

ENGLISH MAJORS' PERCEPTIONS TOWARDS THE USE OF PROWRITINGAID AND TEACHERS' WRITTEN FEEDBACK: A CASE STUDY AT TRA VINH UNIVERSITY, VIETNAM

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Abstract – *The purpose of the present study was to explore English majors' perceptions towards the implementation of ProWritingAid and teachers' written feedback. The participants were 50 sophomore English majors at Tra Vinh University, Vietnam. This study employs a mixed-methods research approach, combining qualitative and quantitative methods. The instruments included the questionnaire and the interview to discover students' attitudes towards the benefits and drawbacks of these two forms of feedback. The findings showed that ProWritingAid can help correct grammatical errors, provide useful feedback on punctuation and spelling, vocabulary choices, and assist students in learning from their writing. Meanwhile, teachers' feedback gives detailed comments on the content, strategies, and motivation to enhance writing assignments. Moreover, teachers' feedback is clear, understandable, and reliable. Each type of feedback has its own benefits and drawbacks, so most sophomore English majors expect to combine these two forms of feedback to improve the teaching and learning of writing skills. Based on the findings above, several suggestions are proposed for both teachers and students to support lifelong learning among students.*

Keywords: *English majors, ProWritingAid, sophomores, students' perceptions, teachers' written feedback.*

I. INTRODUCTION

Writing skills are challenging for most English as a Foreign Language (EFL) students since

they require a combination of various elements, including topic knowledge, ideas, organization, language use, grammar, and spelling. Developing proficiency in these language components often demands significant time and effort. Therefore, Cahyani et al. [1] emphasized that students need to engage in writing tasks and receive detailed feedback from teachers to ensure that the ideas are successfully conveyed to readers.

Teachers' comments, known as teachers' feedback, play a crucial role in students' writing activities. Cahyani et al. [1] claimed that feedback from teachers is essential for EFL learners' writing skills in tertiary education since they often make mistakes in writing at this level. Through teachers' feedback, students are able to identify their strengths and weaknesses in writing, guiding them to improve. As a result, Ariyanto et al. [2] emphasized that feedback is effective if it is frequent, sufficient, comprehensive, and understandable, reflecting the assessment's objective. However, giving comprehensive feedback requires significant time and effort from the teachers. This has led to an exploration of alternative methods that can support the feedback process more efficiently.

In recent years, there has been a significant rise in the popularity of automated writing evaluation (AWE) programs, which provide computer-generated feedback, such as ProWritingAid, Grammarly, Ginger Software, and PaperRater. These programs have emerged in response to the growing needs of researchers, teachers, and students for effective writing support. However, accessing many of these applications often comes at a cost, which is essential for teachers and students to identify free or affordable options.

According to Fitria [3], ProWritingAid is a

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Received date: 18 February 2025; Revised date: 23 June 2025; Accepted date: 2 July 2025

software that analyzes one's writing for issues such as grammatical errors, style, legibility, and overused terms, and offers suggestions on how to strengthen the writing. The ProWritingAid free version has become a prevalent tool among teachers and students for its ability to provide detailed feedback. This tool is particularly valuable in higher educational settings where students must complete numerous writing assignments across different courses.

At Tra Vinh University, the English Studies training program offers a variety of courses, including writing, research methodology, foreign literature, and written translation, that require students to complete written assignments with support from their teachers. In addition to traditional feedback methods, the students in this study were recommended and guided to use ProWritingAid to empower them to correct their writing assignments independently and enhance their self-study capabilities. In recent years, the use of teachers' written feedback for improving teaching and writing skills has been widely researched. However, the implementation of this writing correction tool in teaching writing to students has not been conducted in the context of the university. Therefore, this study integrates ProWritingAid into feedback giving, aiming to maximize the benefits of both teachers and automated feedback systems. By utilizing the benefits of each method, students can gain a more comprehensive understanding of their writing strengths and weaknesses.

This current study investigates the participants' experiences with ProWritingAid and traditional teachers' feedback, thereby exploring their perceptions on the benefits and drawbacks of each form of feedback. Understanding these perceptions can provide valuable insights into the effectiveness of integrating automated feedback tools in educational settings. The study aims to answer the research questions as follows:

1. What are the sophomore English majors' perceptions of the use of ProWritingAid?
2. What are the sophomore English majors' perceptions of teachers' feedback?
3. What are the sophomore English majors'

suggestions for using ProWritingAid and teachers' written feedback?

II. LITERATURE REVIEW

A. Perception

Perreault et al., cited by Amodu [4], stated that perception is the process by which people gather and interpret information from the world. Similarly, Cherry, cited by Eshetu [5], affirmed that perception is our sensory experience of the surrounding environment, involving both the recognition of environmental stimuli and the acquisition of information about properties and elements of the environment that are critical to our survival. In the context of this study, perception refers to how students interpret and respond to the use of ProWritingAid and teachers' written feedback in improving their writing performances. Understanding students' perceptions can provide insight into how these tools impact their writing motivation and development in their learning process.

B. ProWritingAid software

Fitria [3] defined ProWritingAid as software that analyzes writing pieces to detect writing issues such as grammatical errors, style, legibility, and overused terms, and gives suggestions on how to improve one's writing performance. Similarly, Culican et al. [6] suggested that ProWritingAid is an editing tool supported by artificial intelligence that helps writers to enhance their writing style, grammar, and punctuation. It can be used offline or online via electronic devices. Therefore, it brings a number of benefits to students and teachers in learning and teaching writing skills.

The advantages of using ProWritingAid

According to Ariyanto et al. [2], ProWritingAid helps students identify and fix their grammar, mechanics, and word choice mistakes. Therefore, they become more confident in their drafts before submitting their writing pieces to their teachers.

In addition to correcting spelling and grammatical errors, Fitria [3] believed that ProWritingAid provides other merits such as analyzing legibility and repetition, refining language, enhancing structure, scanning for acronyms, and checking essay plagiarism, which improve their confidence about the correctness and writing styles.

The disadvantages of using ProWritingAid

Ariyanto et al. [2] figured out that feedback from ProWritingAid is sometimes unreliable, as it provides incomprehensible explanations for several errors. Moreover, these authors mentioned that this application cannot improve the content or correct students' sentence construction. Therefore, it is inappropriate with students with low English proficiency levels. Moreover, some students click the automatic corrections from the software without trying to read the suggestions and explanations for further improvement.

The studies have shown that different students access AWE feedback in various ways, influenced by factors such as their English level or proficiency, learning strategies, and beliefs about the feedback. ProWritingAid helps students correct linguistic accuracy, allowing teachers to focus more on the content and organization of their students' writing pieces. However, this program still has existing limitations that require teachers' feedback to address its weaknesses.

C. Teachers' feedback

Written feedback techniques

According to Harmer [7], teachers can use a number of ways to correct students' writing pieces, including responding. Through the first draft of students' written pieces, teachers will comment on the progress of their products, guiding them on how to improve their further drafts. Teachers can leave their comments in the margin of the students' work or on a separate piece of paper. Another way of providing written feedback is coding. In this way, teachers put codes such as 'S' for 'incorrect spelling', 'W.O' for 'wrong word order', 'T' for 'wrong tense', and the like, either in the body or in the margin of the writing pieces.

Raines [8] emphasized that when giving written comments, teachers should provide specific

directions or clear suggestions so that students know how to improve their writing pieces. Ellis [9] introduced several kinds of common written feedback techniques. The first technique is direct corrective feedback, in which teachers give students the correct form. The next technique is indirect corrective feedback. In this way, teachers can either underline the mistakes or note them in the margin without providing corrections. Another technique is metalinguistic corrective feedback. Teachers write codes in the margin (e.g., ww = wrong word; art = article) or write a brief grammatical description for each numbered error at the bottom of the text.

Igarashi [10] suggested another way of categorizing feedback in writing instruction based on the level of focus: local and global levels. Local feedback focuses on specific aspects or details of the writing, such as mechanics, grammar, vocabulary, and punctuation. On the other hand, global feedback emphasizes the student's writing process, rather than their specific errors, dealing with the overall quality and structure of the writing, particular content, organization, coherence, and argumentation. There are various techniques of written feedback, but indirect and metalinguistic corrective feedback were chosen because these types of feedback encourage students to recognize the mistakes and promote learning autonomy. The choice aligns with the study's objectives to foster students' self-editing skills rather than relying solely on teacher correction. Besides, if students' writing products have problems with content, organization, and coherence, teachers will give clear comments or specific suggestions to guide effective rewriting.

The benefits of using teachers' feedback

McGrath [11] claimed that teachers' feedback can strengthen students' confidence, reduce their anxiety, and motivate them to develop writing skills by recognizing their good ideas and correcting various structures. Besides, Cahyani et al. [1] thought that feedback from teachers can enhance students' writing abilities and quality, improve their critical thinking skills, and promote learning autonomy. Written feedback from teach-

ers improves both the teaching and learning process of writing skills. In addition to helping students develop their writing competence and self-learning ability, teachers' written feedback can help them create an exciting atmosphere when organizing writing activities in the class. Ahmed et al. [12] asserted that feedback from teachers encourages learners to be more dynamic in class activities. It also assists students in dealing with the writing assignments from the teachers, improves students' self-esteem, and provides them with better guidelines for their academic writing. Sharing the same idea, Selvaraj et al. [13] agreed that giving feedback brings benefits to both teachers and students. Specifically, teachers' feedback helps students achieve their academic development. It can help teachers reflect on their teaching goals to satisfy students' needs.

The drawbacks of using teachers' feedback

In terms of the quality and frequency of giving teachers' feedback, Sharif et al. [14] indicated that due to limited time and class size, teachers sometimes give infrequent feedback and inadequate comments to meet the needs of each individual in the writing class. Kurnia [15] listed negative aspects of teachers' feedback, including poor handwriting comments, general comments, and inability to understand teachers' error codes and self-correct the mistakes. Giving unclear and poor handwriting comments will result in the ineffectiveness of developing students' writing performance. Moreover, the delay in providing feedback can also affect the improvement of learning writing skills. Regarding students' levels, Nguyen et al. [16] investigated the need for teachers to pay attention to students' proficiency levels in order to provide appropriate feedback techniques. Phung [17] also claimed that indirect feedback from teachers could sometimes be ineffective for students with low levels because they do not know how to correct their mistakes. It can be concluded that delivering indirect comments will reduce the ability of developing poor students' writing performance.

Although previous studies have investigated the various benefits that ProWritingAid and

teacher feedback offer students in improving grammar, writing style, and accuracy, most research has examined them separately [1, 11–13, 15–17]. Besides, many studies did not use interviews to investigate participants' insights about the benefits and drawbacks of these two forms of feedback [1, 14–16]. Also, the expectations of the participants were unexplored. The limitation also lies in the lack of sufficient strategies for integrating automated feedback with teacher feedback to optimize learning. Therefore, the current study is conducted to fill the research gaps in the existing literature. Accordingly, it first explores students' perceptions of using this writing correction application and, second, figures out the participants' expectations towards the two forms of comments. Finally, a promising framework was proposed for integrating teacher feedback with ProWritingAid (or similar applications) in the future to enhance teaching and learning activities.

III. RESEARCH METHODS

A. Research design

This is a descriptive survey study conducted to explore perceptions of sophomore English majors towards the use of ProWritingAid and teachers' written feedback. The mixed methods were employed in this study to analyze the quantitative and qualitative data from the questionnaire and the interview.

B. Participants of the study

The participants involved in the current study were 50 sophomore English majors at Tra Vinh University. The reason for choosing these participants to complete the questionnaire is that they have experienced ProWritingAid to correct their writing pieces under the instructions of their writing teacher and the teacher's written feedback. Therefore, they have recognized benefits and challenges when using these two forms of feedback.

C. Instruments

To answer the research questions of the current study, two genres of essays (compare and contrast

essay and opinion essay), which students have learnt in their current writing course, a questionnaire, and an interview were employed in this study. The questionnaire includes two sections. Section 1 consists of 10 items that focus on the participants’ perceptions of the benefits they have after experiencing ProWritingAid to correct their writing pieces. The remaining 10 items belong to Section 2, presenting the benefits of using teachers’ written feedback. The questionnaire was adapted from Ariyanto et al. [2], Fitria [3], and Saragih et al. [18]. It includes 20 items that utilize a five-point Likert scale, ranging from strongly disagree to strongly agree. For the second instrument, a face-to-face interview was conducted with 10 participants to explore different benefits and drawbacks they experienced with these two forms of feedback, and their expectations towards these forms of feedback. During the interviews, the participants’ answers were recorded to ensure that no information was lost for the research. After the recording, the researchers listened to the recorded information to identify themes and summarize main points. At the same time, the opinions of participants were also cited to support the content of each theme.

The two forms of feedback were introduced in this study, including the ProWritingAid and teachers’ written feedback. For ProWritingAid, students were required to access the software and were given instructions and writing samples to practice. For teachers’ written feedback techniques, indirect and metalinguistic corrective feedback were applied by the researchers (also writing teachers). The teachers explained these two techniques and provided particular examples to help students understand and correct their mistakes based on the teachers’ written feedback. After that, students were required to write two essays and apply these two forms of feedback. The students use the ProWritingAid software to correct their essays before submitting their final drafts to their teachers for further comments. Thanks to the support of this software, teachers can reduce their workload on correcting students’ writing pieces. Gradually, students can become

familiar with this written correction software and improve their writing pieces, such as practicum reports, reflections on literary works, and research papers. The implementation was described in Table 1.

Table 1: The implementation of ProWritingAid and teachers’ written feedback in class

Meetings	Teachers’ written feedback	The use of ProWritingAid
1. Introduction	Indirect and metalinguistic corrective feedback Instruction and practice	The link to the website Instruction and practice
2. Writing a comparison-contrast essay (Write a 220–250 word essay to compare some differences between the two cafes you have visited)	Teacher asks students to write an essay in 60 minutes. Teachers collect and take pictures of their essays. Teacher gives feedback on students’ essays. Teachers hand out essays to students and require them to correct the mistakes from the feedback. Teachers ask students to write a diary about the benefits and drawbacks of using teachers’ written feedback.	Students receive the pictures of their essays, type them, and upload them to ProWritingAid to get feedback. Teachers check students’ revisions of their writing pieces after receiving feedback from the ProWritingAid software. Teachers ask students to write a diary about the benefits and drawbacks of using ProWritingAid to facilitate students when expressing their perceptions in the questionnaire and the interview.
3. Writing an opinion essay (Write a 220–250 word essay to express your opinion on the following statement: ‘Soft skills should be a compulsory subject for students in university.’ Do you agree or disagree with this statement?)	Teacher asks students to write the essay in 60 minutes. Teachers collect and take pictures of their essays. Teacher gives feedback on students’ essays. Teachers hand out essays to students and require them to correct the mistakes from the feedback. Teachers ask students to write a diary about the benefits and drawbacks of using teachers’ written feedback.	Students receive the pictures of their essays, type them, and upload them to ProWritingAid to get feedback. Teachers check students’ revisions of their writing pieces after receiving feedback from the ProWritingAid software. Teachers ask students to write a diary about the benefits and drawbacks of using ProWritingAid to facilitate students when expressing their perceptions in the questionnaire and the interview.

After experiencing the two forms of feedback, the participants will express their perceptions through the questionnaire and interview. To collect the data for the study, the questionnaire was designed and piloted with a small group of 10 sophomore English majors to ensure that it was clear enough to respondents. The data collected from the questionnaire were analyzed using Statistical Package for the Social Sciences software (SPSS), version 25. For the interview, seven participants were randomly selected to give opinions on these two forms of feedback. The data collected from the interview were synthe-

sized and described using thematic analysis.

IV. RESULTS AND DISCUSSION

A. Results

The sophomore English majors’ perceptions of the use of ProWritingAid

Table 2: Descriptive statistics of the implementation of the ProWritingAid

Statements	Mean	Std. Deviation
Accessing ProWritingAid is easy.	3.46	.89
Using ProWritingAid can help me improve my writing.	3.90	.68
The feedback from ProWritingAid is clear and understandable.	3.74	.75
ProWritingAid helps me correct and learn from mistakes/errors that I made.	3.92	.44
ProWritingAid gives detailed feedback.	3.70	.65
ProWritingAid helps me save time in revising my writing.	3.84	.65
ProWritingAid helps me to avoid anxiety.	3.76	.72
ProWritingAid can detect grammatical errors.	4.08	.63
ProWritingAid's feedback on vocabulary choice is useful.	3.92	.72
ProWritingAid's feedback on punctuation and spelling is useful.	3.98	.68
Overall mean	3.83	.38

First, the descriptive statistic test shown in Table 2 reveals that the overall mean score of students’ attitudes toward the implementation of ProWritingAid was high ($M = 3.83$, $SD = 0.38$). This indicates that the participants had a positive attitude towards using this application in correcting their writing products [19]. In particular, the data showed that most participants believed ProWritingAid can detect grammatical errors ($M = 4.08$, $SD = 0.63$) with the highest mean score. This means that students can know their grammatical mistakes quickly with the support of this application. This will help students save time when correcting their paragraphs or essays by themselves. The next benefit of ProWritingAid was related to the feedback on punctuation and spelling ($M = 3.98$, $SD = 0.68$). Detecting spelling mistakes can help students recognize wrong words due to their uncertainty or carelessness. Besides, investigating types of punctuation can help students avoid writing sentence fragments or run-on sentences. Interestingly, the next two advantages of this application included

‘ProWritingAid feedback on vocabulary choice is useful’ and ‘ProWritingAid helps me recognize, correct, and learn from mistakes/errors that I made’ with the same score ($M = 3.92$) each. Students can benefit from this application when it suggests word choices. So, learners can learn various words used in different contexts. Moreover, ProWritingAid helps students to reduce the repetition of the same mistakes or errors in their next writing pieces. Finally, most of the participants believed that ProWritingAid can improve their writing ($M = 3.90$, $SD = 0.68$). From the merits above, students affirmed that ProWritingAid can assist them in enhancing their writing ability.

The sophomore English majors’ perceptions of teachers’ feedback

Table 3: Descriptive statistics of teachers’ feedback

Statements	Mean	Std. Deviation
Accessing teachers’ feedback is easy.	3.94	.65
The feedback from teachers is clear and understandable.	4.02	.84
The feedback from teachers is reliable.	4.00	.76
Teachers’ feedback can help me reflect on what I did wrong in my writing.	4.10	.74
Teachers’ feedback gives more detailed comments.	4.08	.72
Teachers’ feedback helps me to organize the ideas more logically.	4.08	.75
Teachers’ feedback helps me to revise my writing better, especially the content.	4.18	.69
I can have further discussions with teachers about my writing problems after receiving the feedback.	3.80	.64
Positive comments from teachers motivate me to write better.	4.12	.75
Teachers’ feedback can give me strategies to improve my further writing assignments.	4.10	.68
Teachers’ feedback	4.04	.50

The overall mean score of students’ attitudes toward teachers’ feedback in Table 3 was also high ($M = 4.04$, $SD = 0.38$). This revealed that the participants tended to favor teachers’ written feedback [19]. Particularly, the data indicated that ‘Teachers’ feedback helps me to revise my writing better, especially the content’ ($M = 4.18$, $SD = 0.69$) was highly appreciated by the students. Teachers usually focus on the content of the writing to ensure the unity and coherence of students’ paragraphs or essays. The next advantage of teachers’ feedback was ‘Positive comments from teachers motivate me to write better’ ($M = 4.12$,

SD = 0.75). Receiving positive comments will encourage students to put more effort into their future writing products. Furthermore, students reported that teachers' feedback could help them reflect on what they did wrong in their writing and give them strategies to improve their future writing assignments ($M = 4.10$). In addition, most participants affirmed that more detailed comments on their writing products from teachers help them organize ideas more logically ($M = 4.08$). As a result, the feedback from teachers is clear and understandable ($M = 4.02$, $SD = 0.84$) and reliable ($M = 4.00$, $SD = 0.76$). The benefits above prove that the participants retain a preference for teachers' written feedback.

Other benefits and drawbacks of ProWritingAid

In addition to the benefits and drawbacks of ProWriting investigated via the questionnaire, the researchers explored more opinions related to these aspects by interviewing the participants.

Other benefits

The prominent function of this application is to correct students' writing mistakes automatically, conveniently, and quickly. Compared to the use of teachers' written feedback, this correction tool is superior in terms of providing instant feedback, which helps students discover their mistakes and have immediate improvement. Participant 1 [20] suggested that 'ProWritingAid is accessible and useful because it suggests corrections immediately. So, I can learn from those corrections and avoid making the same mistakes in the future.'

Besides, suggestions related to writing styles and word choices are useful to learners. By using ProWritingAid, students are offered appropriate words in different contexts. This helps students' styles be more academic and gradually accumulate their vocabulary sources. These advantages are reflected in the participants' comments. One participant stated, 'I think that ProWritingAid can help me to save time since it detects grammatical mistakes and word choices' [21]. Another shared, 'Through the ProWritingAid, I can receive suggestions for writing styles and using appropriate word choices' [22]. With these benefits, students

can learn from their mistakes and improve their writing pieces in future tasks.

Other drawbacks

However, several participants also pointed out specific limitations of this application, such as mechanically and unintentionally correcting mistakes and the writers' content and ideas. As a result, it sometimes causes difficulties for learners to correct their writing pieces. Participant 6 [23] complained, 'ProWritingAid lacked the flexibility and did not understand the writing context, so it sometimes gave me wrong suggestions for corrections.' Participant 7 [24] also provided, 'The lack of interaction between the participants and the application makes it hard for me to understand the suggested corrections.'

Moreover, some students do not have sufficient facilities, such as a personal computer or laptop, to access this application, which was clarified by one participant: 'I use the ProWritingAid on my smartphone. The screen is so small that it causes me inconvenience to view the content of my writing pieces and the corrections' [25].

Other benefits and drawbacks of teachers' written feedback

Besides the benefits and drawbacks of ProWriting found through the questionnaire, the researchers investigated more ideas related to these aspects by interviewing the participants.

Other benefits

Teachers know students' levels, so they can suggest appropriate corrections. Thanks to teachers' feedback, students of different levels can understand their teachers' comments and try to correct their writing pieces. This idea is illustrated by an interviewee as follows: 'My writing teachers understand my writing level, so they suggest appropriate corrections for the content, grammatical structures, and word choices' [23].

Besides, teachers give strong and weak points about the students' writing products. Also, teachers provide clear explanations that help students understand grammatical points easily, while the writing tool just gives general suggestions without giving positive viewpoints on the writing pieces. With detailed corrections and follow-up discussions given by teachers, students have a

deeper understanding of their mistakes and can remedy them in the future. These benefits are reflected in the participants' responses. For example, one participant shared, 'Besides pointing out the mistakes in my writing products, my teachers usually give some examples to help me understand clearly and improve my writing skills' [21]. Another noted, 'If the teacher is not sure of what I intend to express in my writing, he or she will discuss with me to clarify the problems and find the best solution' [22].

More importantly, unlike writing tools that only focus on fundamental mistakes about grammar and word choices, teachers correct macro problems such as the organization of the writing genres, the suitability of thesis statements of essays, or the topic sentences of paragraphs. These issues help students avoid going off topic and ensure the coherence and unity of the writing pieces. One participant observed, 'My teacher mentions the structure or the organization of the writing genres, which can give orientation in writing different types of essays' [24].

Other drawbacks

The majority of the participants worried that teachers have to spend a lot of time correcting their writing pieces, especially in crowded classes. Also, some students were shy to have a direct discussion with their writing teachers. One participant reported, 'I think that there is a distance between teachers and students, so I feel under pressure when receiving feedback from teachers directly' [22].

The sophomore English majors' suggestions for using ProWritingAid and the teachers' written feedback

Most interviewees agree that the combination of the two forms, the use of ProWritingAid and teachers' written feedback, will be useful for them in learning writing skills. While the ProWritingAid helps students check fundamental mistakes such as grammar, spelling, and word choice, teachers' written feedback can help students check the organization of their writing pieces, including the structure of paragraphs or essays, topic sentences, coherence, and unity.

Four out of the seven interviewees affirmed that they prefer teachers' written correction, while the remaining ones expected the combination of using ProWritingAid and teachers' written feedback to optimize the benefits of these two forms. Particularly, they prefer using the writing tool for correction before submitting to teachers for more detailed feedback. This combination would enhance efficiency and learning outcomes.

As one participant explained:

In my opinion, I like both options because combining the two methods will help me improve my writing skills quickly and effectively. ProWritingAid will help me become more confident in writing and save time, while teacher feedback will help me improve the quality of my writing and develop my skills. [25]

Similarly, another student suggested a clear sequence for this writing correction approach:

Before submitting my writing to my teacher, I can use ProWritingAid to check for grammar, spelling, and other basic errors. This will help to save time for my teacher and focus on deeper issues. After that, I will send it to the teacher for a detailed assessment. The teacher will help me better understand the errors that the software cannot detect and give me suggestions to improve my writing. [23]

These suggestions highlight how students value automated tools and teacher feedback can work together to enhance students' writing proficiency.

B. Discussion

The findings indicate that students have positive attitudes towards ProWritingAid. In particular, most participants believe that ProWritingAid can help identify and correct grammatical and spelling mistakes quickly. These findings are in accordance with the study conducted by Fitria [3], who concluded that ProWritingAid helps students write better pieces in less time by giving grammar and spelling corrections. However, the results also showed that this application sometimes provides inappropriate suggestions for cor-

rections since it misunderstands students' purposes and writing contexts. This was aligned with the findings of Fahmi et al. [26], who stated that writing assistant applications can give misleading feedback about students' writing products.

Regarding teachers' written feedback, most students responded positively to teachers' feedback. In particular, the students agreed that the comments from the teachers on their writing pieces are understandable, which helps them notice more about the content and improve the organization of the paragraphs or essays. This finding was consistent with those of Cahyani et al. [1] and Fahmi et al. [26], who discovered that teachers' feedback focused on the content and the structure of the writing genres. The teachers' feedback was also easy to understand, so it could assist students in revising their errors in the future.

Besides, the students also acknowledged additional benefits of teachers' feedback due to reliability, motivation, detailed comments, and useful strategies that can help them improve their future writing products. By comparison, Harwood [27] found other positive aspects of teachers' feedback, including the linguistic errors and detailed comments, which motivate students to produce better writing products. Recognizing the benefits and drawbacks of the two forms of written feedback, more than half of the participants in the interview expected to combine these two types to facilitate the teaching and learning of writing more effectively. Similarly, Fahmi et al. [26] concluded that the best way to give comments on students' writing pieces was the combination of the writing application and teachers' written feedback. Although the writing applications provide undeniable merits, they sometimes suggest misleading corrections. Therefore, they cannot completely replace teachers' role in giving written feedback to students.

The participants also proposed a framework for combining the two forms of written corrections. Before submitting the writing pieces to the teachers, students can use ProWritingAid to check grammatical mistakes. This can help teachers save time and focus more on the organization and content of the writing pieces. The framework was supported by Ariyanto et al. [2], who affirmed that using ProWritingAid before teachers' feedback was useful because it decreased the teachers' workload and saved their time. That can help the teachers concentrate more on the content of students' writing.

V. CONCLUSION AND RECOMMENDATIONS

In conclusion, the participants had a very positive attitude towards these two forms of feedback. Specifically, ProWritingAid can detect grammatical errors, provide useful feedback on punctuation and spelling, vocabulary choices, and learn from the mistakes. In terms of teachers' feedback, detailed feedback on the content and the strategies motivates students to improve their writing assignments. Moreover, teachers' feedback is clear, understandable, and reliable. Each type of feedback has its own benefits and drawbacks, so most students expect to combine these two forms of feedback to improve the teaching and learning of writing skills.

Due to the limitation of time, the participants experienced this automated written correction form in one writing subject, focusing on two genres of writing, compare and contrast essay and opinion essays. Since students may not provide sufficient comments on the application of this tool, the collected data can be limited. In the future, not only should ProWritingAid but also other automated writing correction tools be integrated into writing academic reports, practicum reports, and research papers. Students can choose the most feasible writing correction tool to improve their writing pieces.

Based on the findings above, suggestions are proposed for teachers and students. Students should practice using the writing assistant applications to check their grammatical mistakes, spelling, and word choices. Moreover, students should equip their learning facilities such as Wi-Fi signal, laptops, or personal computers to practice easily. If students are unsure of the corrections suggested by the applications, they can take notes and discuss with their writing teachers. When giving feedback to students, teachers should balance their positive and negative comments to motivate students to make improvements in learning writing skills. More importantly, teachers should give oriented comments and appropriate explanations that facilitate lifelong learning for students.

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