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DEVELOPING A MODEL FOR PROVIDING INDIVIDUALIZED FEEDBACK IN ENGLISH LANGUAGE LESSONS USING ARTIFICIAL INTELLIGENCE

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Abstract: The integration of artificial intelligence technologies into education creates new opportunities for individualized learning. In English lessons, AI tools can support the development of learners' written and spoken communication, identify grammatical and lexical errors, and provide tailored feedback. This article analyzes the pedagogical potential of AI-assisted individualized feedback and proposes a six-stage model: Diagnosis – Analysis – Personalization – Feedback – Revision – Monitoring. The model goes beyond identifying errors by explaining possible causes, adapting recommendations to learners' proficiency levels, and designing individual follow-up tasks. The article discusses the model's benefits and potential challenges, the teacher's role in supervision and pedagogical mediation, and principles of responsible AI use.

Keywords: artificial intelligence, English language teaching, individualized learning, feedback, generative AI, personalized learning, digital pedagogy, AI literacy.

Introduction

Learners differ in their levels of knowledge, learning pace, interests, and error patterns. One learner may have mastered grammatical rules, while another may need additional explanation of the same topic. Therefore, individualized instruction is an important principle in contemporary education.

Individualized feedback is especially important in English language teaching because written work may contain grammatical, lexical, spelling, and stylistic errors simultaneously. Carefully checking every learner's work, explaining each error, and assigning individual tasks requires considerable teacher time.

Developments in artificial intelligence can support this process. Studies published in 2026 indicate that AI tools are being investigated in relation to feedback, writing improvement, personalized learning, and support for English language learning [1; 2]. Generative AI tools based on large language models expand the possibility of producing explanatory, context-sensitive feedback [3].

However, AI recommendations should not automatically be assumed correct. Outputs may contain errors, be contextually inappropriate, or overgeneralize. Teacher supervision and pedagogical judgment must therefore remain essential.

A 2026 systematic study of generative AI literacy identifies three areas: understanding AI, using it strategically, and critically and ethically evaluating its outputs [4]. This approach can also inform individualized feedback systems in English lessons.

Aim and Objectives of the Study

Aim: To develop a methodological model for organizing AI-assisted feedback in English lessons according to learners' individual needs.

Objectives:

1. Analyze the importance of individualized feedback in English language education.

2. Identify AI capabilities for providing feedback.
3. Define stages for analyzing learner errors with AI assistance.
4. Propose a mechanism for developing recommendations suited to learners' proficiency levels.
5. Identify the teacher's role in using AI feedback.
6. Develop an individualized feedback model for English lessons.

Research Methodology

This article is theoretical, analytical, and methodological in nature. It uses scholarly literature analysis, comparison, synthesis, and pedagogical modeling. The model draws on general findings from contemporary research on AI, generative AI, individualized learning, feedback, and English language teaching.

The article does not claim that a classroom experiment was conducted. No experimental or control groups, participant numbers, statistical indicators, or percentage-based results are reported.

The Importance of Individualized Feedback in English Language Education

Feedback is information about a learner's performance that helps improve subsequent learning. A simple "Correct" or "Incorrect" may not explain why an error occurred.

Example: Student: She go to school every day.

Basic feedback: Incorrect.

Individualized feedback: Correction: She goes to school every day. Explanation: "She" is a third-person singular subject. In the Present Simple, the verb usually takes -s or -es. Practice: Write three sentences using "he," "she," and "it."

This feedback explains both the error and how to correct it. Effective feedback should answer: Where did I make a mistake? Why was it a mistake? How can I do it correctly next time? AI can support and accelerate this process.

The AI-Assisted Individualized Feedback Model

The proposed model has six stages: Diagnosis → Analysis → Personalization → Feedback → Revision → Monitoring.

Stage 1. Diagnosis

The learner completes a written text, translation, grammar exercise, vocabulary task, or response to a question. AI serves as a supporting tool for analyzing the response. Possible errors include grammar, spelling, word choice, word order, tense use, articles, and sentence structure.

Stage 2. Analysis

AI classifies identified errors. Examples:

Learner's error	Error type	Possible cause
She go to school	Grammar	Subject–verb agreement
I am interesting in music	Grammar/Vocabulary	Adjective form
He have a car	Grammar	Have/has form
I went in London	Preposition	Preposition choice

The aim is not merely to count errors, but to identify their types and recurrence patterns.

Stage 3. Personalization

Identical feedback may not be equally effective for two learners making the same error. The explanation "Analyze the morphosyntactic features of subject–verb agreement" may be too complex for a beginner. A simpler explanation is: "With he, she, and it in the Present Simple, the verb usually takes -s or -es." Higher-level learners may receive more detailed tasks requiring independent analysis. Feedback is thus adapted to proficiency, error type, and learning objective.

Stage 4. Providing Feedback

The model organizes feedback into four parts: Error → Correct form → Explanation → Recommendation.

Example: Error: He have a new book. Correct form: He has a new book. Explanation: With "he" in the Present Simple, "have" becomes "has." Recommendation: Write three sentences using "he" or "she." This encourages understanding and application rather than copying.

Stage 5. Revision

After receiving feedback, the learner independently corrects the error. Initial: She go to school every day. Feedback: Third-person singular. Revised: She goes to school every day. New learner-created example: He plays football every Sunday. Feedback is linked to correction and further application.

Stage 6. Monitoring

Errors in later tasks are monitored. For example: Grammar—Present Simple needs review; Past Simple is good; articles need additional practice. Vocabulary—everyday words are good; academic vocabulary needs development. Writing—grammar is intermediate; vocabulary is good; sentence structure needs further practice. This information can inform individualized follow-up tasks.

Structure of the Proposed Model

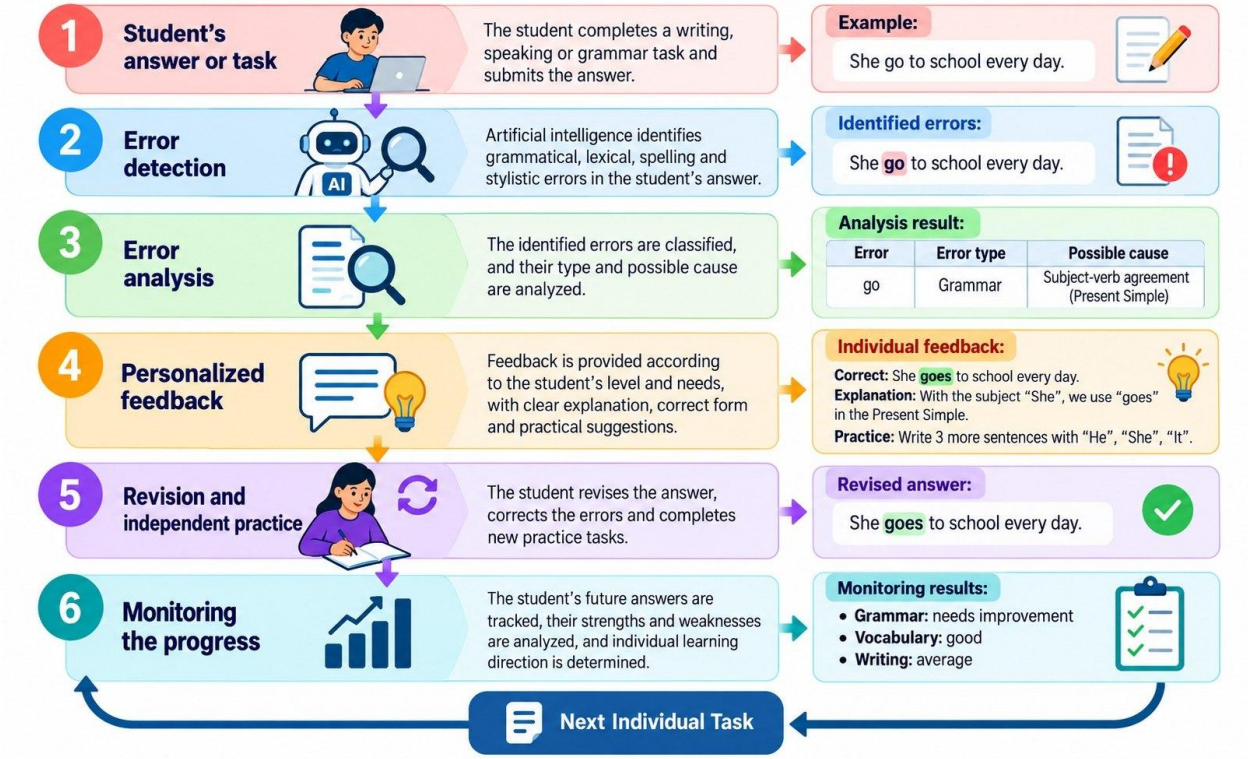


Figure 1. A model for providing individualized feedback using artificial intelligence.

The process does not end with a single instance of feedback. Monitoring results feed into the design of the next task.

The Teacher's Role

AI use does not eliminate the teacher's role. The teacher sets learning objectives, selects tasks, develops suitable prompts, checks AI feedback, modifies recommendations when necessary, monitors independent thinking, and provides the final pedagogical judgment.

The model is based not on "AI replaces the teacher," but on the principle that "AI expands the teacher's capacity to provide individualized feedback."

Principles for Using AI Feedback

Reviewing AI output. Every grammatical or linguistic recommendation should be checked by the teacher.

Explanation rather than ready-made answers. AI should support learning, not complete tasks on the learner's behalf.

Independent thinking. Learners may be asked to explain why an AI response is correct or incorrect.

Individualization. Feedback should match the learner's proficiency and needs.

Privacy. Care is needed when entering learners' personal information into AI systems.

Academic integrity. AI should not complete the entire independent assignment; usage rules should be set in advance.

Practical Applications

The model can be used in different areas of English learning:

Area	AI-assisted individualized feedback
Grammar	Identify errors and explain rules
Vocabulary	Identify incorrectly selected words
Writing	Analyze text organization and grammar
Speaking	Analyze response content and language use
Reading	Explain errors in answers
Translation	Identify incorrectly translated units
Exam preparation	Create exercises for learners' weaker areas

For a writing task, a learner may write 120–150 words. AI can provide preliminary feedback on Grammar, Vocabulary, Coherence, Sentence structure, and Spelling. The teacher reviews it and gives final recommendations.

Discussion

A key advantage of AI-assisted individualized feedback is the possibility of providing timely, tailored responses. Systematic reviews published in 2026 indicate that AI tools are used in EFL education to expand personalized learning and feedback opportunities [1; 5].

A 2026 systematic review of LLM-generated formative feedback analyzed 47 empirical studies and identified feedback quality, learner uptake, and learning outcomes as important research areas [3]. A 2026 meta-analysis on AI-assisted feedback in L2 writing also examined its educational effects and supports viewing AI feedback as an additional pedagogically integrated tool, not a replacement for teachers [6].

Effectiveness depends not only on technology availability but also on feedback content, learner engagement, teacher supervision, and follow-up task design. The model treats feedback as part of a continuous cycle: Task → Analysis → Feedback → Revision → Monitoring → New task. It may help learners become active analyzers of their errors rather than passive recipients of answers.

Practical Recommendations

1. Define the learning objective before using AI feedback.
7. Use a specific criteria-based prompt rather than simply asking AI to find errors.
8. Adapt feedback to the learner's language level.
9. Request a brief explanation and reinforcement task for each error.
10. Ask learners to check and evaluate AI responses.
11. Have the teacher review all AI recommendations.

12. Protect learners' personal information.
13. Establish academic integrity rules for AI use.
14. Connect feedback to subsequent individualized tasks.
15. Develop AI literacy: understanding AI outputs, using AI appropriately, and evaluating results critically.

Conclusion

Artificial intelligence creates opportunities to improve individualized feedback in English lessons. AI tools can support the identification, classification, and explanation of grammatical, lexical, and writing difficulties, as well as the personalization of follow-up exercises.

The proposed model—Diagnosis, Analysis, Personalization, Feedback, Revision, and Monitoring—aims to transform feedback from simple error correction into a continuous pedagogical cycle.

Its central principle is to use AI not as a replacement for the teacher, but as a pedagogical assistant that strengthens individualized support.

Attention should also be paid to independent thinking, academic integrity, information security, and critical evaluation of AI-generated outputs. Research suggests that generative AI literacy should include understanding AI capabilities, strategic use, and critical and ethical evaluation [4].

Future research may empirically test the model across age groups, proficiency levels, and educational settings, examine long-term feedback effects, and develop appropriate AI feedback criteria for teachers and learners.

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