result, students continue to encounter significant difficulties in written English (Afrin, 2016). Moreover, In Bangladesh feedback is not given much importance, tertiary

level students' struggle to identify their writing difficulties as they rarely receive enough feedback from teachers that are needed to develop their writing skills (Cada, 2021).

This lack of feedback can leave students feeling unsure and demotivated about their writing abilities (Karim & Ivy, 2011). There are a lot of problems which undergraduate students face and which become the hurdles in their fair academic writing, which directly or indirectly affect their learning and grades in competitive exams (Shah, 2020). However, it requires a significant amount of time and effort to implement frequent feedback from teachers in a large classroom. Also, providing students' specific feedback needs in these types of classes is difficult (Golzar et al., 2022).

Moreover, Students experienced several challenges to developing proficiency in English paragraphs including problems with grammar, word choice, structures, and cohesion (Nguyen et al., 2021). As stated by Hamid (2007), the feedback mechanism used by teachers was insufficient in reducing errors in students' writing and might be improved to achieve better results. However, not having adequate direction from instructors of English and the lack of inspiration among learners have contributed to the difficulty of fixing the problem (Sayeed, 2016). According to Nguyen et al. (2021) students can produce better English paragraphs if they identify their writing limitations and learn from their mistakes. These findings highlight the urgent need for innovative strategies to support students in overcoming their writing challenges and improving their academic performance.

1.3 Rationale of the study

Writing is an important part for our students throughout their academic life because it allows them to thinking critically, organize their feelings and ideas clearly as well as to convey meaning through

well-constructed text (Khan & Akter, 2011). Most of the students at the tertiary level those from Bengali medium background struggle with writing proficiency due to insufficient feedback from teacher (Cada, 2021) who faces challenges to provide frequent feedback in large classroom with huge number of students such countries like Bangladesh (Golzar et al., 2022). However, based on the literature review in our context of Bangladesh, there has been no significant research especially comparative effectiveness and students` preferences of both feedback mechanisms on paragraph writing. Despite growing interest in using AI around the world for improve academic writing but there is a noticeable lack of understanding of its significant implementation, how AI tools like ChatGPT can enhance feedback methods in the Bangladeshi educational context (Sikder, 2023). Hence, research is urgently needed so that teachers, students, and instructional designers can appropriately apply AI for feedback on writing (Chiu et al., 2023). This study seeks to address the gap by understanding undergraduate students` perspectives for both teacher and AI generated feedback and its impact on their paragraph writing skill development.

1.4 Research Questions:

1. What are the perceived benefits and challenges of teacher feedback, in the context of paragraph writing skills development?
2. What are the perceived benefits and challenges of AI generated feedback (e.g. ChatGPT), in the context of paragraph writing skills development?
3. Which one (AI or human generated feedback) do undergraduates prefer and why?

1.5 Significance of the study:

This study aims to provide significant insights into improving writing instruction by analysing the value of both instructor and AI-generated feedback on paragraph writing. Moreover, the aim is not only to improve the quality of feedback but also to explore the practical use of AI tools such as ChatGPT in educational institutions that can improve their writing skills. Also, it can inform educators about the effectiveness of ChatGPT in providing immediate, detailed, and consistent feedback that can be particularly beneficial in large classroom settings where personalized feedback from teachers may be limited (Graham et al., 2018). Besides, this may diminish the burden on teachers to provide frequent feedback to large classes with a large number of students such as countries like Bangladesh. This research might serve an essential role in expanding the capabilities of AI writing tools and discovering new opportunities for improving writing skills. Furthermore, the findings can improve teaching strategies and academic outcomes, contributing to significant implications for pedagogical practices, curriculum development and the integration of AI technologies in educational institutions, thereby addressing the evolving needs of learners (Kluger & DeNisi, 1996).

Chapter 2

Literature Review

In this chapter, a review of the literature on Teacher feedback and AI generated feedback on paragraph writing and undergraduate students' perspectives will be presented. It emphasizes the vital role of feedback in the writing process, improving the clarity, coherence, and engagement of students. Moreover, the model of feedback developed by Hattie and Timperley that guides students during learning and provides effective feedback. Moreover, this section focuses on the perceived benefits of teacher feedback and the challenges associated with it. Additionally, it will also discuss the perceived benefits of AI feedback along with its drawbacks. However, previous research indicates that students value teacher feedback for its depth and personalization whereas appreciating the quickness of AI-generated feedback. The chapter concludes with a Technology Acceptance Model (TAM) framework emphasizing the importance of perceived usefulness and ease of use in learning with new technologies.

2.1 The Role of Feedback in Writing Skills Development

Feedback is recognised as an essential part of the learning process. It is regarded as an important component for strengthening knowledge and gaining skills in writing (Shute, 2008). Feedback in writing instruction holds significant importance due to its multifaceted benefits for learners (Hyland & Hyland, 2006). The procedures that provide feedback during the writing process are crucial for improving the quality of students' writing (Brown, 2001). According to Hyland and Hyland (2006) feedback is a mechanism that can help writers to identify problems in their writing style and offers solutions for enhancement which improve the overall coherence and accuracy of their writing. As stated by Hattie and Timperley (2007), effective feedback informs learners about their progress towards their learning goals that helps them to adapt their strategies with the

information they have received. Additionally, feedback helps writers through the revision process encouraging them to think about their choices and enhance their ideas to produce standard writing (Lunsford,1997).

According to Carless (2006), feedback stimulates to engage writers in self-reflection on their writing processes and outcomes in order to enhance self-awareness and improve learning. Also, feedback enables writers to monitor their progress and regulate their writing processes that lead to greater autonomy and effectiveness in their writing activities (Sadler, 1989). Topping (1998) stated that feedback encourages writers to think critically about their choices and make informed decisions about how to revise and improve their work. According to Black and Wiliam (1998), effective feedback helps students understand the criteria for success and identifies specific actions they can take to improve, thus promoting deeper learning and skill development. Also, according to Rossiter (2016) students need to look and recognize feedback when it is available to improve learning. A significant amount of importance is not given to feedback in Bangladesh. Students face difficulties in developing their writing proficiency due to the infrequent offer of feedback in classrooms. The feedback is essential for students to enhance their writing skills (Cada, 2021).

2.2 Perceived Benefits of Teacher Feedback

The educator's feedback on the student's writing is essential for enhancing both teaching and learning activities (Raihany, 2014). Teacher feedback is not only essential for improving writing skills but also for fostering motivation, engagement, and reflective learning practices among students (Zhang & Hyland, 2018). It provides the necessary guidance, support, and encouragement for students to develop their writing abilities effectively (Hyland and Hyland, 2006). Additionally,

feedback serves as a valuable tool for teachers to refine their instructional practices and create a conducive learning environment (Nicolau et al., 2024).

Teachers play a crucial role in guiding students through the writing process and providing feedback (Raihany, 2014). According to Raihany (2014) Feedback serves as a pedagogical tool for improving students' writing, encouraging them to adopt appropriate strategies for learning improvement. By receiving feedback from teachers, students become more aware of their strengths and weaknesses, enabling them to use their strengths to overcome weaknesses (Wahyuni, 2017). Teachers' responses encourage students to develop their writing by helping them understand text prospective, writing context, and intended audience (Wulandari, 2022). According to Nur et al. (2023), feedback is essential for students which is provided by teachers because it helps them improve their writing abilities and fully organized paragraph as well as sentence structure.

The study conducted by Siswanti (2013), revealed that students who received teacher feedback are often more motivated to rewrite and improve the quality of their writing in comparison to students who do not receive any feedback in their writings. Furthermore, getting feedback from teachers is very beneficial because it is very important for teachers personally and professionally (Nur et al., 2023). It is a vital part of students' educational process, serving as a means to solicit more information, provide guidance, offer suggestions, or request revisions. Teacher feedback, particularly in written form, prompts students to rethink and refine their work, contributing to their overall improvement (Henderson et al., 2019).

According to Paechter and Maier (2010), They valued learning in person for the sake of communication, in particular when shared comprehension needs to be gained or when connections between individuals need to be developed. Moreover, praising aspects of the teacher motivates students and reinforces effective writing strategies. Additionally, students benefited from question-

based comments. in revising their work and developing a critical understanding of their writing (Raihany, 2014).

It is essential for students to get feedback from teachers on how they respond to the feedback given regarding their writing. This feedback serves as a kind of heuristic for educators to improve their thoughtful and productive feedback practices (Lee, 2008). By providing feedback, learners are anticipated to enhance their ability to focus and lead their attention towards the subject matter being learnt (Wahyuni, 2017). Feedback from teachers is important for enhancing student writing since it provides a conducive environment for students to improve their writing skills with more confidence (Raihany, 2014). According to Wulandari (2022) regarding the students' writing needs and goals, teachers can provide appropriate feedback that enables learners to assess their level of skill and identify areas for improvement. Teachers are supposed to enhance students' motivation in improving their writing skills by providing effective feedback (Wulandari, 2022).

2.3 Perceived Challenges of Teacher Feedback

Teaching writing and giving feedback in higher institutions is a challenging task for teachers (Bishaw, 2014). Teachers may encounter a lot of issues like large class sizes and limited time, making it difficult to provide thorough feedback (Raihany, 2014). Also, teachers sometimes struggle to decide what to focus on when giving feedback and they may not balance between correcting grammar mistakes, improving content, or guiding the writing process, especially considering students' different skill levels (Bishaw, 2014). Moreover, teachers may not keep a balance, offering some praise for effort while still guiding students on areas needing improvement (Raihany, 2014). Many students do not pay enough attention to teachers' feedback for improving their writing. Instead, they mainly focus on grades, forgetting how feedback helps them learn writing skills (Bishaw, 2014).

According to Carless (2006) students often aren't happy with the feedback they get, whether it's from their teachers or peers and they find it lacking in specific advice, hard to understand, and sometimes it even makes them feel worse about themselves. According to Hyland and Hyland (2006), teacher feedback is often unclear, inconsistent, and too focused on correcting errors rather than helping students that can also be too controlling, taking over students' work instead of guiding them. Hyland (2003) stated that students often don't correct errors in their writing because they misunderstand their teachers' comments and struggle to improve their writing. Moreover, students' faced a challenge of understanding teacher's written feedback due to the use of difficult words and lack of clarity (Bishaw, 2014). According to Yang (2008), teachers mainly focus on grammar because there's not enough time to correct everything and students might miss out on learning other important aspects of writing, like clarity and organization. The teacher leaves unclear comments or symbols in red ink, which can confuse students since they don't understand what they mean. Instead of highlighting what's good about students' writing, the teacher only points out mistakes. This can make students feel like the feedback is overly critical and negative, leading to frustration (Razali, 2014).

According to Guénette (2007) inconsistency in providing feedback by teacher can hinder its effectiveness in facilitating student learning and improvement in writing skills, this may lead to confusion among students and may not provide them with clear guidance on how to address their weaknesses and improve their writing.

2.4 Perceived benefits of AI generated feedback

In the last few years, the prospect of the benefits of AI and its effective feedback strategies has increased its acceptance that it improves writing skills as well (Huang and Tan, 2023). Moreover, AI has the ability to respond to human instructions and produce unique content which helps

students to generate ideas and get feedback on their writing (Chan & Lee, 2023). Clear feedback is essential for effective revision and improvement (Moore & MacArthur, 2016). Furthermore, advanced forms of generative AI like ChatGPT can provide feedback to each student's specific needs that provide detailed guidance for improvement (Steiss et al., 2023).

Additionally, Automated Writing Evaluation (AWE) technologies like ChatGPT are highly regarded as valuable tools for individualized learning, since they have the ability to evaluate and provide suggestions on written essays (Zhu et al., 2023). Steiss et al. (2023) claim that AI feedback systems are more cost-effective than traditional methods of providing feedback, therefore increasing accessibility to a broader range of educational institutions. Moreover, the utilization of AI systems like the Intelligent Essay Assessor can enable students to enhance both the accuracy and reliability in scoring (Mizumoto & Eguchi, 2023). Moreover, artificial intelligence systems like ChatGPT enable students to obtain instant support and feedback without any delay (Steiss et al., 2023).

Also, AI feedback has the potential to offer guidance to many students across various classes, thus lessening the workload on educators and increasing the opportunities for enhancing writing skills (Wilson et al., 2022). AI tools are capable of evaluating coherence, grammar, vocabulary, and tone, thereby assisting learners in refining their essay writing skills (Ingley, 2023). By employing precise language, AI feedback can present actionable writing strategies that enable students to take the necessary steps for enhancing their writing abilities (Steiss et al., 2023). In a study conducted by Dai et al. (2023), ChatGPT was utilized to deliver corrective feedback in undergraduate writing. The researchers observed that the AI-generated feedback was more comprehensible and instant compared to feedback provided by teachers.

2.5 Perceived Challenges of AI generated feedback

It is not yet known whether GenAI tools like ChatGPT can effectively or reliably be used for essay evaluation and feedback, and whether learners will accept feedback from these tools (Dai et al., 2023). According to Steiss et al. (2023) AI feedback systems may be less accurate than human evaluators, potentially leading to confusion or disengagement during the revision process if feedback is inaccurate. Moreover, some AI feedback systems may provide generic or verbose feedback that is not tailored to individual student needs, making it less effective in guiding improvement (Grimes & Warschauer, 2010). Also, students express concerns about the absence of human element/connection in AI-generated feedback, which may affect their learning experience (Essel et al., 2022).

Furthermore, integration of AI in assessment raises questions about the role of human judgment versus algorithmic scoring and its implications for fairness and accuracy (Elliot & Klobucar, 2013). AI feedback systems may be limited to the types of writing prompts used for training, reducing teachers' flexibility in using these systems for diverse writing tasks (Grimes & Warschauer, 2010). AI feedback systems, especially older iterations, may sometimes provide feedback that is confusing or difficult for students to interpret, hindering their ability to use the feedback effectively for improvement (Steiss et al., 2023). According to Parr and Timperley (2010) AI evaluators may lack the pedagogical content knowledge and understanding of genre conventions needed to provide effective feedback, particularly in complex writing tasks. Developing and implementing AI feedback systems for educational settings may require substantial time and effort (Steiss et al., 2023). Inaccurate feedback can lead to confusion or disengagement during the revision process (Moore & MacArthur, 2016).

2.6 Previous Studies

A number of researchers have done studies to explore the significance of teachers and AI-generated feedback.

A study accomplished by Sultana and Yoko (2021) indicates required feedback for writing with 71.1% of students perceiving feedback by teacher positively and valuing it for its impact on their academic life. Yet, some students find feedback unclear, less specific, and less detailed, expressing a need for clearer explanations from teachers. Additionally, 65.6% of students reported reading teachers' comments carefully, indicating a high value placed on feedback. Despite some concerns, students appreciate feedback for its role in modifying their work and improving their writing accuracy. Overall, students perceive teacher feedback as beneficial for their writing development, though they emphasize the importance of clear, specific, and frequent feedback to effectively address their needs and improve their writing skills.

According to Bishaw's (2014), students' mostly get feedback on things like grammar, spelling, and vocabulary, which helps them learn about language structure. While students generally express satisfaction with teacher feedback, they also desire more comprehensive error correction. However, this expectation may place an impractical burden on teachers, particularly in larger classes. Regarding feedback techniques, students prefer verbal comments over codes and symbols, suggesting a need for specific and informative written feedback. Additionally, students report difficulty understanding teacher comments due to complex language and lack of clarity. Hence, teachers should strive to provide clearer and more accessible feedback to address this challenge.

In addition, Simpson (2006) explored students' attitude towards feedback which focuses on statements about the topic and solutions for enhancements besides its emphasis on corrections of grammatical mistakes. The research was done in a full semester and the outcome revealed that students seek to obtain both sorts of feedback. This combination offers for individuals to

accomplish what they write since they receive grammatical mistakes fixing comments along with ideas for improvement in their written tasks. Additionally, students have gained self-assurance in their writings due to positive feedback which they got.

A study conducted by Syahriyanti (2023), 65% of students responded to their teachers' written feedback, while 35% didn't. When students get feedback, they often want to know why they were wrong. Moreover, they found the feedback to be somewhat vague, making it challenging to understand exactly what they needed to improve. Additionally, when asked why they sometimes didn't respond to the feedback, some students admitted to feeling shy or unsure about speaking up. Also, many students felt that the feedback they received tended to focus more on what they did wrong rather than what they did right. These insights suggest that there is a need for teachers to provide clearer, more balanced feedback that helps students feel empowered to engage in the learning process and improve their writing skills confidently. However, students prefer to receive feedback from teachers in person so they can better grasp the errors in their work.

A study conducted by Escalante et al. (2023) compares the effectiveness of human tutor feedback with AI-generated feedback for English as a New Language (ENL) students. Study 1 found no significant difference in linguistic progress between students receiving AI-generated feedback and those receiving feedback from human tutors, however, AI-generated feedback offers time-saving benefits for educators, particularly in large classes. On the contrary, study 2 explored ENL students' feedback preferences, with about half favoring human tutor feedback for face-to-face interaction and engagement, while the other half preferred AI-generated feedback for its clarity and specificity.

In contrast, Dai et al. (2023) used ChatGPT to give feedback on writing. They found that the feedback from ChatGPT was easier to read and more detailed compared to feedback from instructors. However, there were some areas where the feedback from ChatGPT didn't align exactly

with the instructors' feedback. According to Steiss et al. (2024), human feedback was generally rated higher than ChatGPT's feedback, except for criteria-based feedback where ChatGPT scored slightly better.

Furthermore, in another research conducted by Mizumoto and Eguchi (2023) that analyzed ChatGPT is used to assess and provide feedback on essays written by non-native English writers. The researcher provided a sample of 12,100 essays to ChatGPT and compared the feedback and scores based on rubric. The findings demonstrated that ChatGPT is a fairly accurate and dependable tool. The results of these studies indicate the accuracy and reliability of utilizing GenAI technologies such as ChatGPT for the aim of Automated Writing Evaluation (AWE).

In addition, According to Steiss et al. (2024) While ChatGPT's feedback may not be perfect, it can still be helpful in writing instruction by engaging and motivating students and assisting teachers in managing large classes even without any training. Also, when students need instant feedback on their early stages of writing ChatGPT can be useful for providing feedback during the preparation phase. However, the feedback provided by teachers is more precise and personalized for each student but it takes more time to receive this but AI feedback would not be able to substitute the feedback provided by teachers.

A study conducted by Choi and Lee (2023) on undergraduate students' perceptions of teacher feedback and AI generated feedback in terms of writing exercise. They found that though AI generated feedback is immediate and consistent and the students enjoy it, they give more importance to the personalized and contextualized feedback provided by teachers, notably when it comes to identifying and improving specific areas of strength and weakness in writing. Similarly, Nguyen and Nguyen (2020) analyzed the perspectives of undergraduates on writing feedback systems that incorporate artificial intelligence (AI).

The study they conducted found that students were usually easy to adopt AI-generated feedback along with teacher feedback but they emphasized the significance of human engagement for appropriateness, genuineness, and humanity. Additionally, Corrin et al. (2018) showed similar findings that indicate though students recognise the immediate nature of AI feedback, they prioritize the detailed feedback provided by teachers due to its depth and relevance to their learning advancement.

On the whole, previous studies consistently suggest that while students acknowledge the immediacy of AI-generated feedback, they tend to prioritize the depth, specificity, and personalization of feedback provided by teachers. These findings underscore the importance of considering both modalities and integrating them thoughtfully to meet students' diverse needs in writing paragraph instruction.

2.7 Theoretical Framework

In this study the researcher selected feedback model provided by Hattie and Timperley (2007). This model of feedback would be more appropriate than the other model such as Johari Window (1955) Model. Hattie and Timperley (2007) model explicitly designed to address the nature and impact of feedback in educational settings and provide a comprehensive framework for understanding how feedback works in improving student learning. This model directly associated with understanding and enhancing for student writing. On the other hand, the Johari Window model provided by Joseph Luft and Harrington Ingham (1955) is useful for understanding interpersonal communication and self-awareness within a group or team setting rather than the outcomes related to feedback on writing. It can only offer insights into how feedback is received

and perceived, it does not offer specific guidance on how to address feedback about writing to enhance learning outcomes. Also, used Technology Acceptance Model (TAM) that affect the adoption of new technology. If the users` think that the technology is useful and easy for them then reflects their intentions and attitude towards it.

Hattie and Timperley (2007) provide a comprehensive framework for understanding the role of feedback in the learning process. They claim that feedback is a vital aspect in the learning process and achievement, although its effects can be both beneficial and detrimental. According to the Feedback Framework by Hattie and Timperley (2007), three essential questions that need to be addressed for feedback might be productive: "Where am I going?" (referring to the goals), "How am I going?" (addressing the achievements achieved in terms of the goal), and "Where to next?" (referring to the actions needed to achieve better progress).

However, these questions correspond to feed-up, feedback, and feed-forward, respectively. The effectiveness of feedback in bridging the gap between the current and desired levels of performance depends on the level at which the feedback operates, including the task performance level, process level, regulatory/metacognitive level, and personal level (Hattie & Timperley, 2007).

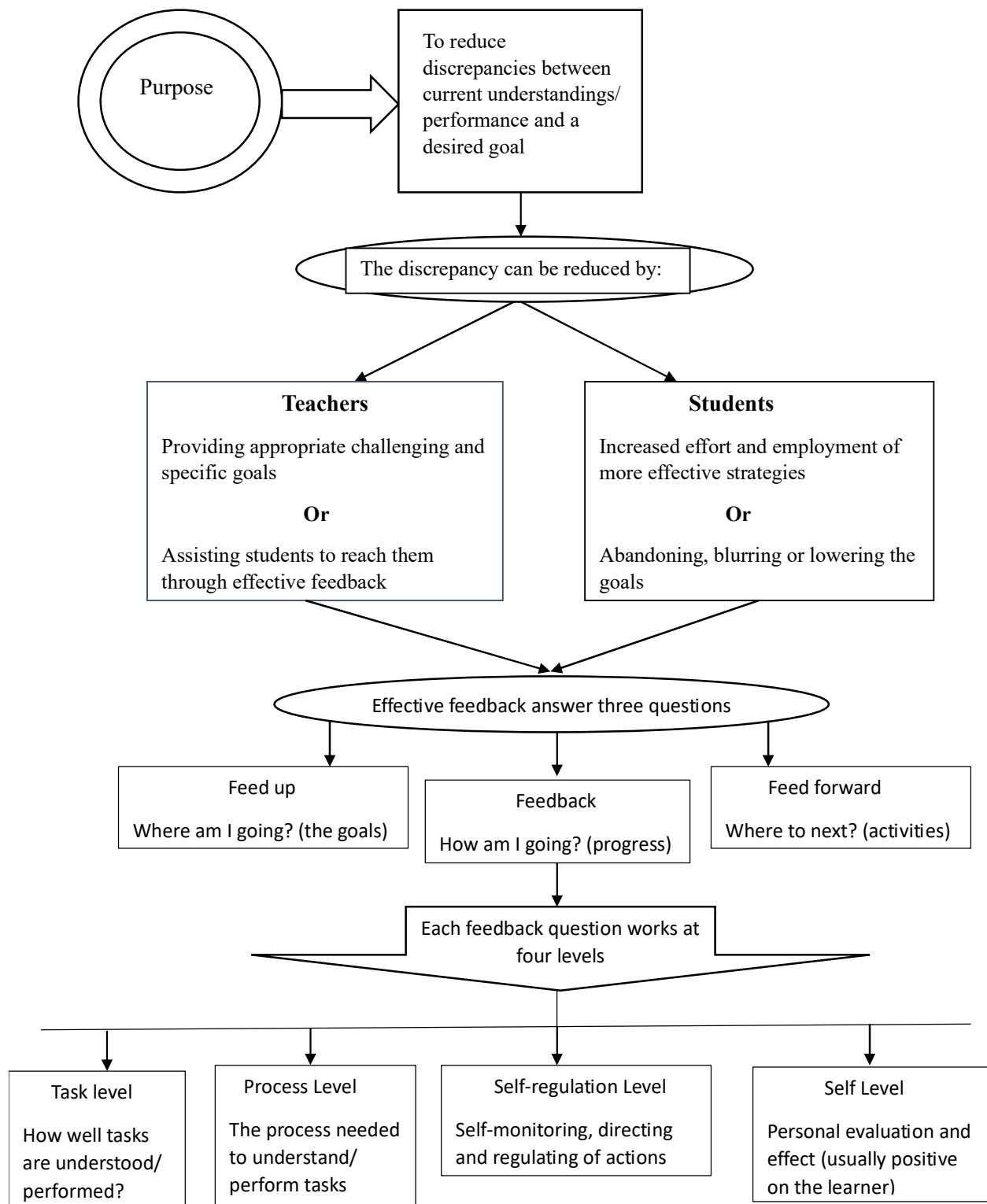


Figure:1 Hattie and Timperley's Feedback Model (2007)

The technology may have shown good promises but how users perceive it is also an important factor. The Technology Acceptance Model (TAM) is a widespread theoretical framework developed by Fred Davis (1989) to understand and predict how new information technologies are adopted and used by the learners. It assumes that users' perceived usefulness (PU) and perceived ease of use (PEOU) are the primary determinants of their needs to use a technology which in turn influences their intention to use or actual usage behavior.

Throughout the field of adopting technology into language acquisition the perceptions are valuable and significant who are the users (Sumakul et al., 2021). According to Davis (1989), users' use of an application is influenced by their perceptions and how they think about the technology that will enhance their ability to do their job perfectly or make tasks easier to achieve. According to Marx (1986) in the field of cognitive psychology, claimed that learner's views influence the planning of learning activities and how students perceive themselves as efficient learners. According to TAM, a user's intention to use a technology is impacted by their perceived usefulness and accessibility. Behavioral intention reflects the user's readiness or willingness to adopt the technology. The real behavior of users in using a technology reflecting their intentions and attitudes towards it. The concepts of perceived usefulness and perceived ease of use are discussed in Davis' (1989) Technology Acceptance Model (TAM). The model demonstrates the interaction between many factors that influence the adoption of technology.

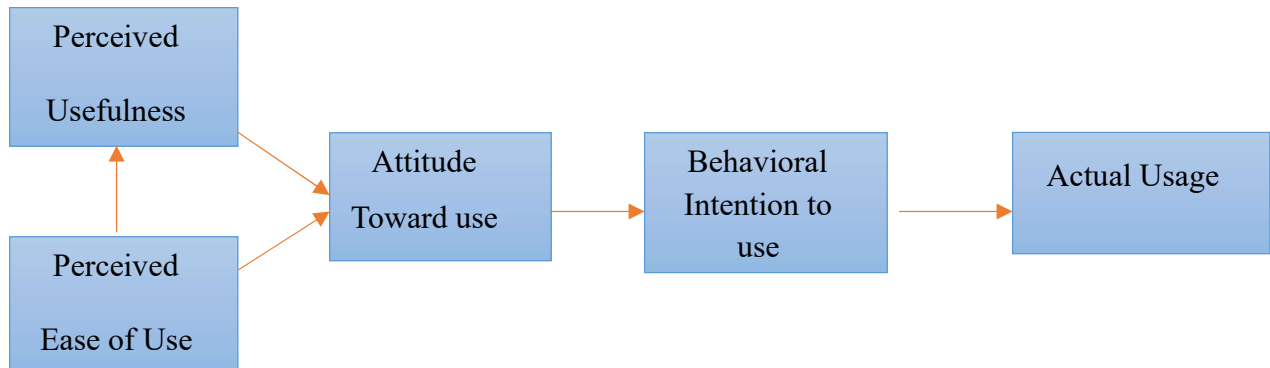


Figure 2: Technology Acceptance Model

The figure shows there are two main variables that are especially important and interplay of some elements affecting the adoption of technology. First, the perceived usefulness as explained here refers to "the level to which an individual realizes that adopting a certain system will improve his or her job performance. On the other hand, perceived ease of use indicates "the degree to which a person believes that using a particular system would be free of effort." This is inferred from the definition of "ease": "freedom from difficulty or great effort." The effort is a limited resource that an individual may distribute among the tasks for which he or she is required to perform (Radner and Rothschild, 1975).

Chapter 3

Methodology

3.1 Method

This study employed a hermeneutic phenomenological method which is a qualitative research approach. This method is mostly used for its ability to provide more accurate and thorough insights into the phenomenon of the undergraduate students' perceptions and experience on teacher feedback and AI generated feedback on paragraph writing. Plano and Creswell (2016) stated that qualitative research tries to gain insight into a particular phenomenon by analysing an individual's perspective and lived experience. Therefore, phenomenology was chosen as it tries to understand the core essence of these experiences (Creswell & Poth, 2016). The study employed purposeful sampling for the selection method. This type of sampling is a method in which the researcher intentionally chooses participants based on their own flexibility and perception (Plano & Creswell, 2016). Therefore, this sampling approach is beneficial as the researcher deliberately chose the undergraduate students that the researcher considered fit. The investigation of this phenomenon was conducted on the students who have all personally experienced both (AI & teacher) types of feedback in their paragraph writing. The research was conducted using semi-structured interviews to get views and real-life experiences from students. The approach used to find six participants who were engaged in an academic course (EAP) focused on reading and writing, whereas Morse (1994) recommends a minimum of six informants for phenomenological research. The researcher chose 6 EAP course students as participants in this study who had firsthand experience with teacher feedback and AI generated feedback on paragraph writing. Hence, for these reasons in this study hermeneutic phenomenological research design is implemented.

3.2 Participants

As this study is focused on undergraduate students' preferences about teacher feedback and AI generated feedback on paragraph writing, so, six students were selected from a renowned university in Dhaka during the shortened Spring 2024 semester. The participants were enrolled in an English for Academic Purposes (EAP) course, which focuses on reading and writing skills. The selection process involved reaching out to the EAP course instructor to identify potential participants to conduct the interview. Then the researcher contacted these students, explained the nature of the study and obtained their consent by consent form (see appendix A). Students were selected based on the institution's Mid-term exam score to ensure their academic mobility. The sample included two students with highest marks, two with average marks and two with lowest marks. Also, checked their portfolio regarding taking feedback from ChatGPT on paragraph writing to confirm that participants had relevant experience and could provide informed opinions based on their direct experiences with AI generated feedback. The participants were first year undergraduate students from different departments. The participants ranged in ages from 19 to 22 years old that included four males and two females. To protect the participants' privacy, it was assured that their name given as pseudonyms as S1, S2, S3, and so forth.

Table 1

Participants' profile

Participants' pseudonyms	Credits completed	Degree program	The medium of instruction in earlier education (primary, secondary, and	The medium of instruction in current higher education
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higher secondary)

S-1	09	Computer science & Engineering	English medium instruction	English medium instruction
S-2	15	Bachelor of Arts	Bangla medium instruction	English medium instruction
S-3	12	Bachelor of Arts	English medium instruction	English medium instruction
S-4	12	Computer science & Engineering	Bangla medium instruction	English medium instruction
S-5	21	Computer science & Engineering	Bangla medium instruction	English medium instruction
S-6	12	Computer science & Engineering	Bangla medium instruction	English medium instruction

3.4 Development of Interview Questions

The primary set of questions was developed based on a thorough review of existing literature on teacher feedback and AI-generated feedback in academic writing. This review enabled the selection of key themes and issues that are relevant to the study. Then the researcher consulted with the supervisor to ensure that the questions were clear, relevant, and capable to obtain

detailed responses. Each question was carefully designed in accordance with the study's main objectives. The initial set of interview questions conducted a pilot-test with two undergraduate students who were not included of the main study. Following the pilot test, the revised questions were checked again by the supervisor to ensure the questions validity. Based on the observations from the pilot test and supervisor feedback the interview questions were further revised. The final set of interview questions (see appendix B) was designed to be open-ended which enables participants to share their experiences and perspectives in their own words.

3.5 Data Collection procedures

The researcher used one-to-one interviews to gather data. Each Individual asked questions one by one through zoom whose assignments were assessed by both a human tutor and AI (ChatGPT-3.5). The researcher conducted individual interviews in order to get an in-depth knowledge of the interviewee's perspective (Plano & Creswell, 2016). The interviewer asked open-ended questions to the interviewees and reviewed their responses. The questions (see appendix B) were chosen based on the selected topics of teacher feedback and AI generated feedback on writing paragraphs. This data collecting strategy provides the researcher to obtain valuable information in a study that may not be directly observable (Plano & Creswell, 2016). Furthermore, researchers maintain the power over the information obtained in interviews as they have the ability to ask focused questions in order to gather accurate information. The interviews were recorded only after receiving permission from the person being interviewed, while the interviews were being conducted the researcher kept notes as well. Each and every one of the interviews was transcribed word by word. The interviews were conducted through the use of Zoom, depending on the interviewee's preferred method of communication. The studies were conducted at a reputed university in Dhaka. This university was chosen because the researcher got access and collected data easily.

3.5 Limitations

If there was enough time, all of the interviews would have been conducted in person at the university's area which would have been the top priority. However, limited time and availability made this difficult. The interviews were done through Zoom. This method saved time, but it seemed that it lacked the essence of human interaction in an interview. The duration of the interviews took place for ten to fifteen minutes. Longer duration produces deeper and detailed information.

Moreover, Face-to-face interactions established stronger rapport compared to online discussions, as some interviewees did not have their cameras turned on during Zoom interviews. This lack of visual contact made it more difficult to build a connection and maintain a lively atmosphere between the interviewee and interviewer. However, two participants were not comfortable speaking English so the researcher had to conduct the interview both in Bangla and English.

3.6 Ethical consideration

The study followed standard ethical protocols, with individuals providing independent permission to participate. According to Poth and Creswell (2017), while preparing and constructing a qualitative study, researchers need to prepare and manage any ethical challenges that could come up throughout the research process. At first, the researcher sent Informed consent forms to the students where clearly mentioned detailed information about the research, including its purpose, there are no potential risks and their rights as participants to ensure that they fully understand what they are consenting to voluntarily. Moreover, while interviewing, the researcher's responsibility was to take permission to record their interviews. It was made sure that no one's name would be revealed and pseudonyms were used throughout every phase of the study. Also, nobody has access

to the code name except the researcher and participants and will protect it from others to get it. Furthermore, any valuable data from participants was kept anonymous and the researcher conducted the research legally. In addition, the participants were informed in a clear and concise manner that their participation in the study would not result in any additional academic credit being given to them during the period of the interview.

3.7 Data analysis procedures

In the beginning, the researcher transcribed both the audio and the notes that were collected. The interviewer found the notes to be important in organising the interview effectively, although transcribing offered more accuracy in describing the findings. According to Plano and Creswell (2015), transcription is a process of converting audio recordings or notes from the research field into written text. Word-by-word transcription, often known as verbatim transcription, was employed. Furthermore, the researcher manually translated and transcribed the interviews done in both Bangla and English. Eventually, it was revised to assure accuracy.

In the meantime, the researcher carefully reviewed the data to obtain an in-depth analysis of the findings. The researcher then applied the six steps of thematic analysis proposed by Braun and Clarke (2006) to classify the emerging themes in this study: i) familiarization with the data, (ii) generating initial codes, (iii) searching for themes, (iv) reviewing themes, (v) defining and naming themes, and (vi) producing the report.

Afterwards, the data was turned into code in order to simplify the final process of developing themes. Coding is a process of finding and organising text segments by providing them specific codes that indicate their meaning or significance (Plano & Creswell, 2015). Next, the coded data was organized into overall themes and sub-themes that capture the key findings and insights from

the interviews. Themes emerged through repetitive analysis, where codes were grouped together based on their conceptual similarities and relationships. This process involved constant comparison of data across participants to ensure the themes are grounded in the participants' experiences.

Moreover, throughout the analysis, attention was paid to the exact differences and commonalities in the participants' perspectives on teacher feedback and AI-generated feedback. The selected themes were emphasised by using illustrated quotes from the interviews to improve the credibility and depth of the findings. According to Saldaña (2013), coding refers to the procedure of recognising and organising meaningful areas in your data by giving them a code that defines as "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data".

Table 2 shows the process by which the researcher identified and obtained the keywords from the data and afterwards generated a concept that accurately represents the data. Based on these concepts for instance, direction for enhancing writing skills, preference for human-generated feedback, value of detailed Feedback, the researcher construed the sub theme "Perceived benefits of teacher feedback".

Table 2

Development of Themes

Perceived Benefits of teacher feedback

Theme	Keywords	Concepts
..... recently I have written a paragraph. teacher not just tell me what fault occur in that paragraph teacher also notify me what to do and what should I do in the next time for my improvement and how should I write when..... it comes to different types of topics sir denote me whole things.	Written paragraph Teacher guidance, Improvement, Fault occur	direction for enhancing writing skills
I prefer human generated feedback.....I really like human-generated feedback because I can ask face to face with the teacher and teacher feedback will be more accurate.	Human generated, Face to face, Feedback, Accurate	Preference for human-generated feedback
I realize teacher's feedback is very helpful. It could be specific that meansvery specific things will inform me and describe in details, would point out to me that here is the problem..... then I find it very beneficial	Teacher's feedback, Specific, details, Mistake, Beneficial	Value of specific and detailed Feedback

Table 3

Perceived challenges of teacher feedback		
How should I write exactly the way sir wants the answer it seems difficult to me when sir denote me, I can also understand what is sir saying but cannot implement and write.	Writing, Difficulty, Implement, Instructions	struggle with instructions

<p>Actually..... I can't figure out in which way sir wants my writing I mean it's confusing sometimes I don't understand how to do it, what sir actually wants from me or what sir is expecting.</p>	<p>Figure out, uncertainty in expectations. Writing, Confusing, Expecting</p>
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<p>When a teacher gives feedback sometimes it is difficult to understand what he mean or..... what he wants or if a teacher just put a red circle on the script it's hard to understand exactly what he trying to say but it will be helpful when he provide comments on the side.</p>	<p>Feedback, navigating unclear teacher feedback Understand, Difficult, Red circle, Comments</p>
--	--

Table 4

Perceived benefits of AI feedback

<p>AI given me feedback on the whole paragraph pointed out my mistake even not only pointed out the mistakes, but also pointed out my perfect ones that is the perfect way. Then I realized that this is the way I have to do it, then I got confidence, how to use more standard vocabulary and it gives a detailed explanation of how sentence structures can be improved which is very beneficial.</p>	<p>Mistakes, feedback boosts confidence Improvement, Confidence, Sentence structures, Beneficial</p>
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It can be seen that AI notify me where there were grammatical mistakes or transitional words that should have been given orit would have been better to use transitional words or overall, how was my writing or did it deviate from the topic or was it within the topic.	AI, Grammatical mistakes, Transitional words, Topic, Deviation	evaluating writing for enhancements and coherence
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I don't always notice my grammatical errors and I occasionally use repeated words ChatGPT pointed out those mistakes then I use more or less complex grammar. It has simplified those and it also pointed out some areas where I need to enrich my vocabulary, I found these points so much helpful in terms of providing feedback.	Grammatical errors, Repeated words, Complex grammar, Simplified, Enrich vocabulary	enhancing writing through feedback.
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Table 5

Perceived challenges of AI feedback

..... Creating prompts is difficult. It is better to create a prompt for AI but it is very time consuming because the time I need to create prompts by using	Prompts, Difficult,	challenges in generating effective AI prompts
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the same time I will be able to write a whole paragraph	Time-consuming, Creating	
Most of the time Chatgpt uses some special types of words that means chatgpt uses so much higher level of words which I find difficult to understand, So most of the time I avoid it because It seems a little more challenging to me.	ChatGPT, Special words, Higher level, Difficulty, Avoidance	struggle with advanced vocabulary
Sometimes I encounter such a kind of problem that I provide a paragraph and ask for an example and AI provide the same example again with just a word or two changed, this variation is sometimes found in some cases and confusion remains.	Problem, Example, Variation, Confusion	repetitive examples cause confusion

Table 6

Student preference about AI and human generated feedback

<p>Personally, I think AI because AI gives detailed feedback most of the times teachers do not have enough time to read the entire text and give detailed feedback but AI gives full feedback within one second but If I asked the teacher for feedback, the teacher would read the whole text and give feedback very late which is time consuming, Sometimes teachers do not have enough time, so I might not receive feedback properly and timely.</p>	<p>AI, Feedback, Enough time, Detailed</p>	<p>efficiency and effectiveness of feedback</p>
<p>I think it's case dependent but when it comes to feedback ChatGPT is more used and seems more benefited and those who have an anxiety towards the teacher that whether they should ask teacher or not, they would naturally prefer to ask ChatGPT.</p>	<p>Feedback, ChatGPT, Anxiety, Teacher, preference</p>	<p>preference of ChatGPT regarding feedback</p>
<p>Because it is not possible to take help from teacher anytime, whatever I write throughout the week and receive feedback from AI, I will have copies of all of them. Then I can be able to see and understand what mistakes I made and I can improve the writing by myself.</p>	<p>Teacher Unavailability, AI feedback, Self-improvement, Mistake analysis,</p>	<p>AI feedback provide self-improvement process.</p>
<p>Human generated feedback because I can understand in my own way as I want, it can be seen that if I don't understand one way, the teacher will try to understand it in another way but AI said a way that if you understand or not it does not matter.</p>	<p>Human feedback, Understand, AI, matter</p>	<p>adaptability and flexibility of human-AI</p>

generated
feedback

<p>Yes that would be..... but It's not like talking to a human and understand something and that kind of same feeling not appear with AI that means it is not very understandable orIt can be said that means it cannot denote in perfect way.</p>	<p>Human interaction, Feeling, AI, Understandable</p>	<p>effectiveness of interaction with human</p>
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<p>If AI gives me incorrect feedback sometimes, I won't be able to say whether it should be like this or it will be like this not due to this reason but I can tell the teacher or ask the teacher for better understand but it is not possible to do that with ChatGPT in this case human feedback is better.</p>	<p>ChatGPT Drawbacks, Teacher advantages, Ask, Feedback Understand</p>	<p>Human feedback provides clarity</p>
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Chapter Four

Findings

The phenomenon looked at in this study was to gain a thorough perspective of students' perceived benefits and challenges of teacher and AI-generated feedback and their preferences between them. These findings are based on qualitative interviews with six students, providing insights into how both feedback methods impact their writing skills and overall learning experience. Students appreciate teacher feedback for its comprehensive guidance and interactive nature but they frequently find it difficult to comprehend and implement it when it is not explicitly detailed. Moreover, AI feedback enhances writing by finding errors and offering revisions but students struggle with prompt creation and complicated language that leads to confusion and frustration. Finally, students appreciate instant AI-generated feedback but believe that human-generated feedback is interactive and accurate and they emphasize the necessity for a balanced approach for feedback to different ways of learning. To understand the facts in depth, the researcher thoroughly looked into each student's individual accounts and found three main themes with several subthemes. Along with the researchers' interpretative description there is presented using quotes in each theme.

4.1 Perceived Benefits of teacher feedback

The teacher's guidance was not just for a single paragraph. It was helpful for writing in a variety of areas as well. Moreover, the teacher's guidance helps the student become more competent in writing mostly instead of improving one specific field. For instance, S3 expressed in the interview:

..... recently I have written a paragraph. teacher not just tell me what fault occur in that paragraph teacher also notify me what to do and what should I do in the next time for

my improvement and how should I write when..... it comes to different types of topics sir denote me whole things.

Another participant shares a similar statement:

I realize the teacher's feedback is very helpful. It could be specific that means very specific things will inform me and describe in detail, would point out to me that here is the problem..... then I find it very beneficial. (S1)

Additionally, a participant demonstrated a significant preference for interactive feedback because it gives the opportunity to engage in face-to-face communication with teachers. For example, S5 said “I prefer human generated feedback..... I really like human-generated feedback because I can ask face to face with the teacher and teacher feedback will be more accurate”.

However, the above findings demonstrated the immense benefits of teacher feedback to students' perceptions of improvement in writing that provides clear directions on how to improve writing as well as useful ideas for improvement.

4.2 Perceived challenges of teacher feedback

The most significant challenge was that it was difficult for them to properly write the way the teacher wanted, even if they understood the directions. For instance, S4 stated that “How should I write exactly the way sir wants the answer it seems difficult to me when sir denotes me, I can also understand what is sir saying but cannot implement and write”. This emphasizes a gap between understanding and implementation.

Another participants share the similar expression:

When a teacher gives feedback sometimes it is difficult to understand what he means or..... what he wants or if a teacher just put a red circle on the script it's hard to understand exactly what he trying to say but it will be helpful when he provides comments on the side.

(S2)

The statement emphasizes when teachers simply apply simple marks, such as a red circle, students find it difficult to identify areas in which they have to improve. It's probable that they cannot comprehend what the teacher is intended to convey.

Similarly, S6 mentioned and shared the very same issue. For instances, “

Actually.....I can't figure out in which way sir wants my writing I mean it's confusing sometimes I don't understand how to do it, what sir actually wants from me or what sir is expecting.

Consequently, students may encounter challenges in comprehending the precise guidelines provided by their teacher, leading to uncertainty in their approach to writing activities.

3.3 Perceived benefits of AI feedback

Closely aligned with the above discussed feedback AI offers a multitude of benefits in enhancing writing quality and efficiency for learners. AI provided feedback on paragraph writing, not only pointed out the mistakes but also acknowledging the parts accomplished properly. S4 said in the interview:

AI gave me feedback on the whole paragraph and pointed out my mistakes not only I point out the mistakes, but also pointed out my perfect ones that is the perfect way. Then I realized that this is the way I have to do it, then I got confidence, how to use more standard

vocabulary and it gives a detailed explanation of how sentence structures can be improved which is very beneficial.

To continue with the similar experience, S6 said:

It can be seen that AI notify me where there were grammatical mistakes or transitional words that should have been given orit would have been better to use transitional words or overall, how was my writing or did it deviate from the topic or was it within the topic.

The assertion implies that AI feedback helps by identifying and highlighting grammatical errors, it offers ideas for transitional words that can improve the writing's coherence and flow.

Another student presents an in-depth description of AI's benefits and feedback as well as ChatGPT highlights grammatical issues and word repetitions that are not always noticed by students. S2 said that:

I don't always notice my grammatical errors andI occasionally use repeated words ChatGPT points out those mistakes then I use more or less complex grammar. It has simplified those and it also pointed out some areas where I need to enrich my vocabulary, I found these points so much helpful in terms of providing feedback.

3.4 Perceived challenges of AI feedback

Though AI instant feedback offers some benefits in enhancing writing quality and efficiency it has also some drawbacks. It is a very difficult task of making prompts for AI. For example, S3 expressed in the interview:

..... Creating prompts is difficult. It is better to create a prompt for AI but it is very time consuming because the time I need to create prompts by using the same time I will be able to write a whole paragraph.

Additionally, other participants mentioned having trouble using ChatGPT because they found it difficult to understand its complex language.

Most of the time ChatGPT uses some special types of words, which means ChatGPT uses so much higher level of words which I find difficult to understand, so most of the time I avoid it because it seems a little more challenging to me. (S1)

The similar thoughts were echoed in S5's remarks:

Sometimes I encounter such a kind of problem that I provide a paragraph and ask for an example and AI provides the same example again with just a word or two changed, this variation is sometimes found in some cases and confusion remains.

Instead of getting a variety of answers, they frequently received nearly the same ones, with only a little change in a word or two. This repetitive nature could result in confusion and frustration.

3.5 Student preferences about AI and human generated feedback

For the purpose of feedback, whether it is produced by artificial intelligence or humans, each method has its own unique benefits and drawbacks. Immediate feedback is essential, particularly in educational environments where students require quick evaluation to advance in their academic growth. Teachers may occasionally have time constraints that prevent them from swiftly generating comprehensive feedback, which leads to delays in the feedback process. The delay might cause frustration among students and hamper their progress. S4 said in the interview:

Personally, I think AI because AI gives detailed feedback most of the times teachers do not have enough time to read the entire text and give detailed feedback but AI gives full feedback within one second but If I asked the teacher for feedback, the teacher would read the whole text and give feedback very late which is time consuming, sometimes teachers do not have enough time, so I might not receive feedback properly and timely.

Similarly, S2 prefers AI generated feedback particularly from ChatGPT, which may depend on individual cases and circumstances.

I think it's case dependent but when it comes to feedback ChatGPT is more used and seems more beneficial and those who have an anxiety towards the teacher that whether they should ask teacher or not, they would naturally prefer to ask ChatGPT.

S6, reiterated the similar experiences in reflection:

Because it is not possible to take help from a teacher anytime, whatever I write throughout the week and receive feedback from AI, I will have copies of all of them. Then I will be able to see and understand what mistakes I made and I can improve my writing by myself.

A notable advantage of this method is the ease of access and quickness of AI-generated feedback.

Feedback that is generated by humans seems to be more flexible and adjustable. In contrast, AI might lack the ability to understand the different learning styles and needs of each student. For example, a student, S3 while sharing the experience said:

Human generated feedback because I can understand in my own way as I want, it can be seen that if I don't understand one way, the teacher will try to understand it in another way but AI said that if you understand or not it does not matter.

To continue with the similar experience, S1 said:

Yes that would be..... but It's not like talking to a human and understanding something and that kind of same feeling does not appear with AI that means it is not very understandable orIt can be said that means it cannot be denoted in a perfect way.

Though AI-generated feedback can be immediate and beneficial, it may lack the detailed comprehension and humanity that is essential in human communication. Furthermore, S5 conveys the similar experiences that:

If AI gives me incorrect feedback sometimes, I won't be able to say whether it should be like this or it will be like this not due to this reason but I can tell the teacher or ask the teacher for better understand but it is not possible to do that with ChatGPT in this case human feedback is better.

Unlike human teachers, AI systems like ChatGPT lack the ability to seek clarification or ask follow-up questions in order to better understand feedback when it is incorrect or confusing.

Chapter 5

Discussion

This study aims to get a comprehensive view of students' perceived benefits and challenges of teacher and AI-generated feedback and their preferences among them. The outcome reveals that half of the number of students appreciated receiving guidance provided by educators, while the other half required feedback provided by artificial intelligence. Moreover, those students who desired seeking feedback from educators at the end of the interview conveyed that though ChatGPT's feedback might not always be perfect but it can engage and motivate students and help teachers handle large groups of students, offering sufficient time for providing personalized feedback or specific writing instruction. (Grimes & Warschauer, 2010). However, it may provide feedback at any time and in anyplace, consequently enhancing students' learning progress. Despite this in terms of scores and accuracy they prefer human generated feedback. This indicates that no single method of feedback is superior than another.

5.1 Perceived benefits of teacher feedback

Previous studies by Raihany (2014), have shown the importance of teacher feedback in offering direction, assistance, and motivation to students for the proficient enhancement of their writing skills. In this study S3 revealed that educators should offer students detailed feedback, which includes not just detecting mistakes but also providing direction for progress along with understanding into different writing contexts.

According to Gao and Shi (2023), Participation in interactive activities which require significant engagement is similarly beneficial for second language (L2) improvement as face-to-face (F2F) encounters. The main reason for this is that they have the ability to enhance levels of engagement

and stimulate student productivity (Blake, 2000; Fuente, 2003; Kitade, 2000; Salaberry, 2000). These studies align with the S5 statement that is preferred for interactive feedback like the ability to engage in face-to-face communication with the teacher. They emphasize the significance of having an opportunity to personally engage the teacher for feedback, while this typically results in more thorough and precise responses.

According to Raihany (2014), the significance of receiving specific and detailed feedback via teachers to enable students comprehend their abilities to write and deficiencies. In addition, according to Siswanti (2013), comments provided by teachers provide a source of motivation for students to enhance their writing skills. This was also the finding of this study, where S1 shared those student recognized the importance of receiving accurate and thorough feedback from teachers, indicating its usefulness in recognizing and dealing with specific areas that need development.

5.2 Perceived Challenges of teacher Feedback

Additionally, Hyland (2003), mentioned that students often don't correct errors in their writing because they misunderstand their teachers' comments and struggle to improve their writing. Moreover, students faced a challenge of understanding teacher's written feedback due to the use of difficult words and lack of clarity (Bishaw, 2014). In this study S4, express challenges in understanding what their teachers expect from their writing, leading to confusion and difficulty in implementing feedback effectively.

Furthermore, in this study S2 finds it challenging to comprehend teachers' comments, especially when they are unclear or inconsistent. This can hinder their ability to improve their writing skills effectively. This is corroborated by the research being conducted by Hyland (2003), stating that

students often don't correct errors in their writing because they misunderstand their teachers' comments and struggle to improve their writing.

According to Yang (2008) teachers may focus too much on correcting grammar mistakes rather than providing holistic feedback on content and organization. However, S6 said that teachers often focus on correcting errors rather than highlighting what's good about students' writing. This can make feedback feel overly critical and negative, impacting students' motivation and confidence. Keh (1990) claims that just providing grammar knowledge is insufficient for enhancing writing skills. So, educators need to put the focus on 'higher order problems' (Karim & Ivy, 2011).

5.3 Perceived benefits of AI generated feedback

In terms of AI generated feedback, according to Hosseini and Thorp (2023), participants shared some advantages regarding AI generated feedback such as: AI writing tools evaluate writing and provide feedback on vocabulary, grammar, language syntax, content, as well as structure. This was also the finding of this study, where S3 mentioned that students find AI feedback valuable for pinpointing grammatical errors and offering improvement suggestions.

According to Dai et al. (2023) GenAI feedback was more readable and detailed than instructor feedback, which suggests that AI feedback like that provided by ChatGPT, can offer comprehensive insights into both mistakes and strengths in writing. This aligns closely with the current findings, S1 appreciates AI feedback because AI not only points out mistakes but also acknowledges well-written portions, guiding students on the proper way to write and boosting their confidence.

In addition, Students may get immediate and individualized feedback on what they have written, which can help them instantly recognise and fix mistakes. According to Akgun and Greenhow

(2022), this immediate feedback may help students acquire efficient writing principles and enhance their writing skills (Rudolph et al., 2023). This issue is consistent with the current study where S5 experienced ChatGPT helps by pointing out the mistakes and enabling them to rectify errors and enhance the clarity of their writing.

5.4 Perceived Challenges of AI generated feedback

In contrast, the participants in the current study shared a few disadvantages regarding AI feedback such as: Challenges in generating effective AI prompts, Struggle with complex vocabulary and Repetitive examples cause confusion.

According to Girai (2023), prompts are essential in guiding AI tools such as ChatGPT but it requires special language and enough context to help the tool understand the request. In this study, S3 finds it challenging to create prompts for AI feedback, as it requires significant time and effort. Additionally, another participant S1 mentioned having trouble using ChatGPT because they find it difficult to understand its complex language. According to Herbold (2023), ChatGPT models write more complex sentences that can contribute to syntactic complexity while humans tend to use this model. Furthermore, this tool might not comprehend human discourse and emotion, subsequently it could provide improper solutions (Haleem et al., 2022). In this study, a S5 encountered a problem when they seek ChatGPT to get multiple examples based on a specific paragraph. Instead of having a variety of answers, they frequently receive nearly the same ones, with only a little change in a word or two.

5.5 Student preference about AI and human generated feedback

The subsequent topic of discussion focused on the students' preference about AI vs Teacher feedback. According to Hong (2023), while human feedback may not be efficient due to time-

consuming work, ChatGPT is immediate and interactive. In this study S4 said, most of the times teachers do not have enough time to read the entire text and give detailed feedback but AI gives full feedback within one second immediate feedback is essential, particularly in educational environments where students require quick evaluation to advance in their academic growth.

According to Raihany (2014), teachers may encounter a lot of issues like large class sizes and limited time, making it difficult to provide thorough feedback. Also, teachers sometimes struggle to decide what to focus on when giving feedback. In contrast, ChatGPT enables instant feedback as well as suggestions in order to reorganize paragraphs and sentences, which assists students in enhancing the organisation of the content they write (Chang et al., 2021).

According to Hasanein (2023), ChatGPT offers a low-stress context for students who are uncomfortable to express questions in the traditional classroom, encouraging them to easily seek answers. In terms of taking feedback from ChatGPT, S2 refers to feedback from ChatGPT particularly the students who may feel hesitant or nervous about seeking guidance from human teachers. For such individuals, ChatGPT offers a practical and reachable solution. Bhutoria's (2022) study indicates that AI-driven applications and systems provide individualised learning experiences for students, accurately recognising their writing skills and weaknesses without requiring any effort for educators nurturing their confidence and writing abilities.

According to Steiss et al., (2023) compared to traditional methods of providing feedback like teacher, AI feedback systems like ChatGPT may be more cost-effective, making them accessible to a wider range of educational institutions, also can be delivered immediately and iteratively, allowing students to receive feedback promptly without delay. Particularly, in this study S4 expressed a notable advantage of this method is the ease of access and quickness of AI-generated

feedback compared to humans. This was also found Hasanein (2023), ChatGPT is a driven by artificial intelligence communication model that impersonates human beings.

According to Wahyuni (2017), By getting feedback, students might become able stay focused better on what is being learned. This findings partially related in this study S3 said if a student fails to comprehend an idea using one method, the teacher can attempt to clarify it using alternative approaches until the student achieves understanding. According to Wulandari (2022), based on students' writing needs and goals, teachers' effective feedback can help them identify their weaknesses as well as their strengths.

In contrast, AI systems are specifically programmed to provide information through applying already existing algorithms and data patterns. It might lack the ability to understand the different learning styles and needs of each student. However, this findings is exceptional from previous studies.

According to Siswanti (2013), students who received teacher feedback are often more encouraged to rewrite and improve the quality of their writing in comparison to students who do not receive any feedback in their writings. S1 said though AI-generated feedback can be immediate and beneficial, it may lack the detailed comprehension and humanity that is essential in human communication. According to Essel et al., (2022), students express concerns about the absence of human element/connection in AI-generated feedback, which may affect their learning experience. The lack of human interaction can cause an absence among certain students, which leads to the belief that AI feedback might not fully comprehend their requirements or thoughts. According to Sultana and Yoko (2021), Students prefer students and educators' meetings over oral or written feedback because they can discuss their issues more frequently.

Teachers' responses enhance students' writing development and help them explore content potential (Wulandari, 2022). Furthermore, feedback is essential for students which is provided by teachers as it enables them to enhance their writing abilities and fully organized paragraphs as well as sentence structure (Raihany, 2014). S5 noted that, in contrast to human educators, AI systems such as ChatGPT don't have the capability to seek out further explanation or ask follow up questions in order to improve comprehension of feedback that is inappropriate or confusing. Ray (2023) states that enhancing ChatGPT's ability to detect ambiguity and provide more inquiries would improve its usefulness and enhance the user's satisfaction.

Theoretical Implications of the pedagogic

This study found that learners were intrinsically motivated to get feedback from teachers despite some challenges. Students enhance their learning when they receive efficient and positive feedback on their tasks and assignments (Hattie & Timperley, 2007). According to Brown, Harris, and Harnett (2012), it is the responsibility of the teachers to provide this type of input to the students. This study builds upon the feedback framework developed by Hattie and Timperley (2007) to improve learning, highlighting the critical role of feedback in reducing discrepancies between students' current performance and their academic goals.

According to the Feedback Framework by Hattie and Timperley (2007), effective feedback means the significance of determining specific aims and they must address three major issues: "Where am I going?" (mentioning the aim), "How am I going?" (regarding the advancements gained in achieving the aim) and "Where to next?" (referring to the actions needed to achieve more advances). The idea of feedback has long been considered in terms of reducing gaps between a learner's current abilities and their desired level of achievement or proficiency (Sadler, 1989). This

study found that students (e.g., S3) emphasized the need for detailed feedback that not only identifies mistakes but also provides directions for improvement. This aligns with the model's suggestion, if teachers provide appropriate and specific goals by feedback and guide students towards desired learning outcomes (learning goal). Then students understand what is expected of them in terms of their writing assignments (How they have to go). This sense of direction and purpose motivates them to work towards achieving their writing skill (where to next). Effective feedback should address the three forms of questions and are most effective when they enhance students' comprehension, what their learning goals are, where they are going next, and how they might get to the next (Hattie and Clarke, 2018).

Also, there are three types of questions that related to feed-up, feedback and feed-forward, accordingly. The effectiveness of feedback in bridging the gap between the current and desired levels of performance relies on the specific level at which it performs, such as the task performance, process level, regulatory/metacognitive level, and personal level (Hattie & Timperley 2007).

In addition, Hattie and Timperley's (2007) model explains feedback through four levels that can focus on task comprehension (Task Level), process comprehension (Process Level), self-monitoring, direction, and regulation (Self-regulation Level), or learner assessments and impact. So, teachers not only provide feedback but also identify their mistakes and encourage students to correct them. When teacher specify their mistake students might try to correct it by some strategies. The type of feedback sometimes positive so students encouraged by it. By involving students in the feedback process and encouraging self-assessment, teachers empower them to become active participants in their own learning journey.

To sum up, by integrating these strategies, educators can better align their feedback practices with the theoretical model proposed by Hattie and Timperley (2007) that serves as a powerful tool for motivating student learning and improving writing skills by providing clear goals, actionable feedback and guidance for improvement at various levels of understanding.

Again, the study found that students find AI-generated feedback valuable and helpful for improving writing skills though it also has some challenges. Davis (1989) Technology Acceptance Model (TAM) has been frequently utilized to evaluate and anticipate how people recognise and rely on new information technology. The perceived usefulness (PU) and perceived ease of use (PEOU) of a technology influence the scope to which users are interested in adopting that technology.

According to Davis (1989) Users' adoption of an application is influenced by their perception of its ability to enhance their way of performance or make tasks easier to accomplish. This study finds that Immediate feedback is essential, particularly in educational environments where students require quick evaluation to advance in their academic growth (S2). Haristiani (2019) revealed that learners show interest in adopting chatbots due to their ability to access and utilise chatbots at any time and in any place they want. If students perceive AI feedback systems as user-friendly, supportive, ease of access and convenient to use, they are more willing to intend to use it in their writing practices.

The user's desire for adopting a technology is dependent on their views of its usefulness and simplicity (Davis, 1989). This study found that AI provided feedback on paragraph writing not only pointing out mistakes but also acknowledging the parts accomplished properly (S4). Clear and specific feedback is more likely to be perceived as useful by students, as it helps them understand what they need to improve and how to do so effectively. This kind of perception of the

usefulness of AI-generated feedback informs decisions about its integration into writing instruction.

According to Davis (1989), the real behavior of users in using a technology, reflecting their intentions and attitudes towards it. This study found that ChatGPT is widely utilized and perceived as more beneficial by some individuals, particularly the students who may feel hesitant or nervous about seeking guidance from human teachers. Factors such as perceived effectiveness, reliability and credibility of AI-generated feedback shape students' attitudes and affect their willingness to use it in their writing practice.

Therefore, the adoption of technology is dependent upon its perceived benefits and perceived ease of use which in turn affects the next behavioral habits of users (Hamied et al., 2021). Teachers have the ability to determine whether or not to use technology as well as the ways in which students should employ it, the frequency of its use, and its desired goals (Sumakul et al, 2022). So, educators should monitor students' actual usage behavior and provide insights into the effectiveness and impact of AI-generated feedback on their writing skills development. It is essential to observe how students actively engage with AI feedback in their writing practices, identify any barriers to usage, and provide ongoing support and guidance to encourage students' intention to use AI tools into writing instruction.

By integrating the TAM model by Davis (1989), educators can better understand and enhance the acceptance and use of AI-generated feedback in writing instruction, ultimately improving students' writing skills and motivation.

Limitations

It is essential to keep into consideration the limitations of this study when evaluating the findings. The size of the sample was quite small. It was conducted by a very few students in a private university situated in Dhaka, the capital of Bangladesh that can limit the way in which outcomes can be generalised to the broader student population in Bangladesh. Moreover, the interviews were conducted via Zoom due to limitations of time. Furthermore, some participants were not comfortable in English to discuss so the researcher had to conduct the interview both in Bangla and English. Lastly, since ChatGPT has not yet been extensively applied in formal academic contexts, leading to limited student experience to it.

However, further research might use bigger, more varied sample sizes to overcome these difficulties; take face to face interviews, apply longitudinal methods to follow the progress of students' perceptions of generative AI over a period of time and examine the significance between usage of GenAI and educational achievements. Furthermore, more studies are needed to have a deeper understanding of the best approaches for applying generative artificial intelligence in paragraph writing while reducing possible challenges. Also, it is required to determine what other factors apart from TAM and Hattie and Timperley's model have use of AI-generated and teacher feedback in writing instruction. By considering such areas, it can be said that ChatGPT is adopted in a responsible productive way in paragraph writing in terms of feedback.

Conclusion and recommendations

To conclude, based on the primary findings above, AI writing tools like ChatGPT is helpful for students and teachers but there are still some challenges. The study found that language educators and students might benefit from a mixed approach to feedback. By establishing an appropriate

balance between human guidance and AI-driven feedback, students can optimally utilize the strengths of AI to improve the learning process and encourage academic achievement. Also, educators could be enabled to give each student more comprehensive feedback immediately by utilizing AI. Besides, giving students a chance to engage in discussions about AI-generated feedback with a human teacher and ask follow-up questions might boost their preference for it.

Therefore, if the policymakers and institutions would address the drawbacks that found in this study all the challenges can be solved easily. First, Institutions might pilot the balanced approach feedback model that combines the strengths of both AI and teacher feedback, using AI for immediate, technical corrections and teachers for personalized, in-depth guidance. Second, developers should improve AI algorithms to provide more specific and clear feedback by incorporating advanced natural language processing techniques. Moreover, it is essential to put customization features in AI feedback systems, providing students and teachers to personalize both the type and frequency of input based on their specific needs. Furthermore, provide pedagogical workshops and materials for educators to gain the skills they need to easily include both teacher and AI-generated feedback into their writing strategies for instruction that provide instructions on how to make best use of each feedback technique to enhance student learning outcomes.

Finally, include opportunities for educators and AI-generated feedback in the curriculum framework while developing writing tasks and activities for providing a balanced and comprehensive writing instruction. In addition, all of these valuable strategies may assist educators, developers, and policymakers enhance writing instruction and student satisfaction.

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Appendix A

Letter of Informed Consent (LIC)

I willingly agree to participate in the research, “**A Phenomenological study on Teacher feedback and AI generated feedback on paragraph writing: Undergraduate students’ preference or perspectives**” that is conducted by Arifa Sultana, student of MA in TESOL at BRAC University.

I understand that data collected from me is anonymous and confidential. There are no anticipated risks associated with participating in this study. A pseudonym will be used at all phases of the research, including the write-up. No one will have access to the code name, except the researcher and me. Again, pseudonym will be used if the results of the present study are published or reported at professional meetings and conferences, unless permitted otherwise by myself in a form of written consent.

I understand that I can withdraw from the present study at any point of time without penalty. In no way will my decision on whether to participate or continue with the research affect me as a student or the outcome of ITP.

	Research Participant
Name:	(Please write in CAPITAL LETTER, which also means that you are signing this letter)
Date:	

Please email this LIC to: arifa.sultana@g.bracu.ac.bd

Appendix B

Semi-structured Interview Questions for students

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1. Do you face any challenges in paragraph writing? Why or why not? Explain with examples from your experience.
 2. Do you think feedback is beneficial for improving paragraph writing? Explain with examples.
 - a. Can you provide examples of how teacher feedback has influenced paragraph writing skills?
 - b. How do you feel when receiving feedback from your teacher? Explain with examples.
 - c. Do you find it helpful?
 3. What are teacher feedback's perceived benefits in paragraph writing skills development?
 4. What are teacher feedback's perceived challenges in paragraph writing skills development?
 5. What are AI-generated feedback's perceived challenges in paragraph writing skills development?
 6. What are AI-generated feedback's perceived benefits in paragraph writing skills development?
 7. Which one (AI or human-generated feedback) do undergraduate students prefer and why?
 - a. Can you share any specific experiences that have shaped your preference for one type of feedback over the other?
 - b. If you were to get one kind of feedback in the next week, which would you prefer? Why?
-

