

L2 writers' feedback seeking from ChatGPT for automated written corrective feedback

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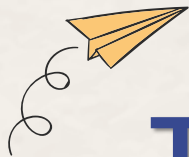


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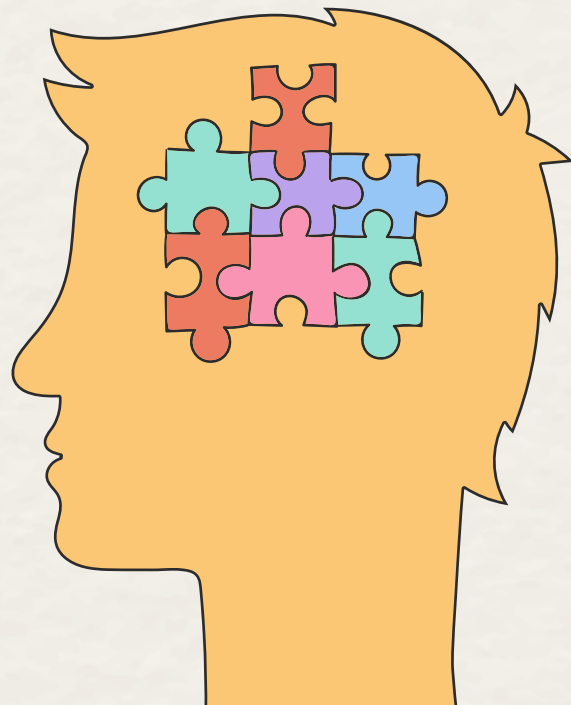
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01

Introduction



Feedback in L2 learning/writing

- **Recent advancement** (Carless & Young, 2023; Hyland & Hyland, 2019; Vuogan & Li, 2022)
- **Shifting paradigm** (Jensen et al., 2023; Winstone et al., 2022)
- **Technology-enhanced** feedback (Koltovskaia, 2020; Ranalli, 2021)

*“Feedback seeking involves purposely seeking information about one’s own level of performance, interpreting it, and applying it to seek, generate, and use information for enhancement purposes.
”(Carless & Young, 2023; Anseel et al. 2015)*



Research Context: GAI for feedback

What differences GAI has brought about to feedback practices and research in L2 pedagogy?

- Outstanding **performance** (Wu et al. , 2023)
- Emphasis on **interactivity** in human-AI communication (Giray, 2023)
- Calls for **agentic** engagement (Nieminen et al., 2021; Winstone et al., 2016)



02

Literature Review





Automated feedback: from automation to AI-generation



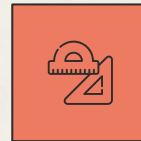
Traditional

Origin and shortcomings of traditional automatic feedback providers, eg., Pigai.com, Criterion, etc.
(Bai & Hu, 2017)



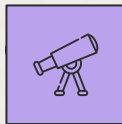
Contemporary

Improvement, affordances, and utilization of new feedback providers (mostly AI-based), e.g., Grammarly.
(Koltovskaia, 2020)



Generative AI

Why ChatGPT (or its likes) has the potential to be an effective feedback provider?
(Mizumoto & Eguchi, 2023; Wu et al., 2023)



A knowledge **gap**:

Students' behavior/agency

Feedback seeking (behavior)



- **How** is feedback seeking **defined**?

Avenue to reduce uncertainty but also subject to a lot of factors.

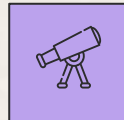
(Anseel et al., 2015)

- **How** is feedback seeking **conceptualized** in L2 learning?

Students' utilization of inquiry and monitoring strategies in seeking feedback from teachers, peer learners and the learning environment.

(Papi et al., 2019)

A knowledge **gap**:



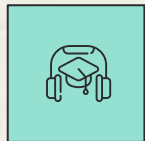
Passive feedback receiver vs. active feedback generator/co-constructor in the age of AI.



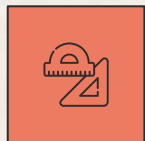
Theoretical underpinnings



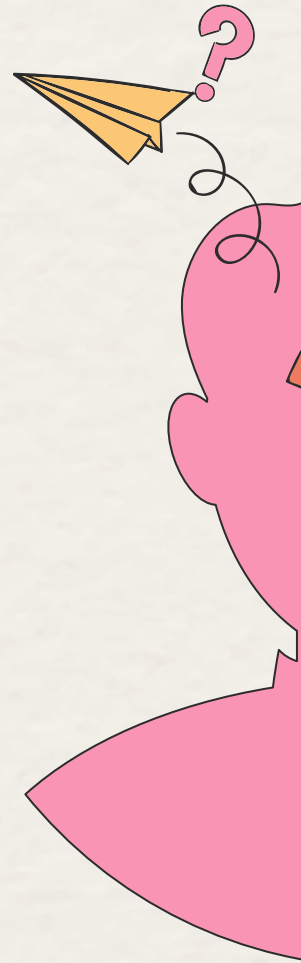
New feedback paradigm
(Jensen et al. 2023)



**Sociomaterial/ecological perspective of
learning/feedback**
(Chong, 2021; Gravett, 2022)



Activity Theory/Human-technology interaction
(Kaptelinin & Nardi, 2018)





Research Questions

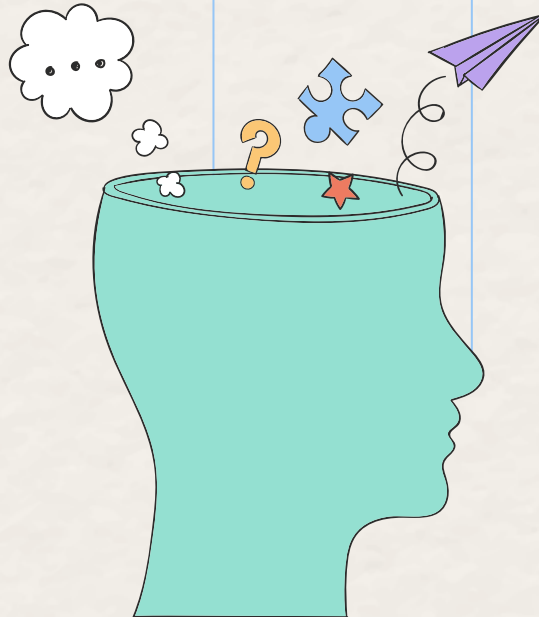
RQ1:

What characterizes the development of feedback seeking abilities of the participants in using ChatGPT for feedback?



RQ2:

What are L2 writers' perceptions of the development of feedback seeking abilities?





03

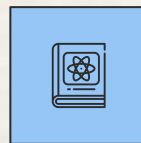
Methods and Materials

Subject, Context and Procedures



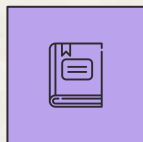
Participants

3 Chinese EFL learners; multiple case study



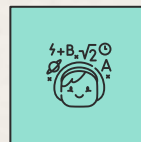
The project

Longitudinal study; each week 2 sessions of training and 3 sessions of practice



Data collection

Document (ChatGPT prompts); in-depth interview



Analysis

**Document analysis;
Content analysis**





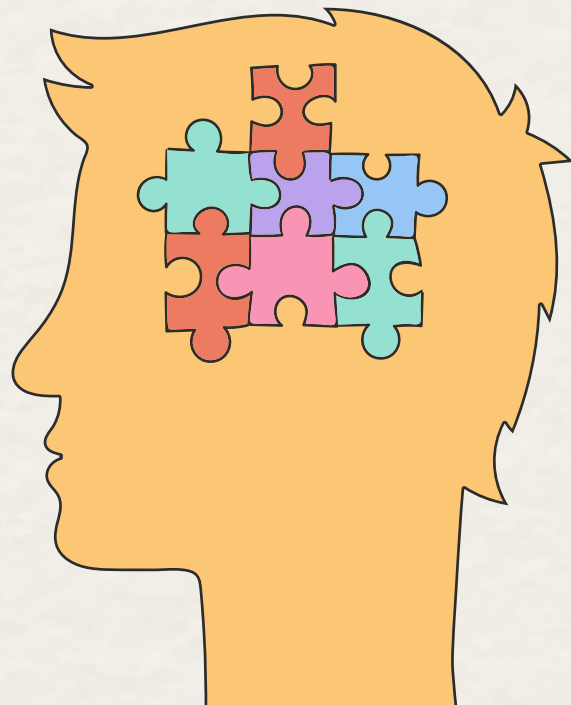
Some ChatGPT-related methodological considerations

- Official **GPT 3.5** version
- A uniform **prompting template**
- **Exploratory** approaches to use ChatGPT for AWE/AWCF

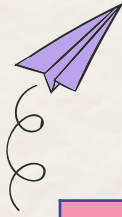


04

Results*



**Partially presented as the study is on-going*



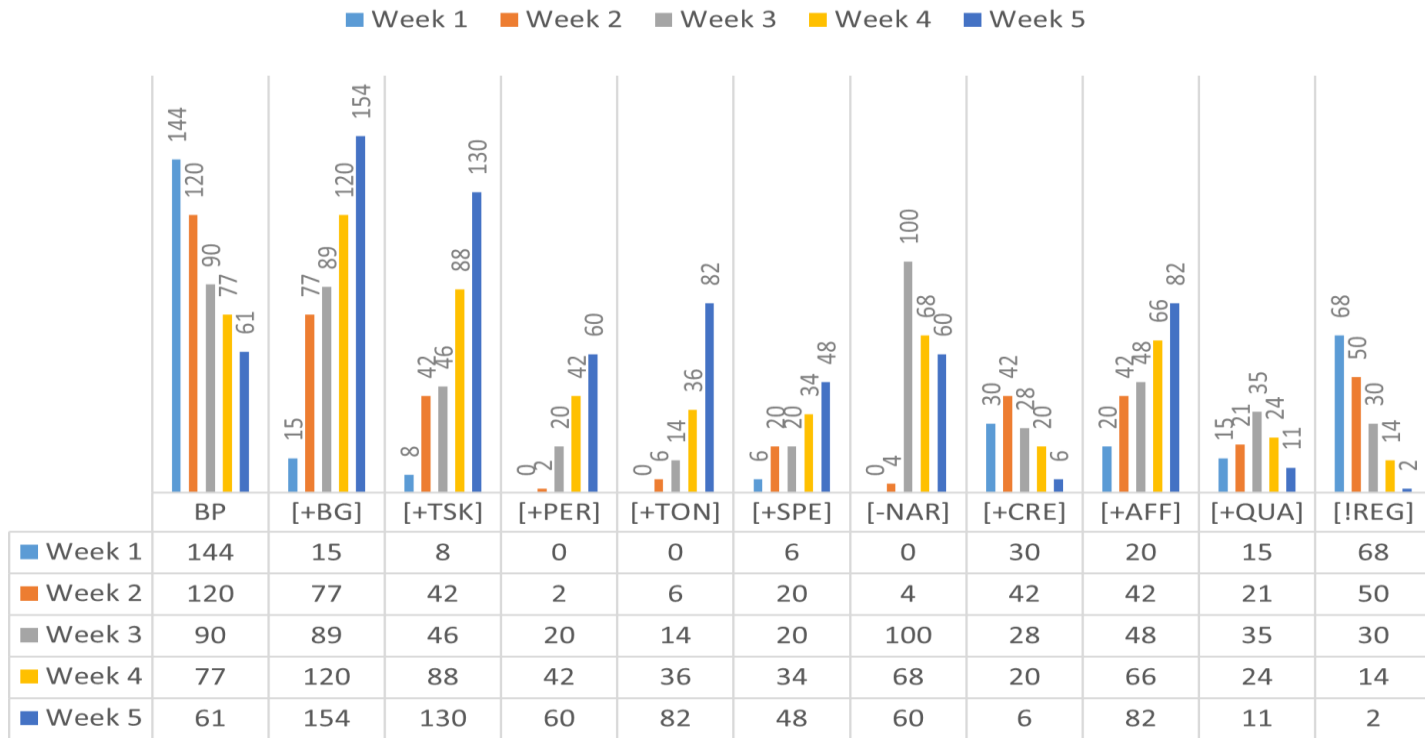
Prompts Created by Toby

	Prompt	Words	Words per prompt	Rounds	Prompts per round	Time spent (min)
Week 1	306	3213	10.5	48	6.4	251
Week 2	426	4856	11.4	35	12.2	215
Week 3	520	7124	13.7	31	16.8	177
Week 4	589	9365	15.9	27	21.8	111
Week 5	696	12389	17.8	26	26.8	96
Sum	2537	36947	-	167	-	850
Mean	507.4	7389.5	13.9	33.4	16.8	170



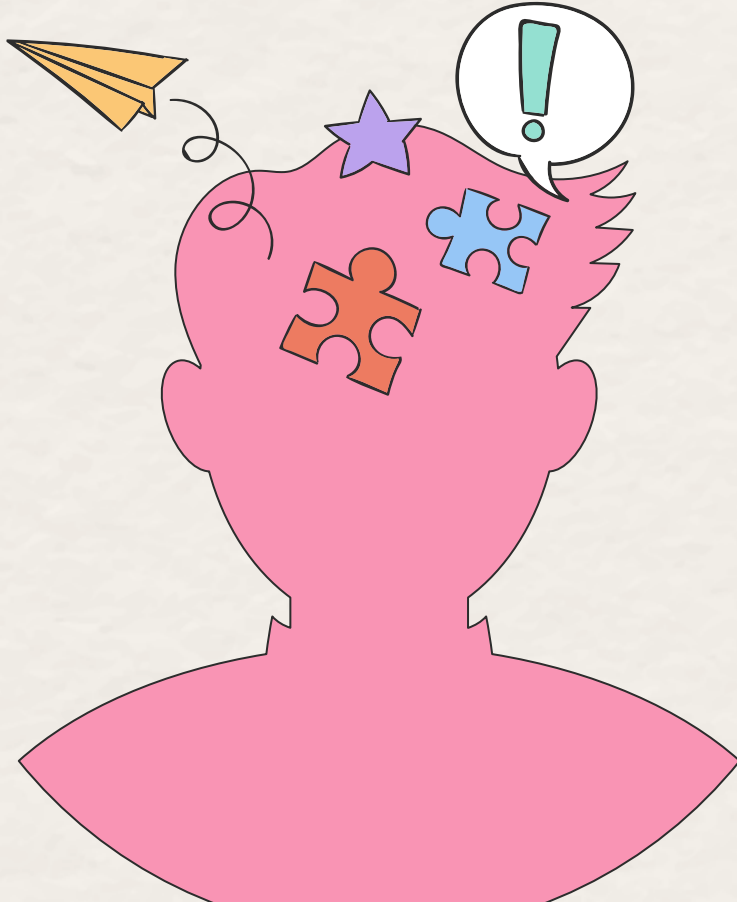


Prompts Patterns of Toby



Notes: BP: barebone (minimal) prompt; [+BG]: providing background information; [+TSK]: providing task requirement; [+PER]: providing virtual persona; [+TON]: ask to feedback in a style and tone; [+SPE]: with additional specific demands; [-NAR]: ask to narrow down feedback foci; [+CRE]: ask to check credibility; [+AFF]: provide affective evaluation to regenerate feedback; [+QUA]: provide quality evaluation to regenerate feedback; [!REG]: totally regenerate feedback.





05

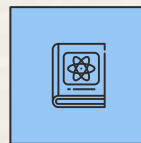
Concluding Remarks

Discussion, limitation, implication



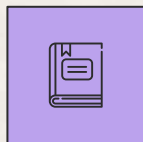
Discussion

1. How should we understand feedback seeking in the context of ChatGPT
2. And its developmental trajectories?



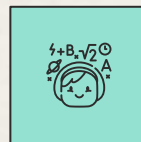
Implications

For research and pedagogy



Limitations

What the present study failed to achieve?



Future research

Directions for future research.





Thanks! ❤️ 谢谢!
Terima Kasih!



Do you have any questions?

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