

Using Artificial Intelligence Tools for Providing Feedback as A Strategic Response to Addressing Challenges in Students' Academic Writing



Innocent Zitha¹ , Ditshego Masete²  & Sarah Matsetela³ 

¹ School of Languages, Faculty of Humanities, North-West University, South Africa.

² Faculty of Law, North-West University, Potchefstroom, South Africa.

³ School of Languages, Faculty of Humanities, North-West University, South Africa.

ABSTRACT

The domain of academic writing poses a series of persistent challenges for students transitioning into higher education, particularly stemming from deficiencies in fundamental writing competencies. This paper, therefore, examined these obstacles and advocated for the implementation of personalised digital feedback through artificial intelligence (AI) tools to enhance students' writing abilities. The researchers collected data from 147 participants using purposive sampling among the ECP (Extended Curriculum Programme) students, a group specifically selected for their need for writing support. Data was collected using questionnaires, narrative inquiries, and an analysis of written essays. The Field-Mode-Tenor framework from Register theory was used to categorise language usage mistakes and errors systematically. The integration of AI tools, particularly Meta AI and Grammarly, was found to improve students' writing skills by providing timely and individualised feedback. The findings of this study highlight key academic writing challenges, such as redundancy, orthographic errors, and the misuse of contractions. The findings of this study demonstrate that both Meta AI and Grammarly provided substantial feedback on assessments. They offered practical solutions and enhanced confidence in the effectiveness of these AI tools. Furthermore, the findings suggest that AI tools possess the capacity to bridge gaps in academic proficiency, thereby contributing to a more equitable education system. This study contributes to the literature on integrating AI tools in language teaching and providing constructive feedback that significantly improves students' writing skills. Consequently, this promotes digital literacy and critical thinking, encouraging students to be engaged users of technology rather than passive consumers.

Correspondence

Innocent Zitha

Email:

Innocent.Zitha@nwu.ac.za

Publication History

Received:

30th January, 2025

Accepted:

27th May, 2025

Published:

18th June, 2025

Keywords: Error Tagging, AI, Discursive Writing, Peer Feedback, Prowess.

INTRODUCTION

The expansion of higher education, largely attributable to the commercialised nature of contemporary higher education institutions, has reduced the personalised attention that academic literacy lecturers can provide to their students. The limited resources have created a situation where the number of students enrolled in higher education institutions is disproportionately higher than the available human resources to provide tutoring. This tends to result in a dearth of substantial feedback on individual student

assessments.¹ As such, instructors, facilitators, and academics seemingly do not provide constructive feedback nor allow students to resubmit their work owing to the lack of human resources and capacity. Time and human capacity limit students' progress.² In the face of this increasing demand for effective academic writing support and the challenges faced by lecturers in giving prompt and personalised feedback to individual students, the exploration of AI-based solutions has become not just a possibility but a necessity. Numerous studies have demonstrated that the introduction of artificial intelligence (AI) can significantly enhance the process of addressing challenges in academic writing.³ These studies reveal that AI tools can assist writers in improving the clarity, coherence, and overall quality of their work. By providing instant feedback on grammar, style, and structure, AI is a valuable resource for students and researchers, enabling them to refine their writing skills and produce more effective academic papers.⁴

Furthermore, AI can streamline the research process by helping users efficiently gather and organise relevant information, ultimately leading to more focused and well-structured writing. Ahea, Ahea, and Rahman draw attention to the significance of feedback in improving the learning experience for the students by affording them a semantic learning curve, which leads students to mastery of the concepts being taught. Student feedback can be used to evaluate students' mastery of concepts in higher education.⁵ Constantly, situations occur where students face varied problems in the academic writing assessments. Mokganya and Zitha contend that students within higher education institutions frequently lack the fundamental knowledge and skills essential for effectively addressing the challenges associated with advanced subject matter.⁶ The resources and time of the student population became detrimental to the support required for students entering the Higher Education sector. Such resources and time are scarce in historically disadvantaged universities and other universities that have adopted the commercial system, as there is high enrollment and less human capital. Furthermore, this leads to students encountering challenges that cannot be addressed in the classroom environment. Feedback is vital in easing students' development as independent learners to monitor, evaluate, and regulate their learning.⁷ Consequently, valuable feedback directly addresses students' specific challenges and suggests ways in which they may improve after each learning and teaching academic activity. Hence, this paper aims to delve into academic writing challenges and propose using individualised digital feedback facilitated by AI tools to bolster their writing prowess.

The following research questions underlie the study:

- What are the significant academic writing challenges that students face due to a lack of feedback, and how do these challenges impact their learning?
- What are the capabilities of Meta AI and Grammarly in providing quality feedback on academic writing challenges encountered by university students?

¹ Watcharapol Wiboolyasarin et al., "Synergizing Collaborative Writing and AI Feedback: An Investigation into Enhancing L2 Writing Proficiency in Wiki-Based Environments," *Computers and Education: Artificial Intelligence* 6 (2024): 100228; Mzamani Steven Khosa and Innocent Zitha, "Code-Switching as a Tactical Approach to Enhance Learner Engagement with Intricate Concepts in Oral English Presentations," *International Journal of Research in Business and Social Science* 13, no. 6 (2024): 294–302.

² Hongliang Qiao and Aruna Zhao, "Artificial Intelligence-Based Language Learning: Illuminating the Impact on Speaking Skills and Self-Regulation in Chinese EFL Context," *Frontiers in Psychology* 14 (2023): 1255594; Thomas Stringer et al., "The Utilization of Artificial Intelligence at the Kwansei Gakuin University Language Center: Instructor Suggestions for Enhancing Teaching and Learning," *言語教育研究センター研究年報*, no. 27 (2024): 3–34.

³ Saori Aida, "Impact of E-Learning Orientation, Moodle Usage, and Learning Planning on Learning Outcomes in on-Demand Lectures," *Education Sciences* 13, no. 10 (2023): 1005; Stringer et al., "The Utilization of Artificial Intelligence at the Kwansei Gakuin University Language Center: Instructor Suggestions for Enhancing Teaching and Learning"; Preeti Bhaskar and Puneet Kumar Kumar Gupta, "Delving into Educators' Perspectives on ChatGPT in Management Education: A Qualitative Exploration," *Interactive Technology and Smart Education*, no. ahead-of-print (2024).

⁴ Abdel-Karim Al-Tamimi et al., "Chatbots in Education: Addressing Student Needs and Transforming Learning in the Post-COVID-19 Era," in *Building Resiliency in Higher Education: Globalization, Digital Skills, and Student Wellness* (IGI Global, 2024), 99–127.

⁵ Md Mamoon-Al-Bashir Ahea, Md Rezaul Kabir Ahea, and Ismat Rahman, "The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education," *Journal of Education and Practice* 7, no. 16 (2016): 38–41.

⁶ G Mokganya and I Zitha, "Assessment of First-Year Students' Prior Knowledge as a Pathway to Student Success: A Biology Based Case," in *The Focus Conference (TFC 2022)* (Atlantis Press, 2023), 233–46.

⁷ Peter Ferguson, "Student Perceptions of Quality Feedback in Teacher Education," *Assessment & Evaluation in Higher Education* 36, no. 1 (2011): 51–62.

LITERATURE REVIEW

General Writing Challenges

This section provides the context and justification for adopting artificial intelligence tools to provide feedback on written essays. The increasing demand for effective academic writing support, combined with the challenges lecturers encounter in providing prompt and personalised feedback, has led to the exploration of AI-based solutions. The section also outlines the current state of academic writing challenges and the limitations of traditional feedback methods in addressing these issues. Furthermore, it delves into the rationale behind the use of AI tools, highlighting their potential to enhance the quality and efficiency of written feedback, offering a tactical approach to improving academic writing ability.

The Lack of Constructive Feedback on Students' Writing Tasks

Reports on studies conducted in the higher education sector constantly expound that instructors do not give comprehensive feedback and/or request resubmissions because there is no time.⁸ Lecturers are always under a lot of pressure to perform numerous functions, but with extraordinarily little time, for example, at postgraduate level supervision, they must ensure that students author papers and present at conferences or draft articles for publication. Increasing pressures endured by Academic literacy Lecturers at institutions of Higher Education due to massification issues are one of the challenges facilitators encounters, and these pressures affect the way lecturers instruct and assess students' writings.⁹ As such, the major causes of these challenges are still unaddressed, owing to the constant complaint of pressure that has become a focal point of assessing students' work.

Inadequate Mastery of Academic Literacy

Most students perceive academic writing as something for study and teaching skills rather than the interplay of academic literacies or the process of socialisation into discipline-specific discourses.¹⁰ Consequently, they become dependent on lecturers to perform most of the regulatory and reflective functions desired in the learner.¹¹ Students approach academic writing with negativity and misconceptions, which stem from their imaginations of a university as a place of technology. For them, the practice-oriented focus of the university should disregard academic writing as a critical practice in the learning process, for they do not understand that academic writing is designed to be an enriching learning experience.¹²

The Use of a Social Interactive Approach to Teaching Writing

Students approach writing with mixed feelings and often "regard it as a time-consuming and unpleasant chore".¹³ As mentioned in the preceding discussions, this compromises the individual attention lecturers can give students. Individual attention often transforms into a rewarding relationship, which usually develops from the "social interactive approach to the teaching of writing";¹⁴ however, lecturers do not spend time appreciating every piece of student writing as a developmental process.

In these studies, most of the results show that for student writing to improve, there should be regular feedback through one-on-one interaction between students and lecturers. When this happens, it "will be a useful moment of intersection between the content and the individual approach to learning as well as the site of interaction between the socially determined aspects of literacy and the individual response," said Mazayev *et al.*¹⁵ Some of these excerpts presuppose that students struggle because they

⁸ Nawar Al-Marsumi, "The Use of Tautology in 'The Thorn' by William Wordsworth: A Stylistic Study," *Arab World English Journal For Translation and Literary Studies* 1, no. 3 (August 15, 2017): 139–61, <https://doi.org/10.24093/awejtls/vol1no3.10>.

⁹ Innocent Zitha and Matodzi Nancy Lambani, "Register Competence in Academic Writing of Student Teachers Specialising in English Didactics at the University of Venda," *Southern African Linguistics and Applied Language Studies* 42, no. sup1 (December 6, 2024), <https://doi.org/10.2989/16073614.2024.2311887>.

¹⁰ G M Trudie du Plooy and Gertruida M Du Plooy, *Communication Research: Techniques, Methods and Applications* (Juta and Company Ltd, 2009).

¹¹ Mark L Knapp, Judith A Hall, and Terrence G Horgan, *Nonverbal Communication in Human Interaction* (Thomson Wadsworth, 1972).

¹² Ranjit Kumar, "Research Methodology: A Step-by-Step Guide for Beginners," 2018.

¹³ du Plooy and Du Plooy, *Communication Research: Techniques, Methods and Applications*.

¹⁴ Donald H Naftulin, John E Ware Jr, and Frank A Donnelly, "The Doctor Fox Lecture: A Paradigm of Educational Seduction," *Academic Medicine* 48, no. 7 (1973): 630–35.

¹⁵ A Yu Mazayev, "Political Discourse: Factor of Addressee," *Moscow: Gnos*, 2005.

are not very proficient in the English Language, “the role of English language proficiency cannot be ignored in this case, academic writing is more than just stringing sentences”.¹⁶ In other words, academic writing is part of a specialised discourse of higher education, which involves critical, analytical, and reflective thinking skills.

Feedback Limitations

Feedback in academic learning and teaching activities becomes integral to students’ improvement and is effective in learning and teaching when it is done in a timely manner.¹⁷ Mulliner and Tucker highlighted some assertions made by Gibbs and Simpson as well as Hattie and Timperley, who argued that feedback is conceptualised as an issue of “knowledge of results” or “correction of errors,” which is often seen as a product which is a consequence of performance.¹⁸ Therefore, feedback should be meaningful to students and serve the purpose of learning and teaching posts for any academic activity for which it was proposed. This was argued by Yang and Pan, who showed the importance of generic feedback. Students often perceive Feedback delivered too late as less useful and rarely acted upon in subsequent teaching and learning activities.¹⁹ Lecturers use feedback as a post-activity constructive intervention. This action is perceived as a correction of errors, which is either done as (i) commentary on students’ scripts, (ii) as general feedback made to a whole class, or (iii) as formative feedback provided to individual students. Formative feedback as an intervention in learning and teaching activities is used to aid students’ improvements in concepts and notions where they have encountered difficulties. Therefore, digital feedback transition is essential and effective in aiding students in learning and teaching.

Ranging from different challenges each student faces, personalised feedback, either from a lecturer to students or amongst peers, is one mode of feedback that may be used as an intervention to eliminate students’ specific shortcomings on concepts under evaluation. Madden et al. argued that feedback should be personalised to the student.²⁰ Feedback should be a mechanism of intervention used to address and advance students’ shortcomings to mastery of concepts under review. It must advance challenges faced by students into skills and mastery of the concepts it proposes to achieve. This feedback is either written or oral but highlights students’ errors and how to improve them. The purpose is to advance students from one point to the next.

Therefore, feedback must be constructively aligned with the assessment criterion, learning outcome, and teaching and learning activity to enable “feed-forward.” Zitha et al. highlighted that students’ preference for feedback is skewed to verbal over written feedback.²¹ They stressed that students perceived verbal feedback as more personal and effective than written feedback. However, students’ dimensions of differences and personality differ. Some students may prefer written feedback as opposed to verbal feedback. Verbal and oral feedback serve the same purpose: reporting an evaluation to students after the learning and teaching activity or assessment to equip and advance their learning approach.

Wheatley, McInch, Fleming, and Lord emphasised that “feedforward” can include looking at draft versions of students before the final submission of actual and finalised work.²² This enables students to gain experience from formative feedback given on drafted tasks before submitting a summative assessment. In achieving feedback that enables feedforward, students may use feedback obtained from prior assessments to revisit and improve on concepts within the curriculum. Such feedback brings value

¹⁶ A. P. Chudinov, “Political Linguistics: Manual,” M.: Flinta, 2012. 50

¹⁷ Paul Ramsden, *Learning to Teach in Higher Education* (Routledge, 2003).

¹⁸ Emma Mulliner and Matthew Tucker, “Feedback on Feedback Practice: Perceptions of Students and Academics,” *Assessment & Evaluation in Higher Education* 42, no. 2 (February 17, 2017): 266–88, <https://doi.org/10.1080/02602938.2015.1103365>; Graham Gibbs, *Improving the Quality of Student Learning* (University of South Wales (United Kingdom), 2005); John Hattie and Helen Timperley, “The Power of Feedback,” *Review of Educational Research* 77, no. 1 (March 1, 2007): 81–112, <https://doi.org/10.3102/003465430298487>.

¹⁹ Yiyang Yang and Fan Pan, “Informal Features in English Academic Writing: Mismatch between Prescriptive Advice and Actual Practice,” *Southern African Linguistics and Applied Language Studies* 41, no. 2 (April 3, 2023): 102–19, <https://doi.org/10.2989/16073614.2022.2088579>.

²⁰ Oneil Madden et al., “Teletandem and the Development of Intercultural Communicative Competence: Reflections from the ClerKing Project,” *Language Education and Technology* 4, no. 2 (2024).

²¹ Innocent Zitha and Lutendo Nendauni, “Linguistic Misconceptions of Tautology in the English Second Language Context among Student Educators,” *Southern African Linguistics and Applied Language Studies*, 2025, 1–13.

²² Lucy Wheatley et al., “Feeding Back to Feed Forward: Formative Assessment as a Platform for Effective Learning,” *Kentucky Journal of Higher Education Policy and Practice* 3, no. 2 (2015): 1–31.

and effectiveness to the learning and teaching activities and students' forward-looking prospects for academic activities.

Recently, institutions of higher learning have adopted digital platforms to facilitate learning and teaching activities. Each institution has its learning management system (LMS), which addresses teaching and learning based on the affordances considered fit by the institution. Since then, activities have been facilitated online, and feedback on students' learning activities has been deployed to respective LMSs. In e-learning, feedback can still be done in written (emails, direct chat via institutional prescribed platforms) or oral (Audio or video, e-meetings) format. Massification and time limits have been observed as critical concerns that are still unaddressed. Hence, this study aims to explore the adoption of AI tools as a tactical approach to addressing the academic writing challenges among university students. These tools, such as Meta AI, are designed to provide individualised, context-aware feedback on students' written work.

The Potential of AI on Individual Feedback

Numerous studies have demonstrated that the incorporation of AI can significantly enhance the process of addressing challenges in academic writing. These investigations reveal that AI tools provide critical assistance to writers by improving the clarity, coherence, and overall quality of their written work.²³ By supplying instant feedback on various aspects such as grammar, writing style, and structural organisation, AI emerges as an invaluable ally for students and researchers.²⁴ This support not only aids in the immediate task of refining individual pieces of writing but also contributes to the long-term development of their writing skills, ultimately enabling them to produce more impactful and polished academic papers.

Artificial Intelligence can significantly enhance academic writing by offering a multitude of advantages.²⁵ These include the correction of grammar and syntax, enhancing style and clarity, detecting plagiarism, providing content suggestions, improving organisation and structure, facilitating language translation, and increasing accessibility. Numerous AI-powered tools, such as Grammarly, ProWritingAid, Hemingway Editor, and various language applications, contribute to these advancements in writing quality. Conversely, this study took a paradigm shift to explore the capabilities of AI tools in providing personalised feedback on students' assessment projects as a tactical approach to address general academic writing challenges encountered by university students.

THEORETICAL FRAMEWORK

Register Theory's concept within linguistics encompasses an examination of language variation across diverse contextual frameworks. This theory is closely linked with the scholarly work of M.A.K. Halliday, a key advocate in this domain who introduced the concept of 'Register' in his book.²⁶ Halliday's scholarship underscores the significance of contextual factors in comprehending the function and structure of language. Additionally, Douglas Biber has made substantial contributions to Register Theory through extensive research on register variation and its ramifications for linguistic theory and analysis.²⁷ Susan Conrad, collaborating with Biber, has also contributed to understanding register, genre, and style in English texts.²⁸

Furthermore, Anne-Marie Simon-Vandenberg has made notable strides in applying Register Theory to communicative teaching, shedding light on the practical implications of register analysis in language learning and pedagogy.²⁹ These esteemed scholars have been instrumental in advancing and extending Register Theory, offering valuable insights into the dynamic nature of language in practical

²³ Al-Tamimi et al., "Chatbots in Education: Addressing Student Needs and Transforming Learning in the Post-COVID-19 Era."

²⁴ Koki Mandai et al., "A Cross-Era Discourse on ChatGPT's Influence in Higher Education through the Lens of John Dewey and Benjamin Bloom," *Education Sciences* 14, no. 6 (2024): 614.

²⁵ Stringer et al., "The Utilization of Artificial Intelligence at the Kwansei Gakuin University Language Center: Instructor Suggestions for Enhancing Teaching and Learning."

²⁶ M. A. K. Halliday and C. M. I. M. Matthiessen, *An Introduction to Functional Grammar*, 4th ed. (Routledge, 2014).

²⁷ Douglas Biber, "Register as a Predictor of Linguistic Variation," *Corpus Linguistics and Linguistic Theory* 8, no. 1 (May 25, 2012): 9–37, <https://doi.org/10.1515/cllt-2012-0002>.

²⁸ Susan Conrad, "Register in Corpus Linguistics: The Role and Legacy of Douglas Biber," *Corpus Linguistics and Linguistic Theory* 19, no. 1 (February 23, 2023): 7–21, <https://doi.org/10.1515/cllt-2022-0032>.

²⁹ Anne-Marie Simon-Vandenberg, "Register Theory and Communicative Teaching," in *Pragmatics and Education* (Boston, MA: Springer US, 1986), 143–56, https://doi.org/10.1007/978-1-4757-1574-3_9.

usage. In the context of this study, the researchers applied this theory to comprehend the causes of inappropriate register usage among university students in spoken and written language. Subsequently, the aid of AI became a focal point owing to the articulation of the rules to be observed in formal discourse. This approach has the potential to effectively address the primary challenges faced by students through the implementation of the Field-mode-tenor matrix.

METHODOLOGY

Participants of this study

A total of one hundred and forty-seven (147) first-year students enrolled in the Extended Curriculum Programme (ECP) within the Faculty of Science, Engineering, and Agriculture at the University of Venda were selected as participants for this study. This participant group comprised both male and female students. Furthermore, the researchers, acting as academic literacy lecturers, included 80 female students and 67 male students in the study. It is important to highlight that female students constituted the majority of participants, reflecting the enrollment patterns for the 2024 academic year.

Research Method

This study employed a systematic and methodologically sound approach for the collection, curation, and analysis of data to effectively address the specified issue. Additionally, qualitative research methods are commonly used to investigate and understand complex phenomena involving non-numerical data.³⁰ Quantitative research methods involve collecting and analysing numerical data to test hypotheses and find patterns to generalise the results. Mixed research methods represent a strategic approach that effectively combines qualitative and quantitative research techniques within a single study. This integration allows researchers to explore complex phenomena in greater depth by gathering rich, descriptive data through qualitative methods, such as interviews, focus groups, or open-ended surveys. These methods capture participants' diverse perspectives, emotions, and experiences, offering a contextual understanding of the subject matter.

This enables researchers to identify patterns, test hypotheses, and derive generalisations applicable to larger populations. By merging these two methodologies, researchers can achieve a more holistic view of the research question, resulting in comprehensive and relevant findings in real-world contexts. This approach enhances the overall quality of the research, laying a solid foundation for evidence-based conclusions.³¹ In this study, the researchers used a mixed-method approach, which aligns well with the positivist research paradigm. This method is appropriate for the research because it incorporates quantitative data and statistical analysis to address the research problem.

Sampling Techniques

The researchers employed a sampling method that considered the availability of participants, the study's purpose, the characteristics of the population, and the required level of precision. Convenience sampling involves selecting participants based on their accessibility. In contrast, purposive sampling involves choosing participants based on specific criteria to achieve particular research aims. This study used both convenience and purposive sampling techniques by selecting the University of Venda, a rural-based university, and focusing on first-year students. These students are still transitioning into a higher education environment. The participants included those students enrolled in this course who are undergoing this transition.

Data Collection Methods

In this study, researchers collected data through questionnaires, narrative inquiries, and essay assignments given to students. A Google Forms link was distributed to 147 students at a rural institution. The study employed questionnaires to gather students' perspectives and experiences regarding formative

³⁰ Aidah Nassazi, "Effects of Training on Employee Performance.: Evidence from Uganda," 2013.

³¹ Geraldine Hardie, Shamika Almeida, and Pauline J Ross, "Value of Industry Mentoring and Resource Commitment to the Success of an Undergraduate Internship Program: A Case Study from an Australian University.," *International Journal of Work-Integrated Learning* 19, no. 2 (2018): 155–68.

feedback from their lecturers. This groundwork established the rationale for implementing artificial intelligence tools to provide feedback on written essays. The rising demand for effective support in academic writing, coupled with the challenges educators face in delivering timely and personalised feedback, has prompted the investigation into AI-driven solutions.

Narrative Inquiry

The students articulated the primary challenges encountered in academic writing, thereby delineating extant obstacles in this domain. Additionally, they elucidated the limitations of traditional feedback methodologies in addressing these challenges. Furthermore, an examination of the rationale underlying the adoption of AI tools underscored their capacity to augment the efficacy and calibre of written feedback, thus presenting a strategic avenue for enhancing proficiency in academic writing.

Use of Meta AI for conceptualisation and clarification

The analysis of the dynamic capabilities of Grammarly and Meta AI in providing quality individualised feedback on creative pieces of writing. The major goals of this integration are to evaluate the efficacy of adopting artificial intelligence tools for providing written essay feedback in addressing academic writing challenges. Meta AI aided students in conceptualising and brainstorming the essay topic, clarifying the concepts and errors in academic writing. Students submitted their first drafts to Grammarly to pinpoint the lexical, orthographic, and grammatical mistakes and errors of the assessments and enhance the coherence and cohesion of the written work before the final submission to the Academic Literacy Lecturers for grading.

Data Analysis

Byrne describes data as the process of systematically organising, structuring, and deriving meaning from data collected by researchers.³² The researchers analysed data collected using SPSS and graphs generated using Microsoft Excel. Descriptive quantitative data analysis was adopted to present the data using frequencies and pie charts. Additionally, document analysis was used for the academic writing challenges asked for in the students' essays.

Ethical Considerations

This study did not require direct ethical clearance, as the participants are enrolled in the Extended Curriculum Programme. Data collection was carried out as part of the assessments for academic essay composition. Participants submitted their initial drafts and used Grammarly and Meta AI to receive feedback and improve their writing. Additionally, this action research is designed to facilitate the development of intervention strategies aimed at achieving potential improvements.

PRESENTATION OF FINDINGS AND DISCUSSION

This study examines the prevalent challenges in academic writing faced by first-year university students during their conventional handwritten formative assessments. These evaluations deliberately exclude the use of computer-assisted writing in order to assess students' orthographic skills and lexical proficiency in English. Additionally, the study emphasises the positive reception and application of Artificial Intelligence by students in the context of their academic evaluations. Importantly, the strategic integration of Artificial Intelligence tools within the feedback process is identified as a critical measure to alleviate the ongoing difficulties students encounter in academic writing.

³² David Byrne, "A Worked Example of Braun and Clarke's Approach to Reflexive Thematic Analysis," *Quality & Quantity* 56, no. 3 (June 26, 2022): 1391–1412, <https://doi.org/10.1007/s11135-021-01182-y>.

Integration of AI as an Assessment Assistant

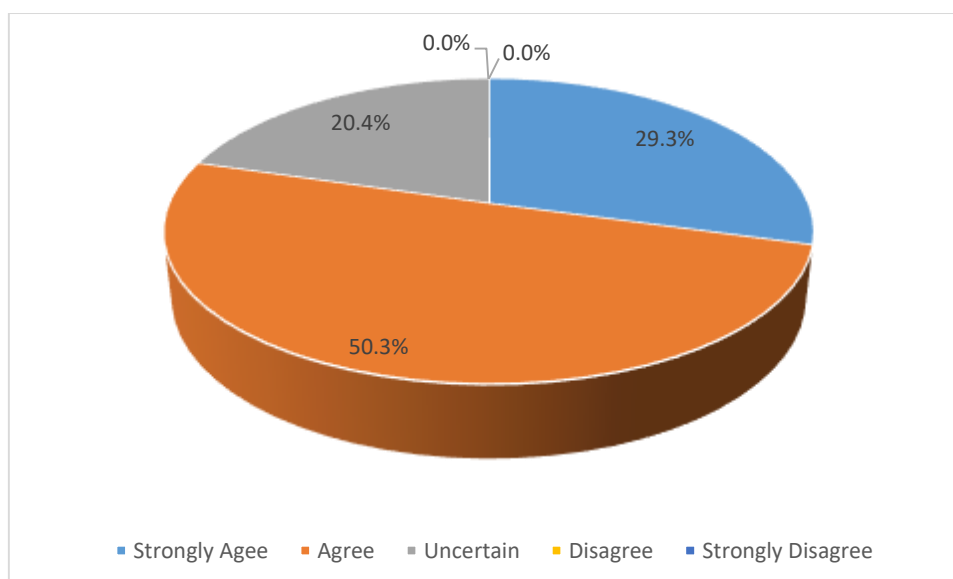


Figure 1: Artificial intelligence tools are convenient for online assessments.

In Figure 1, a substantial majority of respondents, specifically 50.3%, strongly agreed that artificial intelligence (AI) tools are significantly beneficial for conducting assessments, while an additional 29.3% agreed with this assertion. Conversely, 20.4% of participants indicated uncertainty regarding the effectiveness of AI tools in the assessment process. A small proportion of respondents disagreed with the statement, suggesting they do not perceive AI tools as helpful; however, it is noteworthy that no participants strongly disagreed. Overall, the findings indicate that most students recognise the considerable advantages of utilising AI tools for assessments. Furthermore, many respondents demonstrated familiarity with artificial intelligence, indicating that they find these tools convenient, which may facilitate their integration into corrective and constructive formative assessment feedback.

Artificial Intelligence Tools Usage

Table 1: Artificial Intelligence Tools Usage

Characteristics	Frequency	Percentage (%)
Which Artificial intelligence tools		
ChatGPT	83	56.5%
Grammarly	27	18.4%
Meta AI	28	19.0%
Plaito	6	4.1%
Ivy Chatbot	3	2.0%
Using Artificial intelligence tools for		
Assessment	113	76.9%
Learning	6	4.1%
Other	28	19.0%
Total	147	

The data illustrated in Table 1 reveals a compelling trend among participants in the rural academic setting regarding their awareness and usage of artificial intelligence (AI) tools. Out of a total of 147 participants, an impressive 145 individuals—representing 98.6%—demonstrated a clear awareness of various AI tools, indicating a profoundly high level of familiarity within this demographic.

Moreover, all participants who acknowledged their awareness of AI tools are actively engaging with them. The specific preferences for these tools vary among the participants: ChatGPT is favoured by 83 individuals, accounting for 56.5% of users. Meanwhile, 27 participants (18.4%) prefer Grammarly, 28 participants (19.0%) use Meta AI, 6 participants (4.1%) utilise Plaito and a smaller subset of 3 participants (2.0%) rely on the Ivy chatbot.

Upon examining how participants became acquainted with AI tools, it was evident that the majority, specifically, 85 participants, or 57.8%, discovered these applications through online platforms. A smaller segment, comprising 8 participants (5.4%), learned about them from their academic instructors. Meanwhile, a noteworthy group of 54 participants (36.7%) was introduced to AI tools by friends or peers. The integration of AI tools into learning processes is noteworthy, as 113 participants, equivalent to 76.9%, reported that they actively utilise these technologies to enhance their educational experiences. This suggests that AI tools are integral to their academic routines. In contrast, a less substantial group of 6 participants (4.1%) employs AI tools specifically for teaching purposes, while 28 participants (19.0%) utilise these technologies for various other applications, which may include personal projects or informal learning. It is essential to highlight the potential benefits of regular engagement with AI tools. Studies indicate that consistent usage can positively influence users' language proficiency. This reinforces the idea that incorporating AI into educational settings can serve only as a supplementary resource, but as a transformative element in how students learn and refine their language skills.

Students' Academic Writing Challenges

The AI tools were used to examine the participants' initial submissions, which comprised 147 students, and revealed a prevalent occurrence of grammatical errors and inaccuracies. Upon meticulous review, the researchers identified deficiencies in both vocabulary usage and grammar application. These inadequacies were delineated as redundancy, double negation, contraction, orthographic mistakes, double negatives, and double comparatives. Notably, the students demonstrated an absence of awareness concerning the flaws present in their written work.

Redundancy

The student essays showed redundancy resulting from the use of double comparatives. The sentences showed errors in student essays, such as the use of "more better," "more prettier," "more bigger," "more fatter," "more smaller," "more brighter," and "more clearer." These double comparatives contain suffixes denoting comparison, so adding the word "more" is unnecessary. It is important to avoid double comparatives in academic writing to ensure semantically correct sentences free from redundancy. Misunderstanding of how to use comparative adjectives in English leads to double comparatives, which are universally considered ungrammatical. This is a common challenge among English students who may use double comparatives for emphasis due to misunderstanding or insufficient editing and proofreading of their work.

The misunderstanding of redundancy errors attributed to Double negatives

The essays showed the students' misunderstanding of the use of negatives in formal writing among students, which is attributed to redundancy. The study found that students often use double negation in their academic writing, leading to errors in their written discourse. Examples of redundant expressions include: 'nobody did not see nothing,' 'we did not do nothing,' 'I will not do it no more,' 'it wasn't none of my books,' and 'you will not receive nothing.' These errors may arise from the influence of other languages, where multiple negative words are used for emphasis or to indicate a stronger negative meaning. However, in English, using two negatives in a sentence conveys a positive meaning. Additionally, students who are familiar with negative constructions like 'don't' or 'can't' might instinctively add 'no' or 'not' to sentences to make them negative.

The use of Contractions in formal writing

The prevalence of informal language, particularly contractions, in academic writing. The students' written work displayed instances of employing contractions, which are incongruent with the expectations of

formal academic discourse. The study's findings reveal a pattern of inappropriate language usage by students, notably using contractions in academic writing. It is imperative to note that contractions are not considered suitable in formal writing despite their common deployment in informal and colloquial communication. Furthermore, it is advisable to abstain from the use of contractions. However, employing contractions when directly citing an individual's exact words within a discourse is admissible. For instance, in formal academic writing, it is preferable to use "cannot" in place of "can't," "have not" instead of "haven't," "will not" rather than "won't," "could not" over "couldn't," and "is not" in lieu of "isn't." Notably, this study's conclusions are consistent with the perspective presented by Yang and Pan, who advocate against the use of contractions in formal writing.³³ Students made the wrong choice of register in their written essays, which is attributable to contractions. Social media has been a major cause of concern in the students' work, which Zitha and Lambani elucidated in their discussions on the common errors depicted in students' academic essays, such as held contractions, among other mistakes.³⁴ Contractions make written work relaxed and less serious due to the shortened versions of words used. The contractions are quite acceptable in spoken language but not in written language due to the conversational tone imposed on these words.

Orthographic Mistakes are attributed to word spacing

The findings present delineate instances of students' misspellings and errors stemming from inadequate word spacing. These pertain to compound words incorrectly segmented by the participants, thereby underscoring the prevalent orthographic challenge students face in their essays. Evidently, students have made spelling errors and encountered difficulties attributed to word spacing, as exemplified by instances such as "break fast" and "grand mother," "foot ball," "anybody," "him self," and "home made." Students' struggles with compound words manifest in erroneous divisions based on etymology and lexical categories, consequently perpetuating word spacing issues. The students do not comprehend the exact standard of compound words in English, which leads them to subdivide the word into two in its etymology. This study is congruent with Zitha study on word space emanating from the division of compound words.³⁵ These make the words lose their meaning because they are no longer combined to convey a message, the way they do when they are not subdivided. This is further supported by Khosa et al., who elucidated that word space is a critical challenge for learners when it comes to separating or bringing together two words to be one.³⁶ This study is further affirmed by Khosa and Zitha, who advocate for teaching phonemics and phonetics in the early grades of students learning English as a second language.³⁷ Word space is still a widespread problem among learners from different learning centres due to inadequate exposure to English in the early stage of their English acquisition, whereby these words are not given full attention in the classroom.

Challenges related to the omission of letters

The findings provided prevalent spelling mistakes and errors stemming from letter omissions in English words. This underscores the challenges students face by omitting letters in certain words. Common errors include "chiken" instead of "chicken," "wich" rather than "which," and "govement" instead of "government." These errors often result from differences between pronunciation and written English. Researchers have thoroughly examined the academic writing challenges encountered by students due to these errors. Significantly, these challenges were reported in retrospective studies conducted by several researchers on how difficult they seem to be to mitigate in the students' written work. As such, most of the attempts could not solve the problem since the constructive feedback was impeded by the massification of the Academic Literacy modules offered to all the first year entering students transitioning

³³ Yang and Pan, "Informal Features in English Academic Writing: Mismatch between Prescriptive Advice and Actual Practice."

³⁴ Zitha and Lambani, "Register Competence in Academic Writing of Student Teachers Specialising in English Didactics at the University of Venda."

³⁵ Innocent Zitha, "Orthographic Challenges Encountered by Fourth-Grade English Language Learners in a Rural-Based South African Primary School," *Forum for Linguistic Studies* 6, no. 6 (November 27, 2024): 84–93, <https://doi.org/10.30564/fls.v6i6.6972>.

³⁶ Mzamani Steven Khosa, Innocent Zitha, and Matodzi Nancy Lambani, "Use of Concord and Its Associated Effects on Semantics in English Essays: A Case of Grade 10 First Additional Language Learners in South Africa," *TWIST* 20, no. 2 (2025): 29–36.

³⁷ Khosa and Zitha, "Code-Switching as a Tactical Approach to Enhance Learner Engagement with Intricate Concepts in Oral English Presentations."

into the Higher Education space. Moreover, some of the students were exposed to Code-switching and a code-switching learning context.

Strategies for Addressing Academic Writing Challenges with the aid of AI tools

The findings of the study reveal that students encounter difficulties in academic writing primarily due to a lack of prompt and constructive feedback on their submissions. Consequently, there has been little significant improvement in their writing skills. This challenge is largely attributed to the high student-to-instructor ratio in higher education, which results in insufficient personalised feedback. The researchers considered the integration of artificial intelligence technologies, such as Meta AI and Grammarly, into language learning and academic writing programs to mitigate this issue by providing corrective and constructive feedback to students. Such an integration is designed to enhance students' writing skills through various means, allowing them to leverage the capabilities of Meta AI and Grammarly effectively. The students were introduced to the four strategies to develop coherent and cohesive academic writing prowess.

AI as Enabler for Proofreading and Refining Academic Writing

The research findings reveal that students use Meta AI and Grammarly software to expedite the provision of prompt, constructive feedback on assessments about the coherence and cohesion of their written work. Through proofreading and editing, students identify lexical and grammatical errors within their writing with the assistance of Meta AI and Grammarly tools. Conspicuously, students explicitly noted that grammatical errors detected by the AI tools were initially perceived as normal language usage and were only identified as errors upon review by the AI tools. Importantly, the incorporation of AI tools has demonstrated their effectiveness in addressing students' academic writing deficiencies. The findings of this study concur with Wheatley, McInch, Fleming, and Lord, who emphasised that “feedforward” may mean inspecting the first versions before the final submission of written work, such that there is room for improvement.³⁸ The findings are consistent with Bhaskar and Gupta, who stated that AI appears to be an innovative panacea in self-learning among students.³⁹ This gives students unlimited academic support from the AI and innovative feedback on drafted tasks before submitting a summative assessment. Moreover, this study is congruent with Al-Tamimi et al. advocate for AI adoption for effective learning for students to expedite proficiency in most learning subjects.⁴⁰ With the aid of AI tools, students learn to review, edit, and restructure their writing to eliminate errors and enhance readability.

Digital tool for providing feedback to students

The students used AI tools to receive feedback on their assessments for language errors and mistakes. They utilised Meta AI and Grammarly to help rephrase their arguments in written assignments, identify areas needing attention, and receive feedback on writing style, register usage, and word choice. As a result of the AI feedback, the students' final submissions were quite impressive before being graded by the instructor. This study is consistent with Ferguson, who showed that feedback is critical in establishing students' advancement as autonomous writers to monitor, evaluate, and regulate their learning. AI-driven feedback has become a meaningful change in addressing writing challenges.⁴¹ The findings of Bhaskar and Gupta corroborate the observation of this study, which perceived AI as a dynamic tool for changing the constant observation in student learning in higher education.⁴² This study explored Meta AI and Grammarly as quite flexible, as they are available to find a solution at the click of a button. On the other hand, Aida elucidates that the orientation of e-learning should be an integral part of student learning in the post-COVID-19 era through the ever-evolving AI software and tools.⁴³ Furthermore, through

³⁸ Wheatley et al., “Feeding Back to Feed Forward: Formative Assessment as a Platform for Effective Learning.”

³⁹ Bhaskar and Gupta, “Delving into Educators' Perspectives on ChatGPT in Management Education: A Qualitative Exploration.”

⁴⁰ Al-Tamimi et al., “Chatbots in Education: Addressing Student Needs and Transforming Learning in the Post-COVID-19 Era.”

⁴¹ Ferguson, “Student Perceptions of Quality Feedback in Teacher Education.”

⁴² Bhaskar and Gupta, “Delving into Educators' Perspectives on ChatGPT in Management Education: A Qualitative Exploration.”

⁴³ Aida Akavova, Zarema Temirkhanova, and Zarina Lorsanova, “Adaptive Learning and Artificial Intelligence in the Educational Space,” *E3S Web of Conferences* 451 (November 20, 2023): 06011, <https://doi.org/10.1051/e3sconf/202345106011>.

remedial work from Meta AI, students appear to finetune their writing with the appropriate style and tone.

Using AI for the conceptualisation and clarification of complex concepts

The researchers have observed that addressing the challenges identified in students' written work requires meticulous attention. Subsequently, the lecturers suggested that students seek clarity and critically analyse linguistic errors and writing rules using the Meta AI. Moreover, students can utilise Meta AI to access examples and detailed explanations of grammar rules and punctuation usage, enhancing their writing skills. Many students have found this software and tools user-friendly and have integrated AI tools into their academic assessments to clarify concepts, generate ideas, and conceptualise various topics and questions. The findings of this study are congruent with those of Qiao and Zhao, who assert that language learning should be AI-centred to catalyse students' quick mastery of concepts.⁴⁴ Significantly, the students consulted Meta AI as the tutor for their assessments, and it has equipped them with writing prowess. This is consistent with Wiboolyasami et al., who advocate for the introduction of AI in collaborative writing among students as a strategy to enhance writing skills.⁴⁵ Mandai et al. (2024) report on the related suggestions that Meta AI has become a catalyst in addressing certain learning challenges in the classroom setting.⁴⁶ Likewise, in this study, Grammarly aided students as a tutor through suggestions on producing meaningful and coherent writing pieces.

AI as a Catalyst for Intervention in Academic Writing

Scholarly literature frequently highlights the prevalent issue of plagiarism among students, attributing it to the unrestricted access to content creation facilitated by AI tools. The persistent challenge of academic writing in educational institutions is a matter of paramount concern. Conversely, the development of AI tools has proven beneficial to students in identifying and mitigating writing errors. Students are harnessing the power of Meta AI to seek practical solutions for enhancing the quality of their essays, reports, and written assignments, encompassing feedback on grammar, sentence structure, and lexical choices. Zitha and Nendauni findings validate this study and articulate that feedback should be personalised to the student.⁴⁷ Feedback should be a mechanism of intervention that is used to address and advance students' impediments to mastery of concepts under review. The study of Stringer et al. supports the notion that AI may be a cornerstone for developing student writing through word choice suggestions.⁴⁸ Our findings reveal that the aid of AI can speed the students' mastery of academic writing rules and improve writing skills. Subsequently, the results of this study affirm Mandai et al. study, which asserts the integration of AI in teaching and learning activities as a way of supporting massification in the institution of higher learning.⁴⁹ The students in the current study use the AI tool to draft essays and craft the first draft of their written assignments, which appeared to save time in improving the work's delicate details and overall quality.

IMPLICATIONS AND RECOMMENDATIONS

This study proposes recommendations for the integration of AI into assessment practices. Credible sources suggest augmenting the evaluation process by incorporating supplementary essays to underscore deficiencies in the original essay, identifying significant errors, and emphasising structural aspects such as coherence, the presence of essential elements, and the absence of an introduction. The thorough research and additional literature strongly indicate that the incorporation of artificial intelligence (AI)

⁴⁴ Qiao and Zhao, "Artificial Intelligence-Based Language Learning: Illuminating the Impact on Speaking Skills and Self-Regulation in Chinese EFL Context."

⁴⁵ Wiboolyasarin et al., "Synergizing Collaborative Writing and AI Feedback: An Investigation into Enhancing L2 Writing Proficiency in Wiki-Based Environments."

⁴⁶ Mandai et al., "A Cross-Era Discourse on ChatGPT's Influence in Higher Education through the Lens of John Dewey and Benjamin Bloom."

⁴⁷ Zitha and Nendauni, "Linguistic Misconceptions of Tautology in the English Second Language Context among Student Educators."

⁴⁸ Stringer et al., "The Utilization of Artificial Intelligence at the Kwansei Gakuin University Language Center: Instructor Suggestions for Enhancing Teaching and Learning."

⁴⁹ Mandai et al., "A Cross-Era Discourse on ChatGPT's Influence in Higher Education through the Lens of John Dewey and Benjamin Bloom."

into feedback for academic writing has the potential to unleash new opportunities as AI technology advances. The progression of AI technology could result in more interactive feedback, facilitating more frequent and adaptive responses to individual student inquiries. The impact of AI is evident in various aspects of life, including its role in providing feedback on human-generated content in academic writing.

The absence of established best practices for incorporating AI presents a barrier to its widespread use in language teaching. The integration of the Field-mode-tenor matrix with AI tools is recommended to standardise the use of appropriate and acceptable language instruction in higher education. Introducing the use of Meta AI for expedited feedback on student work through automated grading is suggested. AI tools should serve as a catalyst for establishing effective and supportive learning environments for students. Furthermore, the incorporation of instruction on Academic Literacy with AI learning platforms is advised to streamline the time conventionally allocated for providing corrective feedback. While an ethical policy on the use of AI tools to mitigate plagiarism is essential, students should be encouraged to use Meta AI for clarification and conceptualisation on certain topics. Consequently, AI holds the potential to enhance the quality and effectiveness of teaching and learning by offering personalised and supportive early intervention and remediation. The institutions should integrate AI tools into their learning management systems to facilitate automated feedback on student assignments. Continuous training programs are needed to familiarise both students and lecturers with AI tools and maximise their benefits. Policies should encourage the use of AI for formative feedback while maintaining academic integrity through plagiarism detection systems. Collaboration between universities and AI developers could lead to the customisation of tools that cater to specific academic writing challenges. Public awareness campaigns can promote the ethical use of AI, ensuring that students leverage it as a learning tool rather than a shortcut.

CONCLUSION

This study has explored the impact of using AI tools on the feedback process for both students in terms of time efficiency, resource allocation, and overall effectiveness. The findings of this study highlight key academic writing challenges, such as redundancy, orthographic errors, and the misuse of contractions. The AI is quite innovative and dynamic in addressing the deficiency in quality feedback on individuals about challenges encountered in academic writing. This research has also identified potential barriers in students' academic writing due to a lack of timely and constructive feedback on essays and developed strategies to address these challenges. The integration of AI tools, particularly Meta AI and Grammarly, was found to improve students' writing skills by providing timely and individualised feedback. This paper addresses a timely issue and provides insights into the role of AI tools in bridging academic literacy gaps in higher education. Significantly, the integration of artificial intelligence technology in this course has empowered students to refine their writing capabilities. This advancement allowed students to effectively rephrase and paraphrase their ideas, ensuring clarity and coherence in their communication. Furthermore, AI facilitated the conceptualisation of complex topics, enabling students to better organise their thoughts and present their arguments in a structured manner.

Additionally, students were able to adjust the level of formality in their writing, tailoring their approach to suit various audiences and contexts. Consequently, the use of AI serves as a valuable tool that enhances both the quality and effectiveness of student writing. Furthermore, this study provides valuable insights and recommendations for the strategic implementation of AI tools in academic writing feedback. The strategic implementation of Artificial Intelligence tools in the assessment feedback process is crucial in addressing persistent challenges in academic writing. The study's findings indicate that students commonly struggle with redundancy errors, double negation, double superlatives, and orthographic mistakes in their essays. The study also identified some common semantic and syntactical errors made by students. Furthermore, it revealed that students encounter challenges such as inappropriate word choice, orthographic mistakes, disjointed sentences, double superlatives, and redundancy errors in their written work. Importantly, students were able to identify linguistic errors and mistakes in their written assignments. Additionally, AI tools should be contextually relevant to university students' writing abilities. AI is fundamental for effective academic writing and providing quality feedback to aid improvement and proficiency. This study further proposes a collaboration between humans and AI to

produce flawless writing and enhance argumentative skills. However, policies should be established to ensure the ethical use of AI-powered tools and maintain the academic integrity of students' assessment projects.

BIBLIOGRAPHY

- Ahea, Md Mamoon-Al-Bashir, Md Rezaul Kabir Ahea, and Ismat Rahman. "The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education." *Journal of Education and Practice* 7, no. 16 (2016): 38–41.
- Aida, Saori. "Impact of E-Learning Orientation, Moodle Usage, and Learning Planning on Learning Outcomes in on-Demand Lectures." *Education Sciences* 13, no. 10 (2023): 1005.
- Akavova, Aida, Zarema Temirkhanova, and Zarina Lorsanova. "Adaptive Learning and Artificial Intelligence in the Educational Space." *E3S Web of Conferences* 451 (November 20, 2023): 06011. <https://doi.org/10.1051/e3sconf/202345106011>.
- Al-Marsumi, Nawar. "The Use of Tautology in 'The Thorn' by William Wordsworth: A Stylistic Study." *Arab World English Journal For Translation and Literary Studies* 1, no. 3 (August 15, 2017): 139–61. <https://doi.org/10.24093/awejtls/vol1no3.10>.
- Al-Tamimi, Abdel-Karim, Richard Moore, Yasir Javed, Stany Babu, and Elizabeth Freeman. "Chatbots in Education: Addressing Student Needs and Transforming Learning in the Post-COVID-19 Era." In *Building Resiliency in Higher Education: Globalization, Digital Skills, and Student Wellness*, 99–127. IGI Global, 2024.
- Bhaskar, Preeti, and Puneet Kumar Kumar Gupta. "Delving into Educators' Perspectives on ChatGPT in Management Education: A Qualitative Exploration." *Interactive Technology and Smart Education*, no. ahead-of-print (2024).
- Biber, , Douglas. "Register as a Predictor of Linguistic Variation." *Corpus Linguistics and Linguistic Theory* 8, no. 1 (May 25, 2012): 9–37. <https://doi.org/10.1515/cllt-2012-0002>.
- Byrne, David. "A Worked Example of Braun and Clarke's Approach to Reflexive Thematic Analysis." *Quality & Quantity* 56, no. 3 (June 26, 2022): 1391–1412. <https://doi.org/10.1007/s11135-021-01182-y>.
- Chudinov, A P. "Political Linguistics: Manual." *M.: Flinta*, 2012.
- Conrad, Susan. "Register in Corpus Linguistics: The Role and Legacy of Douglas Biber." *Corpus Linguistics and Linguistic Theory* 19, no. 1 (February 23, 2023): 7–21. <https://doi.org/10.1515/cllt-2022-0032>.
- Ferguson, Peter. "Student Perceptions of Quality Feedback in Teacher Education." *Assessment & Evaluation in Higher Education* 36, no. 1 (2011): 51–62.
- Gibbs, Graham. *Improving the Quality of Student Learning*. University of South Wales (United Kingdom), 2005.
- Halliday, M. A. K., and C. M. I. M. Matthiessen. *An Introduction to Functional Grammar* . 4th ed. Routledge, 2014.
- Hardie, Geraldine, Shamika Almeida, and Pauline J Ross. "Value of Industry Mentoring and Resource Commitment to the Success of an Undergraduate Internship Program: A Case Study from an Australian University." *International Journal of Work-Integrated Learning* 19,no.2(2018):155–68.
- Hattie, John, and Helen Timperley. "The Power of Feedback." *Review of Educational Research* 77, no. 1 (March 1, 2007): 81–112. <https://doi.org/10.3102/003465430298487>.
- Innocent Zitha. "Orthographic Challenges Encountered by Fourth-Grade English Language Learners in a Rural-Based South African Primary School." *Forum for Linguistic Studies* 6, no. 6 (November 27, 2024): 84–93. <https://doi.org/10.30564/fls.v6i6.6972>.
- Khosa, Mzamani Steven, and Innocent Zitha. "Code-Switching as a Tactical Approach to Enhance Learner Engagement with Intricate Concepts in Oral English Presentations." *International Journal of Research in Business and Social Science* 13, no. 6 (2024): 294–302.
- Khosa, Mzamani Steven, Innocent Zitha, and Matodzi Nancy Lambani. "Use of Concord and Its Associated Effects on Semantics in English Essays: A Case of Grade 10 First Additional Language Learners in South Africa." *TWIST* 20, no. 2 (2025): 29–36.

- Knapp, Mark L, Judith A Hall, and Terrence G Horgan. *Nonverbal Communication in Human Interaction*. Thomson Wadsworth, 1972.
- Kumar, Ranjit. "Research Methodology: A Step-by-Step Guide for Beginners," 2018.
- Madden, Oneil, Othniel Williams, Innocent Zitha, Jason-Lee Daley, and Rodge Waite. "Teletandem and the Development of Intercultural Communicative Competence: Reflections from the ClerKing Project." *Language Education and Technology* 4, no. 2 (2024).
- Mandai, Koki, Mark Jun Hao Tan, Suman Padhi, and Kuin Tian Pang. "A Cross-Era Discourse on ChatGPT's Influence in Higher Education through the Lens of John Dewey and Benjamin Bloom." *Education Sciences* 14, no. 6 (2024): 614.
- Mazayev, A Yu. "Political Discourse: Factor of Addressee." *Moscow: Gnos*, 2005.
- Mokganya, G, and I Zitha. "Assessment of First-Year Students' Prior Knowledge as a Pathway to Student Success: A Biology Based Case." In *The Focus Conference (TFC 2022)*, 233–46. Atlantis Press, 2023.
- Mulliner, Emma, and Matthew Tucker. "Feedback on Feedback Practice: Perceptions of Students and Academics." *Assessment & Evaluation in Higher Education* 42, no. 2 (February 17, 2017): 266–88. <https://doi.org/10.1080/02602938.2015.1103365>.
- Naftulin, Donald H, John E Ware Jr, and Frank A Donnelly. "The Doctor Fox Lecture: A Paradigm of Educational Seduction." *Academic Medicine* 48, no. 7 (1973): 630–35.
- Nassazi, Aidah. "Effects of Training on Employee Performance.: Evidence from Uganda," 2013.
- Plooy, G M Trudie du, and Gertruida M Du Plooy. *Communication Research: Techniques, Methods and Applications*. Juta and Company Ltd, 2009.
- Qiao, Hongliang, and Aruna Zhao. "Artificial Intelligence-Based Language Learning: Illuminating the Impact on Speaking Skills and Self-Regulation in Chinese EFL Context." *Frontiers in Psychology* 14 (2023): 1255594.
- Ramsden, Paul. *Learning to Teach in Higher Education*. routledge, 2003.
- Simon-Vandenberg, Anne-Marie. "Register Theory and Communicative Teaching." In *Pragmatics and Education*, 143–56. Boston, MA: Springer US, 1986. https://doi.org/10.1007/978-1-4757-1574-3_9.
- Stringer, Thomas, Leon Townsend-Nakai, Craig Gamble, and Michael Wilkins. "The Utilization of Artificial Intelligence at the Kwansei Gakuin University Language Center: Instructor Suggestions for Enhancing Teaching and Learning." *言語教育研究センター研究年報*, no. 27 (2024): 3–34.
- Wheatley, Lucy, Rhiannon Lord, Alex McInch, and Scott Fleming. "Feeding Back to Feed Forward: Formative Assessment as a Platform for Effective Learning." *Kentucky Journal of Higher Education Policy and Practice* 3, no. 2 (2015): 1–31.
- Wiboolyasar, Watcharapol, Kanokpan Wiboolyasar, Kanpabhat Suwanwihok, Nattawut Jinowat, and Renu Muenjanchoey. "Synergizing Collaborative Writing and AI Feedback: An Investigation into Enhancing L2 Writing Proficiency in Wiki-Based Environments." *Computers and Education: Artificial Intelligence* 6 (2024): 100228.
- Yang, Yiyang, and Fan Pan. "Informal Features in English Academic Writing: Mismatch between Prescriptive Advice and Actual Practice." *Southern African Linguistics and Applied Language Studies* 41, no. 2 (April 3, 2023): 102–19. <https://doi.org/10.2989/16073614.2022.2088579>.
- Zitha, Innocent, and Matodzi Nancy Lambani. "Register Competence in Academic Writing of Student Teachers Specialising in English Didactics at the University of Venda." *Southern African Linguistics and Applied Language Studies* 42, no. sup1 (December 6, 2024). <https://doi.org/10.2989/16073614.2024.2311887>.
- Zitha, Innocent, and Lutendo Nendauni. "Linguistic Misconceptions of Tautology in the English Second Language Context among Student Educators." *Southern African Linguistics and Applied Language Studies*, 2025, 1–13.

ABOUT AUTHORS

Innocent Zitha is a Lecturer and Researcher specialising in English Academic Literacy within the School of Languages in the Faculty of Humanities at North-West University. My experience in the field of Higher Education spans over five years. Furthermore, I have authored and co-authored 18 papers and 3 book chapters that have been published in peer-reviewed journals.

Ditshego Masete is a Lecturer of English Academic Literacy in the Faculty of Law at North-West University, Potchefstroom Campus, South Africa. He has worked for over 3 years in the higher education sector. He specialises in Post-Colonial Studies, Feminism, and Crime narratives.

Sarah Matsetela is a Lecturer in the Department of Academic Literacy, School of Languages, Faculty of Humanities, North-West University, Mafikeng Campus, Republic of South Africa. Her research interests encompass linguistics, academic literacy, and literature. She serves as the head of the Academic Literacy department.