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INTEGRATING AI-ASSISTED PROMPTS INTO ORAL FEEDBACK TO ENHANCE STUDENT AGENCY IN THE EFL CONTEXT

Abstract: This article explores the integration of AI-assisted prompts into oral feedback practices in an upper-intermediate English as a Foreign Language (EFL) course at a public university in Costa Rica. Grounded in a qualitative, classroom-based approach, the study examines how the use of structured prompts in combination with an AI tool supported student agency and reflective engagement with feedback. Fifteen students participated in the pedagogical intervention, which involved one oral assessment, guided error analysis, and pre- and post-task surveys. Findings reveal that while most students initially reported limited attention to teacher feedback, the AI-supported activity promoted deeper processing of their linguistic errors, encouraged the formulation of follow-up questions, and increased learners' sense of control over their own progress. Classroom observations also showed high engagement levels during the AI prompt introduction session, with students expressing curiosity and enthusiasm toward the tool. Although individual preferences varied, particularly in terms of learning modes, the overall results support the argument that AI tools - when carefully scaffolded - can enhance learner autonomy and metalinguistic awareness. This study contributes to the growing body of research on learner-centered feedback practices by illustrating how AI can be used not as a replacement for teacher input but as a complementary means to foster more meaningful and sustainable language learning.

Keywords: AI-assisted feedback, student agency, EFL teaching, learning tool.

Introduction

In English as a Foreign Language (EFL) university settings, oral performance assessments are often used not only to evaluate speaking proficiency but also to foster communicative competence. However, a persistent pedagogical challenge arises when students overlook the potential of oral feedback as a learning tool. A recurring pattern has been observed in EFL courses at the university level: students tend to focus primarily on the grade they receive and often neglect the detailed feedback provided by instructors. As a result, the same grammatical, lexical, and pronunciation errors persist throughout the course and may even be carried over into higher proficiency levels.

This issue is particularly evident in intermediate and upper-intermediate classrooms, where learners are expected to consolidate and refine their language skills. Despite receiving individualized feedback - including annotated errors, suggested corrections, and general observations - many students do not revisit or reflect on this input. The lack of engagement not only limits their progress but also undermines the formative value of oral evaluations.

In response to this challenge, an Artificial Intelligence (AI)-assisted strategy was implemented to encourage greater learner autonomy. A structured prompt was designed to be used with an artificial intelligence tool, enabling students to analyze the feedback they had received on oral tasks. Rather than simply receiving corrections, students were encouraged to include their original erroneous

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sentences into the AI tool and explore its responses in order to identify patterns, ask for clarifications, obtain examples, and even engage in targeted practice, which transformed the feedback process into a more interactive, reflective, and student-centered experience.

This article presents a reflective case study based on the implementation of AI-assisted prompts in an upper-intermediate EFL course for university students. Drawing on student responses, classroom observations, and pedagogical reflection, the article argues that prompts can be a powerful tool for enhancing student agency. The aim is not to replace the teacher's role in providing feedback, but rather to extend its impact by encouraging learners to engage actively with their own errors and to reframe evaluations as opportunities for self-directed learning.

Literature Review

Feedback has long been recognized as a central element in language learning. In the context of EFL, it plays a formative role not only in guiding performance but also in shaping long-term linguistic development. As Ellis (2010) explains, feedback draws attention to the gap between the interlanguage and the target language, which is essential for restructuring knowledge (p.63). This insight reinforces the idea that feedback must be more than evaluative; it should serve as a pedagogical bridge that facilitates awareness and development over time. Nevertheless, the effectiveness of feedback is not guaranteed by its presence alone. Winstone, Nash, Parker, and Rowntree (2017) state that "apportioning greater weight to learners' role in the feedback process does not imply relieving educators of responsibility. Rather, if we wish to involve learners more, then it is useful to consider how educators might promote this involvement" (p.18). Therefore, feedback must be intentionally designed to activate student participation and not to assume that learning will happen automatically. The previous authors invite educators to rethink traditional feedback practices and consider more interactive models that give students an active role in processing and applying feedback.

To foster such active involvement, it is essential to consider the underlying cognitive and motivational factors that influence how students engage with feedback - chief among them, the development of learner agency and self-regulation. Bandura (2001) defines agency as "the endowments, beliefs systems, self-regulatory capabilities and distributed structures and functions through which personal influence is exercised" (p.2). This capacity, when supported in educational contexts, enables learners to interpret and apply feedback independently to shape their own learning experiences. Benson (2013) supports the previous idea by explaining that autonomy involves the ability to make informed choices about one's learning, including setting goals, selecting strategies, and evaluating progress - all to contribute to deeper and more sustained language development (p.15). The implication is that autonomy, once nurtured, does not only improve performance within a specific course, but strengthens the learner's ability to face future language challenges with increased confidence and flexibility. Zimmerman (2002) indicates that "self-regulated learners are proactive because they are aware of their strengths and limitations" (p. 65). This perspective underscores the importance of metacognitive awareness in transforming feedback from static information into actionable insight.

One significant development that aligns with the principles of agency and self-directed learning is the incorporation of AI into language education, which has emerged as a promising avenue to support these learner-centered approaches. Godwin-Jones (2022) recognizes the utility of explicit instruction and guidance in the use of AI tools that can involve "learning how AI-based systems work, what kind of writing they are best used for, and what kind of performance is likely to be expected" (p.14). For example, tools like intelligent tutoring systems or large language models allow interaction with content in a dialogic manner that enables feedback to become a conversation rather than a correction. According to Winstone, Nash, Parker, and Rowntree (2017) "the relation between feedback and learners' achievement is necessarily mediated by the more proximal factor

of their engagement with that feedback. The lack of attention to learners' behavior in this sense leads to *invisibility* of engagement" (p.19). That is why, the change from one-way evaluation to two-way interaction invites students to question, explore, and deepen their understanding—key behaviors in the development of agency and metacognitive awareness because these technologies can simulate interaction, provide explanations, and scaffold learning.

There is growing support for the pedagogical value of AI-assisted feedback. EFL students who use AI tools can correct their mistakes more effectively and develop stronger metalinguistic awareness by understanding the rules behind their errors and applying knowledge in subsequent tasks. Kohnke (2024) observed that "tools have the potential to enhance language proficiency without compromising critical thinking because with proper implementation and oversight, AI can complement traditional educational methods rather than replace them" (p.7). This reinforces the idea that technology can be used to deepen learning rather than shortcut it and that its evolving role is not merely a corrective instrument, but a catalyst for developing higher-order thinking skills. Godwin-Jones (2022) concluded that "it may be time to learn to live with the reality of students' access to advanced assistance and find ways to provide appropriate guidance" (p.6). Due to this, AI-generated feedback should be framed as part of a reflective process, especially for students to question, revise, and explore multiple solutions through interaction with the tool and, consequently, when embedded thoughtfully into instructional practices, support learner autonomy by inviting them to analyze language beyond surface-level correction.

Despite these promising developments, integrating AI into the language classroom raises valid concerns. Some warn against overreliance, emphasizing that some may begin to depend too heavily on AI tools for answers, forget about the process of reasoning, and limit opportunities for critical thinking. In this sense, Luckin (2017) asserts that "AI systems will transform our lives and we need to increase our human intelligence in order to make sure that this transformation is a positive one" (p.63). This statement serves as a reminder that technology should not overshadow the human dimensions of learning, but rather enhance them through thoughtful integration and reinforce the importance of teacher mediation and curriculum design to guide learners in using AI as a support - not a substitute - for critical thinking and personal engagement. Furthermore, issues of data privacy, ethical use, and digital literacy must be addressed if AI is to be used responsibly in education because it should augment human intelligence, not replace it. Some authors suggest that beyond the warnings for AI use, attention can also be brought to its practical uses to cognitively engage rather than simply technologically assist. For example, Thorben, Lars, Bahr, Kuklick, and Meyer (2024) observed that with AI "students who perceived the feedback as more useful were more likely to show the emotional reward profile, which was characterized by high levels of positive epistemic emotions, like curiosity and enjoyment, and lower levels of negative epistemic emotions, like frustration, boredom, and confusion" (p. 7). All these elements become key when guiding students to positively connect with the language they are learning and the processes they must follow.

The limitations of AI reinforce the importance of placing technology within a pedagogical framework that fosters thoughtful, strategic learning. The relationship between feedback, agency, and technology shows the need for strategies that not only inform but also empower students. In many EFL contexts, oral feedback is time-limited and often underused by students. AI tools can bridge this gap by extending feedback beyond the classroom and making it accessible for repeated, reflective use. As Oxford (2017) explains, "self-regulated learners tend to be more motivated and perform better in a variety of tasks, because they take active control of their learning process" (p. 22). The previous information underscores the role of feedback not only as information, but as a tool for strengthening autonomy and sustained motivation. Likewise, Zimmerman (2002) argues that "learners become more self-regulated when they are taught to use specific strategies for achieving academic goals" (p. 66). This highlights the potential of AI-enhanced feedback to serve as one of those strategies, provided it is implemented within a structure that supports reflection and personal

growth. With proper guidance, AI can become an ally in this process, helping students revisit their errors with fresh eyes and a sense of control over their learning.

Another layer to consider in the interplay between feedback and learner agency is the quality and purpose of the feedback itself. Hattie and Timperley (2007) emphasize that "feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (p. 82). This reinforces the idea that feedback, to be transformative, must stimulate cognitive engagement rather than passive correction, and the approach reflects a change in mindset—from feedback as one-directional correction to feedback as a dialogue that empowers.

Some advocate for repositioning students at the center of the feedback process because they should be given the opportunity to make sense of it, analyze decisions, and take actions. The previous student-centered orientation aligns with findings that support feedback techniques designed to provoke learner reflection and active correction. Lyster and Saito (2010), drawing from a meta-analysis of studies on oral corrective feedback in second language classrooms, concluded that feedback types that prompt learners to engage in self-repair - such as elicitation and clarification requests - tend to yield more effective results than recasts or direct corrections (p.282). Their findings emphasize the pedagogical value of feedback strategies that stimulate students to process and correct their own language, fostering deeper cognitive involvement, and promoting long-term acquisition.

Ultimately, the integration of AI into feedback practices should aim to transform evaluation into an opportunity for dialogue, agency, and growth. The shift from passive reception to active inquiry is not automatic - it must be nurtured through intentional design and reflection. By combining traditional instructional feedback with AI-supported tools, educators can cultivate environments for higher thinking and open new pathways for learner-centered education in EFL contexts. In classroom settings, this means going beyond simply granting access to feedback; it requires fostering a space where students view feedback as a resource for improvement rather than as a judgment of ability.

Methodology

Research Approach

This study follows a qualitative, exploratory approach rooted in reflective teaching practice. As Merriam and Tisdell (2016) explain, "a hallmark of qualitative research is the researcher as the primary instrument of data collection and analysis, involving a high degree of reflexivity" (p. 62). The study draws upon systematic classroom observation, patterns in student behavior, and anonymous surveys to evaluate the pedagogical value of an AI-assisted feedback tool. The goal was not to produce generalizable results, but to understand how integrating AI might enhance learner agency and self-regulation in a real-life classroom context.

Context and Participants

The experience took place in a face-to-face English course at an upper-intermediate level in a university setting in Costa Rica. The class consisted of 15 students with varying levels of language proficiency: approximately four demonstrated performances above the expected level, five were below, and six aligned closely with course expectations, based on the course objectives and previous course assessment. Despite these differences, all students expressed a positive attitude toward learning and were willing to participate in the experience. To protect student identity and comply with ethical standards, no personally identifiable information was collected or shared.

Procedures and Tools

The idea for this pedagogical intervention emerged from a recurring pattern observed after years of university teaching experience: students often overlook oral feedback provided after assessments, focusing mainly on the grade rather than on the learning opportunity. In this course, students completed two oral assessments before the final exam. The first oral task was conducted traditionally, with students preparing at home, presenting in class, and receiving a rubric and detailed written feedback from the instructor. This feedback included a breakdown by language areas (structure/vocabulary, pronunciation, general comments) and offered corrections for errors. One week after the feedback was provided, the instructor facilitated a group session in which common errors identified across students' performances were reviewed collectively. Using the board, some selected examples (see Appendix 1) were presented and the students were guided through a discussion to correct and understand each one collaboratively. The use of the board to display and correct group errors further reinforced their understanding and encouraged collective reflection on language patterns.

For the second oral task, a new feedback approach was introduced. After completing the task, students received the same rubric and categories of feedback, but this time the instructor provided only the phrases or sentences that contained errors - without the corrections. Along with this, they received a custom-designed AI prompt intended to help them explore and understand their mistakes using an AI tool of their choice. The prompt had been tested and refined by the instructor to ensure clarity, functionality, and alignment with learning goals. It read:

Hello! I am a university student taking an English course with a focus on the field of ... I am currently enrolled in the Upper-Intermediate I level (the program ranges from Beginner 1 to Advanced 2), and my professor asked us to use this tool to identify and learn from our mistakes. Our professor provided us with the rubric and written feedback showing the grammar and/or vocabulary errors we made. I will share those errors with you, and I would like you to help me correct them. If necessary, I will also ask you to explain the type of mistake and how to fix it.

It is important to mention that the feedback includes phrases, not full sentences, so the goal is not to complete the sentence but to identify what is incorrect within the portion given. Mistakes may be related to prepositions, verb tenses, conjugations, subject omission, word order, or other similar issues. Can you please confirm that you understood what I need?

In class, students were introduced to the prompt and shown an example using a fictitious student, to avoid putting anyone on the spot and for them to feel comfortable with the prompt and its purpose. Students were then instructed to interact with the AI tool at home, inputting their error phrases and engaging in follow-up questions such as requesting explanations, identifying patterns of error, or asking for practice activities. This instructional decision was framed within a conversation about the importance of taking ownership of one's learning and viewing feedback as a tool for growth rather than judgment.

To support the implementation of the AI-based activity, students were invited to complete two short, anonymous surveys (see Appendices 2 and 3) designed by the instructor: one prior to using the tool and one after. Both surveys were completed in class to ensure full participation and clarify any questions in real time. The pre-task survey explored their habits and attitudes toward feedback, their level of engagement with previous feedback experiences, and their initial perceptions of AI as a learning resource. Two weeks after the prompt was introduced, students completed a post-task survey designed to examine their experience with the tool, its user-friendliness, its perceived value, and their interest in using AI-supported feedback going forward. Both instruments were designed to promote reflection rather than evaluation, and no personal or identifying information was collected.

To support students' comfort and ensure that language was not a barrier to honest reflection, the students could complete the surveys in their native language, in this case Spanish. This choice was made to foster a relaxed atmosphere, an enjoyable learning environment, and to promote authentic engagement with the activity. Providing students with the opportunity to reflect in their first language supports cognitive clarity, especially when exploring attitudes and emotions toward feedback and learning tools. Additionally, it reinforces the idea that inclusive practices can create more equitable spaces for participation, particularly in multilingual learning contexts.

Results

After implementing the AI-assisted feedback activity, a range of student reactions and behaviors were observed. The results aim to shed light on the extent to which the tool supported learner agency and encouraged more reflective engagement with feedback. A total of 15 students were invited to participate in the AI-based feedback activity as part of their upper-intermediate English course, from which all of them showed interest and completed the pre-survey during class.

As part of this survey, students were first asked about the attention they give to the feedback provided by professors after oral assessments. Only two students reported consistently reviewing their feedback in depth, taking the time to analyze the comments and to reflect on their performance. Three indicated that they did so occasionally, typically when they felt unsure about how they had performed or when they had more available time. The remaining ten students acknowledged that they tended to focus mainly on the grade, glancing briefly at the comments without making a real effort to engage with the feedback. Some admitted they often skipped the written corrections altogether unless the instructor explicitly reviewed them in class. Students were then consulted on how confident they felt in understanding the errors identified in their oral evaluations. Four students mentioned that, once they read the feedback, they could easily identify and understand most of their mistakes. Five indicated that they rarely engaged with the feedback unless the professor created space for discussion such as a whole-class review session using the board. The remaining six students explained that although they could grasp part of the feedback, they were frequently left with lingering doubts or confusion, particularly when the annotations were brief or lacked explanation, as had happened in other English courses. Several students expressed frustration with trying to make sense of the feedback alone, especially when technical language or unfamiliar grammar terminology was used.

When inquired about the perceived usefulness of the corrections, their responses varied. Several emphasized that the value of feedback depends heavily on the level of detail and clarity offered by the professor. Some recalled past experiences where they received a grade with little to no justification - sometimes just a checkmark or some comments - which left them feeling unsure about how to improve. Others shared that when professors included both the incorrect phrase and a suggested correction, it became significantly easier to understand and internalize the changes. Another survey item explored students' familiarity with AI tools as companions for learning. All respondents confirmed they had used AI platforms in some capacity, most commonly for generating written content or finding quick information. However, none reported having used AI specifically to support their English language development. A few students explained using AI to clarify content from other courses, but not as part of a structured language learning process. Furthermore, all had a positive attitude about using AI to understand and correct their English errors and even several students voiced curiosity and enthusiasm about trying something new, describing the idea as innovative and motivating.

Observations during the explanation of the use of the AI tool and the prompt also revealed several meaningful insights. Students showed a high level of engagement during the live demonstration, asking questions and expressing curiosity about how to interact with it. Many took notes as the instructor walked them through the prompt using a fictional student example, ensuring they

understood how to enter feedback phrases and explore follow-up questions. The atmosphere during this session was participatory and reflective, with students openly commenting on how this approach differed from previous feedback experiences. Several students appeared especially intrigued by the idea of being able to ask the AI for explanations, examples, or even practice activities related to their specific errors.

From the total of 15 students, 13 students completed at home the activity with the prompt as instructed, while two students cited lack of time as the reason for non-participation. The ones who used the prompt took the post-survey, which revealed more nuanced reactions to the AI-assisted activity. All the students who engaged with the tool, indicated that the prompt was easy to use and helped them better understand their errors, especially because it was already provided, so they did not have to worry about creating one themselves. When asked whether using AI helped them better understand their grammar or vocabulary errors, the majority of students responded affirmatively. Several explained that the AI provided not only the corrected version of their phrases but also a brief explanation of the error, which helped clarify the underlying rule. Another mentioned that the tool offered multiple examples using the correct structures, which helped reinforce proper usage. Regarding the third question in the survey about using follow-up questions, some emphasized that doing this made a difference in their understanding because it allowed them to receive tailored explanations that directly addressed their specific doubts. Instead of passively accepting a correction, they could explore the reasoning behind it, ask for additional examples, or clarify related rules, which deepened their comprehension and made the learning experience more interactive and meaningful.

When questioned whether they felt more in control of their learning process after using AI in this way, most students responded positively. Several wrote that being able to explore their errors independently - without having to wait for further clarification - gave them a sense of autonomy. Some students highlighted that having access to instant feedback and being able to choose what to review and when, helped them manage their time more effectively. A few noted that while the experience was helpful, they still preferred to confirm some explanations with the professor to feel completely confident. This reflects that, for some learners, AI served as a valuable support tool rather than a full replacement for instructor guidance. Others appreciated the chance to learn at their own pace, stating that being able to revisit the corrections without time pressure made them feel more in control of their learning. A few students pointed out that the AI responses felt less intimidating than asking another person directly, which encouraged them to explore their doubts more freely.

In response to the final question about using the tool in the future, five students answered *"Definitely"* because of its clarity, accessibility, and usefulness for reviewing errors beyond class time. Some admitted that it helped them study at their own time and the explanations were clear. Among the students who selected *"Maybe,"* common reasons included time constraints, competing academic responsibilities or a preference for teacher-led explanations in certain situations. The two students who chose *"Unlikely"* expressed that although they saw the value in the tool, they either felt more comfortable with traditional classroom instruction or preferred to study using printed notes and textbooks.

Discussion

The implementation of the AI activity revealed a shift in students' relationship with feedback - from passive reception to more active exploration. The pre-task survey showed that most students did not usually engage deeply with oral feedback. However, after using the AI-assisted prompt, many participants reported greater clarity and autonomy in understanding their errors, particularly grammar and vocabulary issues, which is significant because it suggests that giving students the tools and structure to process feedback independently can promote reflective learning habits.

These findings exemplify the potential of AI as a support for student agency and how prompts enable initiatives without needing constant intervention, which was reflected in the ability to ask follow-up questions and request further explanations. According to Shi and Aryadoust (2024), "AI-based feedback research shows potential for improving both surface and deep-level learning, especially when integrated with learner-centered practices" (p. 130). Students tend to benefit when AI is framed as a tool for critical inquiry because they are guided on how to meaningfully interact with it.

Moreover, students' comments revealed that the AI's ability to provide instant feedback and allow exploration at their own pace helped them feel more in control of their learning. One student even commented that AI felt less intimidating than asking the teacher directly. In this study, the structured prompt acted as that metacognitive scaffold, encouraging students to explore feedback more thoroughly. Nonetheless, the results also reveal the limitations of relying on AI alone. While 13 out of 15 students completed the task, two abstained due to time constraints, and some of those who participated reported needing further instructor confirmation. Darvishi, Khosravi, Sadiq, Gasevic and Siemens (2024) add that "AI assistance enhances student agency, but some tend to rely on, rather than learn from it" (p. 12). While autonomy can be supported through AI, it still depends on the learner's disposition and the context to avoid underusing or misusing it. This underscores the importance of pedagogical support in technology integration.

In terms of emotional filters, administering the surveys in the students' native language allowed for richer, more sincere responses, reinforcing the value of student-centered design in research settings. This decision not only reduced the cognitive load associated with interpreting survey items in a second language but also empowered students to express their thoughts with greater confidence and nuance. Also, in terms of comfort, the two students who chose "*Unlikely*" to use the tool in the future explained that although they saw the value in it, they either felt better with traditional classroom instruction or preferred to study using printed notes and textbooks. These responses underscore the importance of considering preferences and habits when integrating AI into the learning process. Not everybody feels equally ready or motivated to move toward digital approaches, even when they recognize their potential benefits; hence, flexibility is needed in pedagogical strategies to allow differentiation in how technological tools are adopted. Instructors may consider offering optional AI-based tasks or combining AI-supported work with more traditional methods to meet diverse needs and comfort levels. Recognizing this variability is essential for fostering inclusive, learner-driven environments where educational technology serves as a means of empowerment rather than pressure.

The post-survey revealed that several students asked the AI follow-up questions, which they described as instrumental in deepening their understanding. Many shared that this allowed them to move beyond surface-level corrections and explore the reasoning behind their mistakes, helping them identify recurring patterns and clarify grammatical rules that had previously been unclear. This echoes Gonzalez-Lloret's (2021) words when she explains that through technology students can compensate the lack of context that they have when learning another language where access to other speakers may be limited to the classroom space, interaction is restricted to teacher-student and student-student interaction, and exposure to certain situations in limited (p. 91). In this way, AI can help students interact with a world beyond the classroom by allowing them to ask for specific clarifications, request additional examples, or revisit complex points to take ownership of the learning process in a more autonomous and proactive way. When students are encouraged to inquire further and receive tailored explanations, they become more active participants in their learning journey. These interactions transformed feedback from a static document into a dynamic conversation, one that students could control based on their individual needs and pace.

Lastly, the diversity in student responses to future use of AI - ranging from strong approval to hesitation - indicates that any technological integration must account for preferences and readiness.

While many valued the flexibility, immediacy, and support offered by the AI-based tool, others expressed a preference for traditional materials or teacher-led instruction. This variability suggests that successful implementation requires not only access to technology but also sensitivity to students' cognitive and emotional readiness to engage with it. As Chapelle (2020) points out, "technology must be seen not as a replacement for pedagogy, but as a complement that aligns with learner needs and context." This reinforces the need for instructors to frame technological tools as flexible resources within a broader pedagogical approach, allowing students to adopt and adapt them according to their comfort, learning style, and academic goals. In doing so, AI becomes not a one-size-fits-all solution but a personalized support system embedded within meaningful educational practices.

Conclusions

This study provides reflective evidence that integrating AI-assisted prompts into oral feedback can meaningfully enhance student agency in EFL contexts. Through both classroom implementation and survey data, the results suggest that structured engagement with AI allows learners to revisit feedback with greater autonomy, curiosity, and metacognitive depth. The majority of participants transitioned from a passive stance toward feedback - primarily focused on grades - to a more active exploration of their own language performance. The ability to ask follow-up questions and receive customized, immediate explanations was particularly impactful in helping students identify patterns and clarify rules that they had previously overlooked or misunderstood.

The success of the activity also underscores the value of instructional design. Providing students with a ready-to-use prompt reduced the cognitive barrier to engaging with the AI tool and made the experience more accessible and less intimidating. This ease of use likely contributed to the high completion rate and the generally positive student attitudes reported in the post-task survey. In addition, allowing students to complete the reflective surveys in their native language supported richer and more honest responses, reinforcing the importance of student-centered research practices.

Nevertheless, the findings also point to key limitations. Not all students felt equally inclined to adopt AI tools as part of their learning routines. While some viewed the experience as empowering and innovative, others preferred more traditional methods such as printed materials or teacher-led reviews. These differences remind us that educational technology must be framed as a flexible option rather than a one-size-fits-all solution. As with any pedagogical innovation, success depends not only on the tool itself but on how it is introduced, modeled, and supported within the broader curriculum.

In summary, this experience illustrates that when thoughtfully implemented, AI-based tools can serve as valuable complements to traditional feedback, particularly in fostering independence and reflective habits. Future research may explore how these strategies evolve over time and how they can be adapted to support diverse learning contexts and proficiency levels. Ultimately, the integration of AI in language education should aim not to replace teachers, but to empower students as active, self-aware participants in their own linguistic development.

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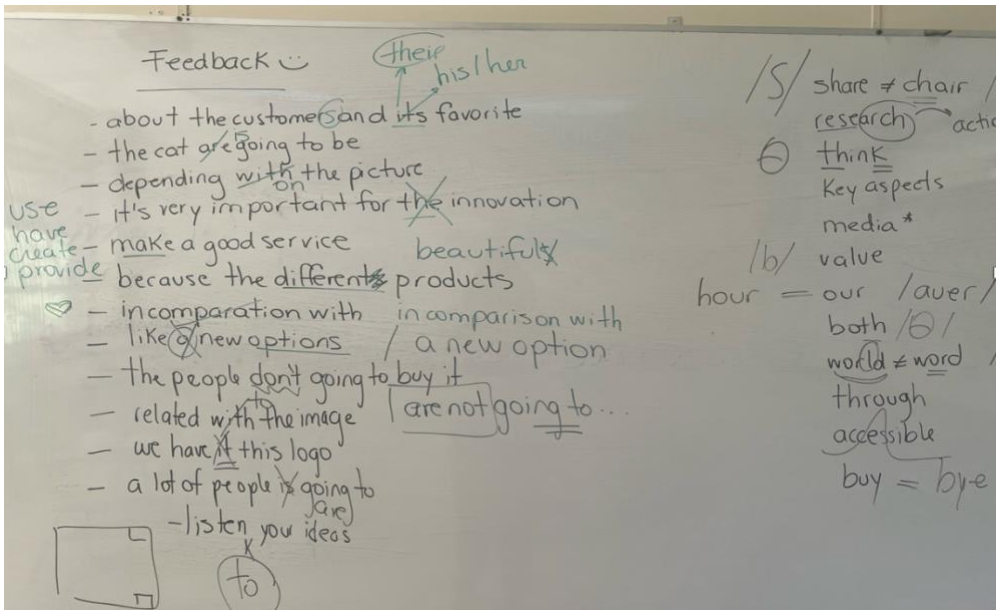
Appendices:

Appendix 1. Sample of the group feedback session after the first oral assessment



Appendix 2. Survey used before the implementation of the prompt to review feedback

Pre-AI Survey

1. How often do you review the feedback given by your professors after oral assessments?
2. When you receive written feedback, do you feel confident in understanding your errors?
3. How useful do you find teacher-provided corrections for your language development?
4. Have you ever used AI tools (e.g., ChatGPT) to support your English learning?
5. How would you feel using AI to help understand and correct your language mistakes?

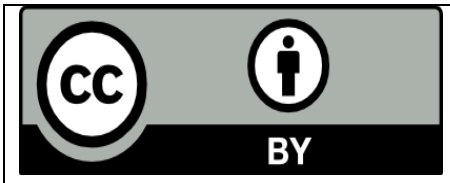
Appendix 3. Survey used after the implementation of the prompt to review feedback

Post-AI Use Survey

1. How easy was the AI prompt to use when analyzing your feedback from the oral assessment?
2. Did using AI help you understand your grammar or vocabulary errors better? How?
3. Did you ask follow-up questions to the AI (e.g., patterns, examples, additional explanations)? If yes, which ones?
4. Do you feel more in control of your learning process after using AI in this way? Why or why not?
5. Would you use this tool again to support your learning? Why? (Definitely / Maybe / Unlikely)

Biographical note:

Andrea Lasso de la Vega Moreno is an EFL instructor and researcher at the University of Costa Rica. She holds a Master's degree in Teaching English as a Foreign Language. Her professional background includes experience in primary education, educational coordination, and teacher development. She has led numerous training sessions and workshops focused on pedagogical practices, and she is also an active national and international speaker.



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