AI-Driven Feedback: Potential to Enhance Dialogical Writing Skills

Summary (74 words)

This poster explores the use of AI-driven feedback tools in university writing classrooms to enhance dialogical writing skills. It highlights how AWE can complement traditional methods by providing immediate insights into writing. Recent studies point to the potential of AI-powered AWE to help students improve writing in terms of content, organization, and logic. A step-by-step guide demonstrates how to create an activity for continuous, personalized feedback by using MyGPTs (OpenAI) and Claude Projects (Anthropic).

Abstract (189 words)

This poster delves into the theoretical foundations of implementing AI-driven feedback tools in university writing classrooms, emphasizing their potential to enhance students’ dialogical writing skills. Drawing from existing literature, it underscores the role of automated written feedback (AWE) in improving global aspects of writing. Research indicates that AWE can effectively complement traditional feedback methods, providing students with immediate insights into their writing. Historically, AWE focused primarily on surface structures (Hyland & Hyland, 2006; Deane, 2013). However, recent studies suggest that AI-powered AWE can aid learners in content, organization, and logic. Integrating A.I. chatbots offers a platform for continuous, personalized feedback, enhancing students’ fluency.

The poster presents a step-by-step guide for developing an activity where students use MyGPTs by OpenAI or Claude Projects by Anthropic to receive feedback on their writing, focusing on improving fluency without emphasizing accuracy. Potential learning gains from this activity could be significant, especially keeping in mind recent research by Yasuda (2023), which reveals that essay scores are better predicted by “meaning-based complexity” rather than “form-based complexity.”

This poster is an invitation to practitioners to join a future project to test this activity in classroom settings.

References:

Deane, P. (2013). Covering the construct: An approach to automated essay scoring motivated by a socio-cognitive framework for defining literacy skills. In M.D. Shermis & J. Burstein, (Eds.), Handbook of automated essay evaluation: Current Applications and New Directions (pp. 298-312). Routledge.

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Presenter’s Biography

Dragana Lazic is a Kansai-based English language instructor with an M.A. in International Area Studies. Up to now, she has been teaching English for academic purposes and general English courses. Her research interests include CALL, writing, and materials development.