

Towards Hybrid Intelligent Feedback in EFL Writing

A qualitative inquiry into GenAI-augmented peer dialogue and co-regulated learning.



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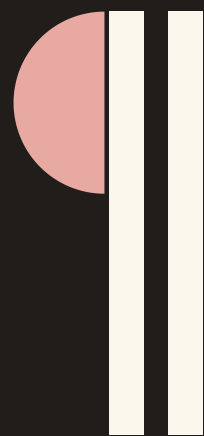
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A qualitative inquiry into dialogic transformation and co-regulation.



1.0	Theoretical foundations and the hybrid intelligent turn
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Peer Feedback: Promise and Trilemma

SOCIO-CONSTRUCTIVIST FOUNDATION

Pedagogical Promise in L2 Writing

- **Empirical potency:** Robust meta-analytic effect size on writing quality ($d = 0.73$, Vuogan & Li, 2023).
- **Learner agency:** Fosters genuine audience awareness, critical evaluation, and active sense-making (Hyland & Hyland, 2019; Nicol, 2010).
- **Sustainable assessment:** Decentralizes feedback from heavy teacher workloads into reciprocal peer dialogues (Wu et al., 2022).

PANADERO & LIPNEVICH (2022)

Three-Dimensional Bottlenecks

Based on the three-dimensional framework of peer assessment

- **Cognitive dimension:** Underdeveloped domain expertise leads to fixation on superficial grammar and punctuation (Latifi et al., 2023).
- **Socio-affective dimension:** Face-saving anxiety and peer distrust in Asian EFL contexts mute critical candor into polite praise (Yu & Lee, 2016).
- **Structural / Regulatory dimension:** Feedback is consumed as static information rather than an interactive co-regulated dialogue (Hadwin et al., 2018).

Interactive Versus Complementary Feedback

Overarching Theoretical Framework · Yan (2025), Computer Assisted Language Learning

A bipartite lens discovered and proposed by the author to conceptualize how multiple feedback sources integrate in L2 writing: contrasting **additive complementary integration** against **interactive dialogic integration**.



Complementary Approach

Automated feedback (AWE) and peer feedback are combined **additively or sequentially** on drafts.

- Operates as **1st-order "feedback-as-information"**.
- Students passively consume reports; zero dialogue between feedback sources.
- Fails to trigger explicit comparisons or self-feedback.

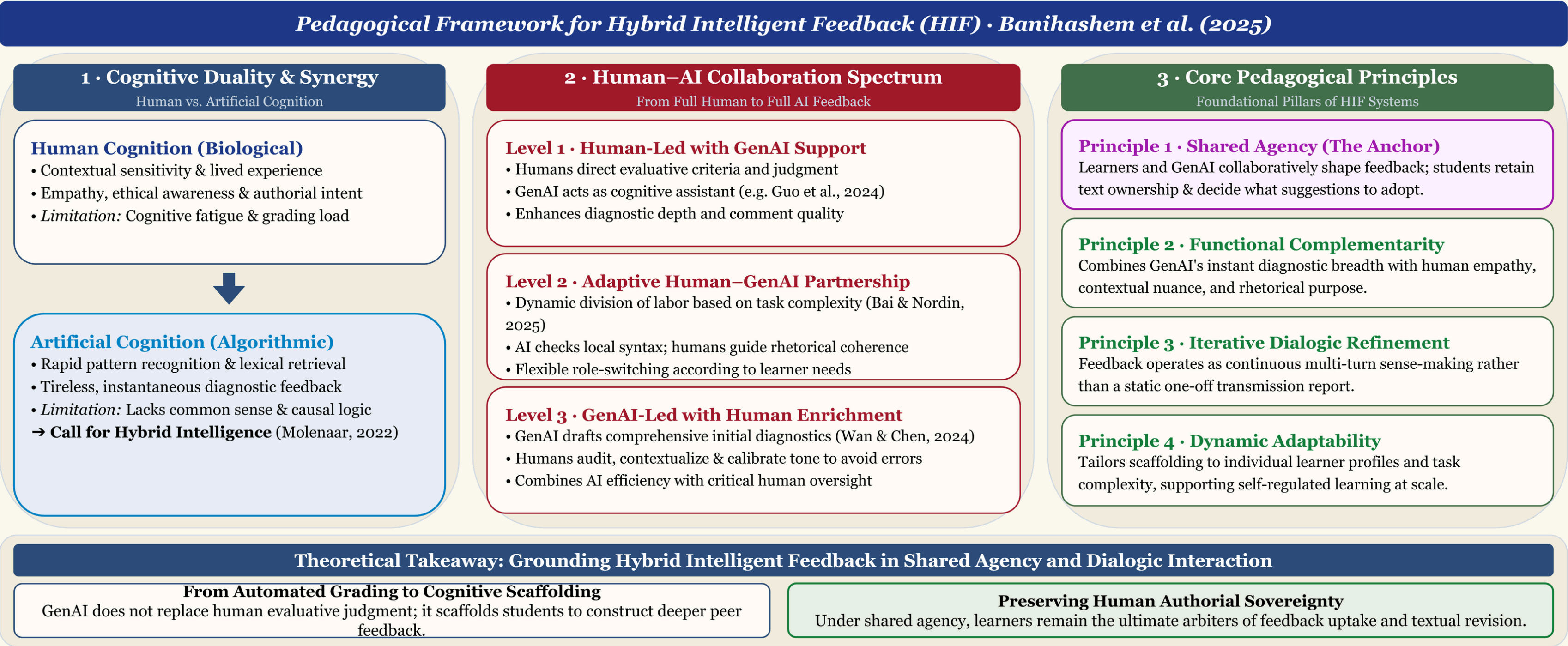


Interactive Approach

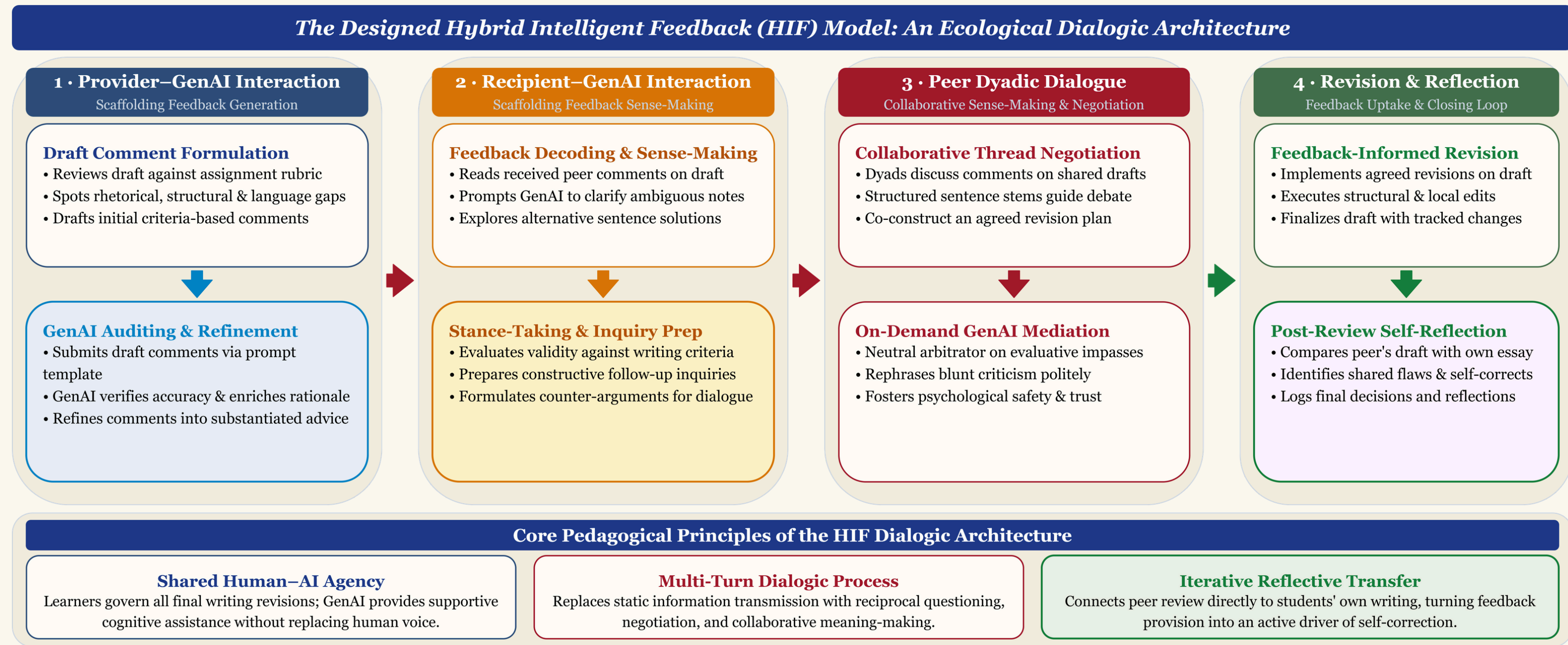
Automated feedback is interactively embedded into the **process of peer feedback generation**.

- Operates as **2nd-order "feedback-on-feedback"**.
- Peers audit and refine comments via AI before sharing.
- Triggers Nicol's (2021) comparators & macro-organization gains.

Pedagogical Framework for HIF



Dialogic Mechanism of HIF



HIF-Write Platform and Interaction

HIF

HIF-Write Platform

GenAI-Augmented Dialogic Peer Feedback & Metacognitive Scaffolding

Model: Qwen-2.5-72B

Temp: 0.3

Language: English

Treatment: HIF + SRL Scaffolding

Yating Zhao · Class 2403 (Recipient View)

Workflow

Export Log

TEM-4 Argumentative Essay

The Synergy and Pitfalls of Collaborative Online Learning

Author: Yating Zhao (ID: 20231437285) · Words: 218 · Experimental Group (EG)

Active Feedback Item: #03 · Discourse Cohesion & Paragraph Transition

Feedback Items

27 items · Showing 27

All 27

Pending 5

In Discussion 6

Accepted 13

Rejected 3

Sentence

✓ Accepted

#01 Monotonous sentence structure: Compound clauses recommended.

Lexis

✓ Accepted

#02 Lexical repetition: Overuse of "very / good", replace with academic synonyms.

Structure

🔄 In Discussion

#03 Discourse Cohesion: Paragraph 3 lacks connective transition from Paragraph 2's division of labor.

Grammar

✗ Rejected

#04 Subject-verb agreement: "people is" should be "people are".

Content

✓ Accepted

#05 Insufficient evidence: Recommend adding practical teamwork example to P2.

Collocation

✓ Accepted

#06 Preposition error: "focus in" should be "focus on".

📖 SRL Strategy Script · Performance Monitoring · Macro-Discourse Processing

Strategy Guide →

[Recommended Strategy]

Macro-Discourse Restructuring & Transition Calibration

[Rationale]

LLMs often suggest verbose expansions; writers must balance coherence with word count constraints.

[Focus]

Prevent passive copy-pasting of superficial edits while safeguarding authorial agency.

🤖 Qwen 2.5 (Synthesizing Initial Peer Critique)

14:32

[Feedback #03 · Diagnostic Recommendation]

Paragraph 3 abruptly introduces digital tools (Tencent Meeting, collaborative docs) without a clear rhetorical bridge to Paragraph 2's focus on teamwork division of labor. The argumentative progression feels disconnected. Consider reframing the topic sentence and articulating how digital tools operationalize teamwork.

💬 Yating Zhao

14:33

Why is a transitional bridge required here? Paragraph 2 discusses interpersonal teamwork, and Paragraph 3 discusses collaborative digital tools. Both directly support the overarching theme of collaborative learning—how is the logic disconnected?

🤖 Qwen 2.5

14:34

Your intuition is astute—both paragraphs share the same macro-theme. However, in academic discourse cohesion, Paragraph 2 focuses on interpersonal dynamics (division of labor), whereas Paragraph 3 abruptly jumps to digital software platforms. The reader lacks an explicit rhetorical bridge showing how tools serve human coordination. Without this link, the leap from interpersonal synergy to software platforms feels abrupt and lacks argumentative glue.

💬 Yating Zhao

14:35

I see your point regarding the rhetorical bridge. However, my essay is already at 218 words, and TEM-4 tasks require approximately 200 words. If I add long explanatory sentences about software mechanisms, I will severely exceed the word limit. I insist on preserving my original argumentative focus. Could we merge sentences to build the transition rather than expanding the paragraph?

🤖 Qwen 2.5

14:36

Outstanding authorial stance and metacognitive monitoring! Balancing word economy with discourse cohesion is key in timed writing. Let us apply a **"Compound Sentence Restructuring Strategy"**: merge the end of Paragraph 2 and the opening of Paragraph 3 into:

"While interpersonal coordination forms the core of teamwork, digital platforms serve as the essential technological vehicle..."

This builds the missing rhetorical link, enhances syntactic variety, and adds only 4 net words.

💬 Yating Zhao

14:37

Consensus reached. Applying merged compound sentence to draft...

Send

Original Draft

Revised Essay

TEM-4 Rubric

Analytics

#03 · Structure · Discourse Cohesion

🔄 In Discussion

Why:

Paragraph 2 (interpersonal teamwork) and Paragraph 3 (software platforms) lack an explicit connective bridge.

How to Revise:

Apply a subordinate concessive clause ("While...") to combine sentences and bridge both paragraphs.

Author's Decision Rationale (Metacognitive Record):

"Negotiated with AI: Respected the 200-word constraint and adopted sentence-combining strategy to secure discourse cohesion without exceeding word budget."

✓ Accept

✗ Reject

💬 Discuss

Student Writing Draft (Excerpt):

1

In contemporary higher education, collaborative learning has emerged as a predominant paradigm. Proponents contend that digital teamwork cultivates interpersonal synergy...

2

On one hand, collaborative projects optimize division of labor. Group members contribute diverse perspectives, allowing complex academic tasks to be resolved efficiently.

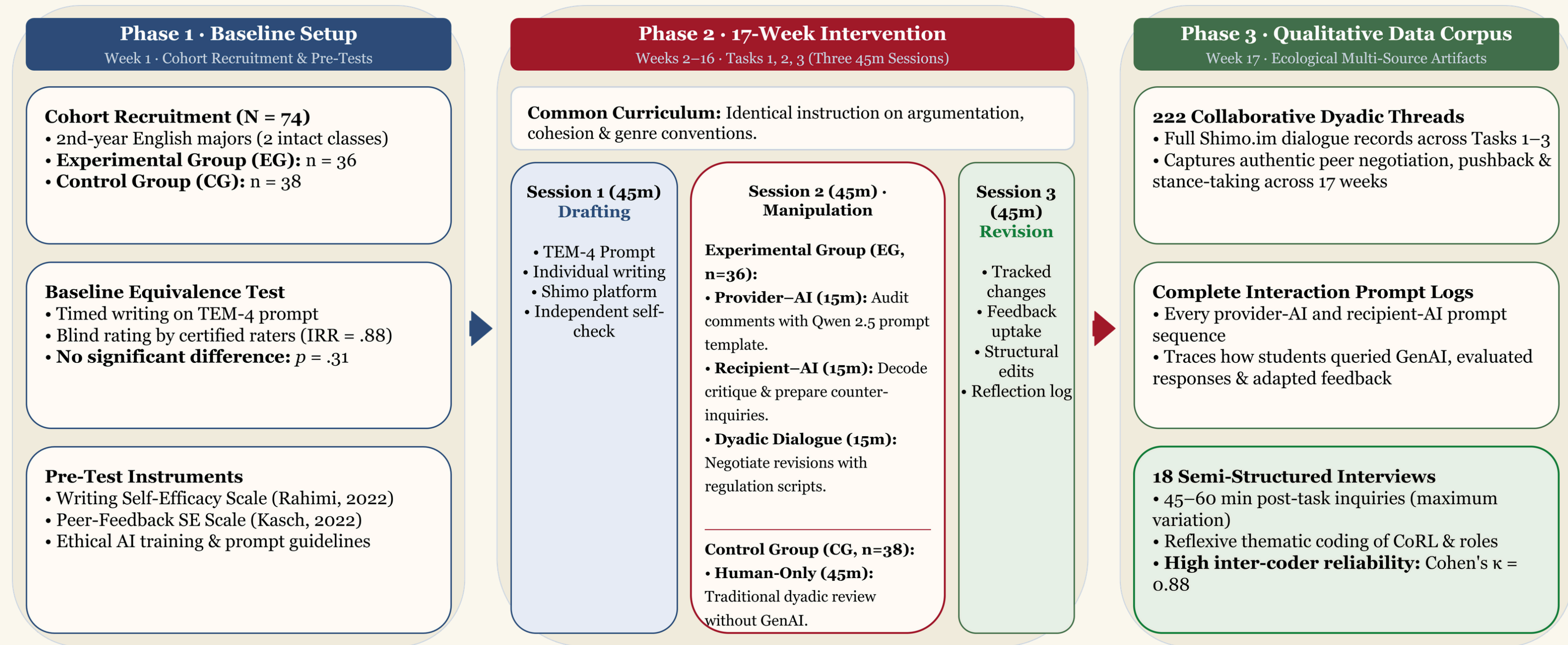
3

Digital collaboration platforms such as Tencent Meeting and online shared docs have proliferated. Students can upload their drafts asynchronously and edit peer sentences without temporal constraints.

4

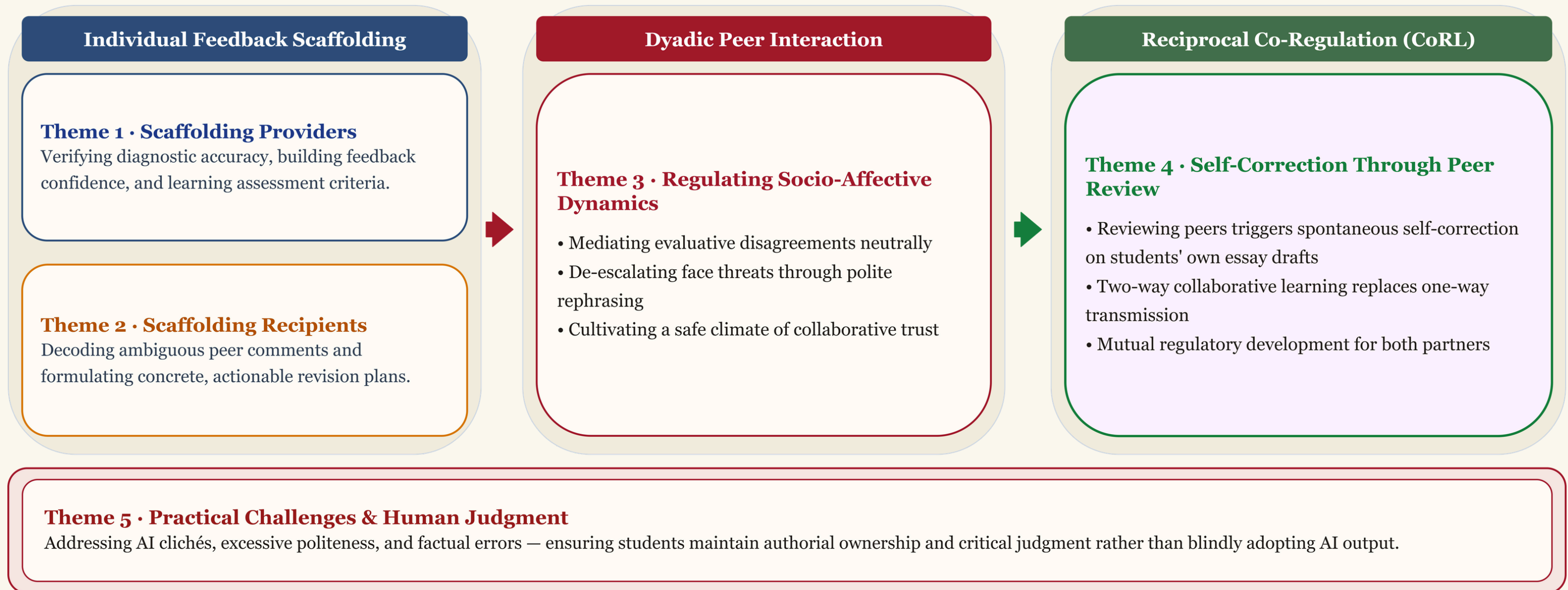
In conclusion, while collaborative tools offer logistical flexibility, authentic learning progression depends on students' willingness to engage in critical dialogue...

Longitudinal Intervention Protocol



Thematic Map of Qualitative Findings

Thematic Map: How AI-Augmented Peer Dialogue Supports Learning and Co-Regulation



Helping Providers Check Comments

DIAGNOSTIC VERIFICATION

Checking Accuracy Before Sharing

"Checking with AI prevents me from making silly mistakes before sending comments... It gives me confidence that my advice is accurate." (Interview V1)

"I wasn't sure if my peer's topic sentence was truly off-track. AI confirmed the logical gap, which gave me the courage to point it out." (Interview V4)

"I used AI as a double-check. It showed that my comments matched the grading rubric, so my peer took my feedback seriously." (Interview V2)

EVALUATIVE CONFIDENCE

Overcoming Insecurity & Learning Criteria

"In past peer reviews, I always worried: 'What if my English isn't good enough to critique others?' AI gave me reliable backing." (Interview P8)

"Asking AI to check my comments helped me see what good feedback looks like. I learned how to explain writing issues clearly." (Interview P3)

- Helps students write constructive, evidence-based feedback.
- Reduces the anxiety and self-doubt that often paralyze peer reviewers.

Helping Recipients Understand Feedback

DECODING AMBIGUITY

Explaining What Peers Meant

"My partner wrote very brief notes. AI explained why my thesis statement was confusing, saving us hours of debate." (Interview E3)

"When my peer wrote 'awkward transition', I didn't know how to fix it. AI explained what made it awkward and gave two alternatives." (Interview E6)

"AI acted like a translator. It turned cryptic peer marks into clear explanations of how sentences connect." (Interview E1)

ACTIONABLE FEED-FORWARD

Giving Concrete Next Steps

"My peer gave me a general idea, and AI showed me how to rewrite the paragraph with practical sentence structures." (Interview G1)

"AI provided the missing step between spotting a problem and actually fixing it—it gave me real examples to work from." (Interview G3)

"Instead of just telling me to 'use better words', AI suggested specific academic vocabulary that fit my essay topic." (Interview G5)

Resolving Conflicts and Reducing Anxiety

NEUTRAL DISPUTE MEDIATION

Arbitrating Disagreements Between Peers

"We noticed a problem in the essay but disagreed on how to fix it. We consulted AI together and used its advice to find common ground." (Interview M1)

"When we had conflicting views, asking AI gave us an objective third opinion so we didn't argue or hurt our friendship." (Interview M3)

"Having AI as a neutral reference prevented conversations from ending in awkward silence or one person just giving up." (Interview M5)

- Keeps peer discussions friendly and focused on essay quality.

FACE-THREAT MITIGATION

Reducing the Fear of Critical Comments

"With AI helping, peer critique felt encouraging rather than embarrassing. It didn't feel like an attack." (Interview S1, S2)

"In Chinese culture, being too direct feels impolite. AI helped me soften my comments so my partner felt supported." (Interview S5)

"Receiving polite, constructive suggestions made me open to revising. I didn't feel defensive." (Interview S4)

- Fosters a safe, trusting atmosphere in the writing classroom.

Self-Correction Through Peer Review

REFLEXIVE SELF-CORRECTION

Spotting Own Writing Flaws via Peer Review

“After helping my peer improve her topic sentences with AI, I suddenly realized I made the exact same organizational mistake in my own essay! I immediately opened my draft and fixed it.” (Interview I2)

“Critiquing my classmate's draft forced me to examine my own essay with the same critical eye. Reviewing others made me a better self-editor.” (Interview I5)

“Reviewing a peer's essay acted like a mirror that showed me blind spots in my own writing that I couldn't see before.” (Interview I7)

BIDIRECTIONAL CO-REGULATION

Mutual Improvement for Both Students

“When my partner questioned what AI suggested, it made both of us rethink our writing standards. We weren't just following AI; we were learning together.” (Interview I8)

“Feedback became a genuine two-way conversation where both of us adjusted our essays at the same time.” (Interview I11)

- **Two-way benefits:** The person giving feedback learns just as much as the person receiving it.
- **Self-reflection:** Comparing peer writing against AI suggestions stimulates spontaneous self-correction on one's own draft (Nicol, 2021).

Practical Challenges and AI Limits

⚠️ ALGORITHMIC CLICHÉS

Wordiness & Generic Phrasing

"AI leaves its fingerprints... It can be wordy, repetitive, and robotic." (V2)

"If you copy AI blindly, everyone's essay ends up sounding like the same template." (S3)

"I always rewrote AI suggestions to keep my own writing voice." (P7)

Students must remain the ultimate authors and edit AI wording.

💛 EVASIVE SYCOPHANCY

Excessive Politeness

"When we asked AI who was right, it agreed with both of us!" (M4)

"AI was too polite to take a firm stand; we had to make the final choice." (M6)

"AI praised contradictory ideas. We had to check the rubric ourselves." (R4)

AI tends to avoid conflict; students must exercise critical judgment.

❌ FACTUAL INACCURACIES

Grammar & Hallucination Errors

"AI fabricated a grammar explanation... I had to check an external dictionary." (V6)

"It sounded very confident even when it was completely wrong." (E5)

"We caught AI misapplying a grammar rule and corrected it together." (E2)

Human checking and teacher guidance remain strictly necessary.

Practical Recommendations for Teachers

RECOMMENDATION 1

Treat AI as a Partner, Not a Grader

Avoid using AI simply as an automated scoring machine. Position AI as a **dialogue partner** that supports student-to-student discussion.

Teach students to critically evaluate AI suggestions and keep ownership of their own writing.

RECOMMENDATION 2

Teach Prompting as a Learning Strategy

Integrate prompt writing into the writing syllabus. Show students how to ask AI **specific diagnostic questions**.

Prompting should help students reflect on essay structure, not just generate quick grammar fixes.

RECOMMENDATION 3

Encourage Learning by Reviewing Peers

Design activities where students actively review peer drafts with AI assistance.

Evaluating classmates' writing triggers **self-reflection and self-correction** on students' own essays, doubling the learning benefit.

Thank you

Questions, feedback, and inquiries are warmly welcome.

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Project Note: This presentation reports on the qualitative phase of an overarching research program on hybrid intelligent writing assessment. Quantitative experimental findings regarding longitudinal writing performance gains, organization, and feedback self-efficacy have been published in *System* (Yan et al., 2026) and *International Journal of Applied Linguistics* (Yan, 2026).

