Research Paper

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English Writing Experiences Assisted by Grammarly and Teacher Feedback to Learners with Different Learning Styles

Experiencias de escritura en inglés con retroalimentación de Grammarly y del profesor en estudiantes con diferentes estilos de aprendizaje

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Abstract

Introduction: Writing in English has challenges for learners of a foreign language, such as grammar, cohesion, coherence, and sentence structure. Integrating learning styles and personalized feedback into language instruction can benefit writing skills. Additionally, Grammarly offers feedback that may complement teacher feedback in English instruction. **Methodology**: This qualitative case study was carried out with a sample consists of ten voluntary EFL high school learners: seven males and three females; aged 16-17, and A2 proficiency. Participants practiced English writing in the summer of 2025 for 33 days. **Results and discussions**: The results showed that the most common learning style was individual (n=4). They wrote mainly at night. They reported positive emotions (comfort, excitement) and negative emotions (nervousness, confusion) toward Grammarly Feedback, whereas for teacher feedback only positive emotions. Participants (n=6) preferred more teacher over Grammarly feedback regarding their learning styles; they particularly valued oral explanations. Both types of feedback helped them improve their texts. The preference for teacher feedback may reflect the need for explicit explanations required in auditory learning style. Grammarly demonstrated its utility as a learning tool, but inadequate to be used alone at this proficiency level. **Conclusions**: Learners treated AI feedback as a learning tool while maintaining authorship of their writing. Combining Grammarly with teacher oral and written feedback is recommended for beginner EFL writers. Lastly, it is important to consider learners' affective responses when using AI feedback in foreign language instruction.

Keywords:
English writing; feedback; learning styles; Grammarly; emotions

Resumen

Introducción: escribir en inglés es un proceso desafiante para quienes aprenden una lengua extranjera, como la gramática, la cohesión, la coherencia, la estructura de las oraciones. Integrar los estilos de aprendizaje y retroalimentación personalizada en la enseñanza del idioma puede beneficiar las habilidades de escritura. Además, Grammarly ofrece retroalimentación que puede complementar la retroalimentación del profesor en la enseñanza del inglés. Metodología: este estudio de caso cualitativo, se realizó con una muestra de diez estudiantes voluntarios de EFL de secundaria: siete hombres y tres mujeres con edades entre 16 y 17 años, y con un nivel de competencia A2. Los participantes practicaron la escritura en inglés en el verano de 2025 durante 33 días. **Resultados y discusión**: los resultados mostraron que el estilo de aprendizaje más común fue el individual (n=4). Escribían principalmente por la noche. Reportaron emociones positivas (comodidad, entusiasmo) y negativas (nerviosismo, confusión) hacia la retroalimentación de Grammarly, mientras

Palabras clave:
Escritura en inglés; retroalimentación; estilos de aprendizaje; Grammarly; emociones

que la retroalimentación del profesor generó solo emociones positivas. Los participantes (n=6) prefirieron más la retroalimentación del profesor que la de Grammarly con respecto a sus estilos de aprendizaje; valoraron especialmente las explicaciones orales. Ambos tipos de retroalimentación les ayudaron a mejorar sus textos. La preferencia por la retroalimentación del profesor puede reflejar la necesidad de explicaciones explícitas en los niveles iniciales. Grammarly demostró su utilidad como herramienta de aprendizaje, pero es insuficiente para usarse por sí sola en este nivel de competencia. **Conclusiones**: los estudiantes utilizaron la retroalimentación de IA como una herramienta de aprendizaje, manteniendo la autoría en su escritura. Se recomienda combinar Grammarly con la retroalimentación oral y escrita del profesor para quienes empiezan a escribir en inglés como lengua extranjera. Por último, es importante considerar las respuestas afectivas de los estudiantes al utilizar la retroalimentación de IA en la enseñanza de lenguas extranjeras.

1. Introduction

English as a foreign language (EFL) is a challenge for students, commonly in developing written skills, due to issues with grammar cohesion and coherence (Fahmi & Rachmijati, 2021) and its complexity that makes it a long-lasting process to become proficient writers (Perumal & Ajit, 2020). In this regard, it is necessary to emphasize that, learning English is a demanding process for foreign language learners in which, basic level learner writing and speaking skills are weak (Sánchez Medina, 2017), but they can succeed in language learning when teachers adjust their pedagogical methods to the learning styles (LS) of the students (Caicedo-Quinteros, 2023). Recognizing LS' differences positively impacts students' learning outcomes since adjusting the pedagogical methods to the individual student needs enriches the educational environment, where a variety of approaches allow students to learn English in general (Aldama-Juárez et al., 2024; CaicedoQuinteros, 2023; Chicaiza et al., 2023) and particularly in improving the English writing skill (Ahmed, 2012; Benitez-Correa et al., 2022; Juárez Díaz & Hernández, 2022; Miranty et al., 2025; Pinchao-Fante et al., 2024).

On the other hand, artificial intelligence (AI) is a transformative tool in education which experienced rapid growth between 2019 and 2022 (Zhang & Umeanowai, 2025). This advancement is especially relevant for personalizing instruction, providing real-time feedback, and enhancing accessibility (Chicaiza et al., 2023). More precisely, Grammarly, an AI tool, can benefit writing skills since it demonstrates usefulness in providing corrective feedback on numerous aspects of writing, including grammar, cohesion, coherence, and lexical accuracy, as well as text organization and lexical development (Asyifa & Daulay, 2024). Its real-time feedback allows learners to self-correct and improve their writing skills (Ashrafganjoe et al., 2024). Additionally, Thai et al. (2025) highlight the importance of integrating Grammarly in language learning to help self-direct learning, improve text quality, and receive feedback from both Grammarly and teachers. It is suggested to research further the results of Automated Writing Evaluation tools and its impact on writing development (Tambunan et al., 2022); AI tools and adaptability for different educational levels (Arévalo Barros et

al., 2025); on Grammarly's application in EFL writing instruction (Asyifa & Daulay, 2024); Grammarly's effectiveness with diverse text genres on writing proficiency development and contextual factors (Prasetya & Raharjo, 2023), and its contribution to the English writing skill autonomy (Estrella, 2025). AI tools are designed to generate various materials, which help improve learning outcomes (Pinchao-Fante et al., 2024). Therefore, in this study it is considered that integrating AI into English writing and considering the learning styles of students not only enhances language learning but also opens doors to a more accessible and adaptive education, which can lead institutions to improve the quality of language learning education. Consequently, the objectives of this research were threefold. First, to identify students' feelings about Grammarly and teacher's feedback on their written texts. Second, to determine whether participants prefer Grammarly or teacher's feedback considering their learning styles. Third, to distinguish participants' procedures when writing text in English and their text progress.

1.1 Learning styles

Learning styles refer to the characteristic ways in which learners perceive, process and retain information. Dunn & Burke (2005) point out five factors: environmental, emotional, sociological, psychological and physiological, as crucial in the way individuals learn. In English as a foreign language teaching, identifying LS differences can enrich the educational environment and improve writing outcomes (Ahmed, 2012; Caicedo-Quinteros, 2023).

Different LS theoretical proposals have been formulated. One of the most used is the VisualAuditory-Kinesthetic (VAK) model (Mills, 1956, as cited in Pulido, 2014). Later, Kolb (1984) proposed an experiential model in which learning is shaped by individuality, perception, and personal experience. Alonso et al. (1997) proposed that learning styles are shaped by the student's environment and that these patterns result from biological, affective, cognitive, and physiological factors.

One LS proposal particularly relevant to this study is Witkin and Goodenough's (as cited in Hattie & O'Leary, 2025) distinction between field dependence and field independence. Field-independent learners are analytical and prefer learning independently, while field-dependent learners prefer social and collaborative environments. This distinction is consequential for feedback research. Field-independent learners may engage more autonomously with written AI feedback, whereas field-dependent learners may need the interpersonal dimension, which is provided by teacher oral feedback. Dunn and Burke's model helps explain why feedback may differentially affect learning, depending on the environmental, physiological and psychological stimuli.

In the development of language skills, learning styles are not always easy to use, given their complexity and the social and contextual variables that mediate each student's learning process. Evidence suggests that young students learn foreign languages more effectively when they feel safe and engaged, and when activities are aligned with the learning styles. For example, hands-on activities, projects, action songs and games favor kinesthetic learners (Tairova, 2023). Ruiz (2024) emphasizes the importance of knowing and respecting learners' individual characteristics and of exposing them to a variety of learning strategies (Hattie & O'Leary, 2025). Multiple feedback modalities may therefore address a wider range of learning preferences and promote more equitable learning outcomes (Alonso et al, 1997).

Regarding the instrument used to identify participant LS, Reid's questionnaire has been applied across postgraduate language learners. The findings showed that the

Kinesthetic LS was preferred. A similar result in higher education was found by Benitez-Correa et al. (2022). By contrast, in Zughaibi and Ghobain (2021) the most favored LS were the auditory and the visual. In another context, Korean EFL learners prefer auditory learning, group and kinesthetic, suggesting that they work well interacting with others and being involved in movement-oriented activities. They also noticed that teachers individualize tasks in 10-15-student classes, and that learners' independent study habits expand in-house when they do not have private tutoring (Kamalova & Kim, 2025). Conversely, the least preferred LS was the individual in different contexts (Al-Hubaishi & AlMekhlafi, 2023; Kamalova & Kim, 2025; Zughaibi & Ghobain, 2021). Individual learners were able to manage their emotions, increase self-confidence and perseverance when learning languages; they actively get involved in language learning (Al-Hubaishi & Al-Mekhlafi, 2023).

It is important, however, to situate this study within the broader debate regarding the theoretical status of learning styles in educational research. Some scholars have questioned the empirical robustness of LS frameworks, arguing the claim that aligned instructional modality with LS improves outcomes — lacks consistent scientific support (LeBlanc, 2018; Nancekivell et al., 2020). Hattie and O'Leary (2025) caution that learning style preferences, and strategies are frequently confused in the literature, which complicates interpretation and replication across studies. Nevertheless, within the specific domain of foreign language acquisition and EFL instruction, learning styles are broadly recognized as a meaningful cognitive and affective construct. Multiple studies consistently report that awareness of student´s learning style preferences contributes to more responsive pedagogical decision-making and it is associated with improved engagement and outcomes in English learning (Ahmed, 2012; Caicedo Quinteros, 2023; Ruiz, 2004).

Field-independent learners are analytical and prefer learning independently, while field-dependent learners prefer social and collaborative environments.

In this study, therefore, learning styles are treated not as a fixed neurological category, but as identified variable preferences that can meaningfully inform instructional design and feedback. At the beginning levels explicit accommodation of individual differences were made specifically consequential and for learner persistence and confidence.

1.2 Writing

Writing in English as a foreign language is often avoided due to the challenges students encounter when practicing it. Akhtar et al. (2020) point out that negative attitude towards academic writing results in lack of interest; likewise, Santana Álvarez et al., (2010) indicate that high apprehension and anxiety generate mental blocks that affect the writing performance. In the same vein, students write very little for fear of making mistakes when there is confusion or stress during the writing process, especially when the task is not apparent or when learners doubt their own ability to write.

Traditional EFL teaching has historically prioritized isolated grammatical exercises over the composition of complete texts, leaving students without the tools and strategies needed to organize ideas effectively and produce cohesive and well-structured compositions. In addition, students face cognitive overload when writing, as they



concentrate almost all their effort on solving immediate linguistic problems such as looking up vocabulary or structuring simple sentences. This limits their ability to plan ideas or review coherence, producing fragmented texts (Roca de Larios et al., 2007; Santana Álvarez et al., 2010). When students are given regular writing practice and feedback, writing development improves. The present study invites learners to write daily on topics of choice, submitting texts for both automated and teacher feedback.

1.3 Feedback

Feedback, comments, or corrections in writing are crucial for developing writing skills in students learning ESL/EFL (Cao et al., 2022; Elboshi, 2021). It helps inform learners whether an instructional response is correct or incorrect and about students' learning; it improves students' writing fluency, accuracy, and the quality of the written product (Grami, 2005). Teacher feedback portrays a traditional approach to writing instruction and concentrates on form and content, with oral feedback, and an interactional dimension is added, which written feedback alone cannot provide (Elboshi, 2021).

Peer feedback (PF), both offline and online (Cao et al., 2022), promotes social interaction and critical thinking abilities (Elboshi, 2021); however, it requires explicit training and may not be reliable at lower proficiency levels. In the present study, given at the participant language level, peer feedback was not incorporated; the comparison was between teacher feedback and Grammarly feedback.

1.4 Artificial Intelligence and Grammarly

Artificial intelligence, coined in 1956, is a scientific discipline that studies and develops virtual intelligence systems capable of understanding and simulating human cognitive processes (McCarthy, 2007). In recent decades, its application in education has expanded rapidly, particularly between 2019 and 2022 (Zhang & Umeanowai, 2025). AI enables personalized instruction, realtime feedback, and enhances accessibility. Grammarly is among the most widely studied AI writing tools in EFL research. It provides corrective feedback on grammar, punctuation, vocabulary, sentence structure, and cohesion. The premium version offers tone adjustment, plagiarism detection and advanced style suggestions (Grammarly, 2025).

Recent research emphasizes the utility and limitations of Grammarly as a feedback tool. Mariappan et al. (2025) found it valuable for detecting and correcting linguistic errors in EFL writing, particularly in grammar and punctuation, and enabling learners to write more independently. However, A2 learners may become dependent on Grammarly due to their limited ability to analyze language; and they are also emotionally vulnerable and reactive to automated feedback. They may become anxious, confused and less confident when receiving it. Therefore, it is suggested to provide guidance when using it to prevent learners from relying on Grammarly as an evaluative tool rather than a learning

support tool (Murtisary et al., 2025). Even so, it is appreciated because of its accessibility and prompt feedback (Nindya et al., 2025). Learners still prefer direct teacher feedback because they find it more useful for improving their writing skill (Kawashima, 2023); and it is more empathetic, personalized and appealing (Nindya et al., 2025). Nevertheless, researchers consistently recommend combining feedback from Automated Writing Evaluation (AWE) tools with teachers' feedback to ensure comprehensive improvement (Nindya et al., 2025; Tambunan et al., 2022), and Estrella (2025) highlights its potential to support learning autonomy when used responsibly.

2. Methodology

A case study research design was selected for this research. The case under investigation was restricted to a group of ten voluntary EFL high school learners who engaged in a 33-day writing practice (30 days at home and 3 days at school) during the summer of 2025. They received both Grammarly and teacher feedback on their written texts. A case study was the most appropriate because the study focused on a specific, contemporary educational phenomenon within a real-life context, drew on multiple sources of data, and sought an in-depth understanding of the educational phenomenon rather than statistical generalization (Gibbs, 2012). A qualitative case study aligns with the objectives of this research: first, to identify students' perceptions of Grammarly and teacher feedback on their written texts; second, to determine whether participants prefer Grammarly or teacher feedback in relation to their learning styles; and third, to distinguish participants' behaviors when writing texts in English at home.

2.1 Participants

Participants were selected through a voluntary convenience sampling from a group of students taking English IV as a foreign language (semester 2025A, February-July 2025) at a Mexican public high school. The institution offers English classes for four semesters: group sizes range from 4550 students in early semesters and 34-40 in later ones. English proficiency at this institution is generally at the A2 level.

At the beginning of the writing practice, 12 students volunteered; however, only 10 completed all required written texts and agreed to be interviewed, remaining a final sample of n=10. A sample of this size is consistent with qualitative research standards for a single case study, where the goal is in-depth understanding of the phenomenon under research and thematic saturation is achieved through detailed interview data (O'Connor & Gibson, 2003). Participants were 7 males and 3 females, aged 16-17. All participants and their parents were told the way their data would be used, and anonymity was assured using pseudonyms (see Table 1). Permissions from the principal and parents were obtained; thus, ethical principles can be observed (Parveen & Showkat, 2017).

The teacher-researcher both designed the writing intervention and collected data, which may have introduced social desirability bias; participants might have reported more positive attitudes toward the practice than they actually experienced. To reduce this risk, anonymity was emphasized, pseudonyms were assigned before the data collection, and member checking was conducted: all thematic summaries were returned to participants for verification before final analysis (O'Connor & Gibson, 2003).

Table 1. *Participant characteristics*

Participant Nickname and sex	Age	Learning style predominance	They like learning English	They like writing in English	Schedule to write
Marlon Male	16	Tactile (TLS)	Yes	Yes	Morning
Daylight Male	16	Kinesthetic Group (KGLS)	Yes	Yes	Night
Svetlana Female	16	Individual (ILS)	Yes	Yes	Afternoon
Kyo Male	16	Individual (ILS)	Yes	Yes	Night
Pasusa Male	16	Individual (ILS)	Yes	Yes	Night
Alexa Female	17	Auditory (ALS)	Yes	Yes	Afternoon
Coolswap Female	16	Individual (ILS)	Yes	Yes	Night
Delfinicraft Male	16	Kinesthetic Auditory (KALS)	Yes	Yes	Night
Condado Male	16	Tactile Individual (TILS)	Yes	Yes	Afternoon
Jesus Male	16	Kinesthetic (KLS)	Yes	Yes	Night

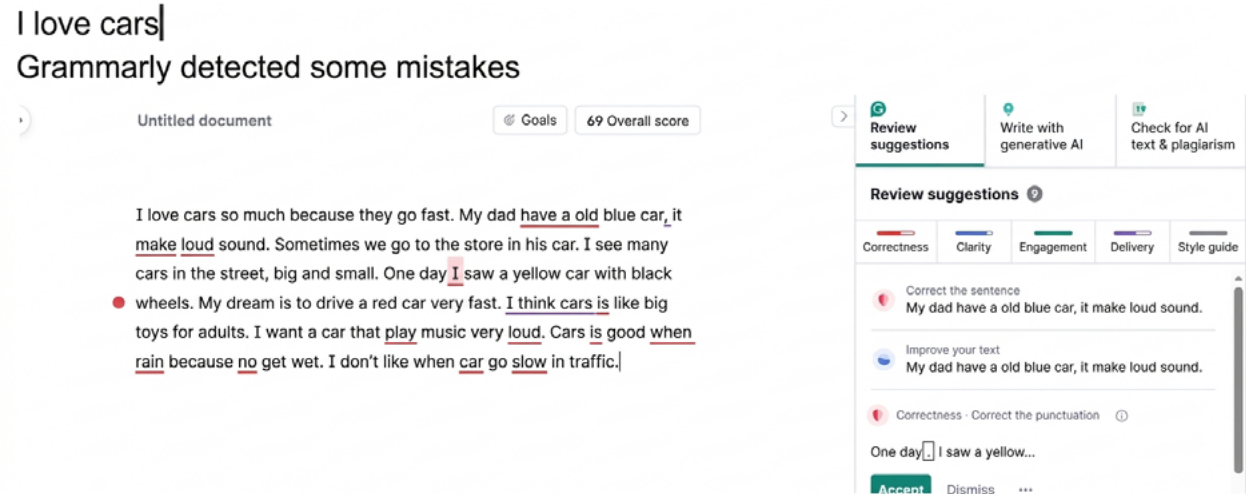
Source: own elaboration

2.2 Procedure

Participants (n=10) wrote in English for 30 days at home during summer vacation and 3 days at school after holidays. During the home writing phase, participants had to write in English for at least 5 minutes daily, avoiding writing translation from Spanish. They were allowed to use dictionaries to look up vocabulary but were not permitted to use translators or apps for full-text translation. At the beginning, participants wrote about daily events; after a week, they were allowed to select topics they were interested in, which increased motivation and decreased text repetitiveness.

They sent their texts to their teacher. Later, the teacher checked them in Grammarly and returned screenshots of the automated feedback alongside written teacher feedback. The written teacher feedback consisted of highlighting error markings in different colors; explanatory notes on grammar rules with examples; and a corrected version of the text (see Figure 1).

Figure 1. *Grammarly Feedback*



Source: own elaboration.

The grammar explanations were written in Spanish to ensure understanding, considering the language level of the participants (see Figure 2). At home, participants wrote for five minutes without electronic devices. Then, the teacher showed Grammarly feedback on-screen and provided oral explanations of the identified errors.

2.3 Instruments

Three data sources were used. First, the Perceptual Learning Style Predominance Likert Scale Questionnaire allowed researchers to distinguish students' learning styles. It consists of 30 Likertscale items, covering six LSs: visual, auditory, kinesthetic, tactile, group, and individual, five items per style (Reid 1995 as cited in Tazik & Aliakbari, 2019). The instrument was shared online in February 2025.

Second, a semi-structured interview protocol was prepared by adapting the refinement interview protocol (Castillo-Montoya, 2016). The instrument comprises 20 questions (Q), organized into introductory (Q1-2), transitory (Q3-6), key on feedback and LSs (Q7-11) and on writing process and progress (Q12-18) and closing (Q19-20). The interviews, in general, lasted 11 minutes and were held from the 6th to the 21st of October 2025 (see Appendix A).

Third, Grammarly performance and readability metrics were recorded for each participant first and last text written at home, to track writing development across the practice period.



Figure 2. *Teacher feedback*

Your text:

I love cars so much because they go fast. My dad have a old blue car, it make loud sound. Sometimes we go to the store in his car. I see many cars in the street, big and small. One day I saw a yellow car with black wheels. My dream is to drive a red car very fast. I think cars is like big toys for adults. I want a car that play music very loud. Cars is good when rain because no get wet. I don't like when car go slow in traffic.

The corrected version explained by your teacher😉

I love cars so much because they go fast. My dad has an old blue car, it makes a loud sound. Sometimes we go to the store in his car. I see many cars in the street, big and small. One day I saw a yellow car with black wheels. My dream is to drive a red car very fast. I think cars are like big toys for adults. I want a car that plays very loud music. Cars are good when it rains because no get wet. I don't like when car go slowly in traffic.

Las palabras resaltadas en amarillo son porque están mal conjugadas. Recuerda que a las terceras personas se agrega s al verbo cuando conjugas en presente simple.
Las palabras resaltadas en rosa son porque habías omitido una palabra. a very loud sound y when it rains
Las palabras resaltadas en azul son porque su uso es incorrecto. A si le sigue una palabra en consonante: a car, a mouse a house, etc, an si le sigue una palabra con vocal: an apple, an elephant, an elegant man.
Slow es adjetivo en este contexto necesitas un adverbio slowly
Cuidado con el orden de palabras primero adjetivo y luego sustantivo: very loud sound

Source: own elaboration.

2.4 Data analysis

Inductive analysis was used to analyse the information participants provided in the interview. To begin with, the transcriptions were done. The analysis began, and was conducted in a traditional way. Blocks of information were selected and labelled with codes, which were grouped in categories. Eventually, themes related to the objectives of the study were obtained. The results were sent to the participants to verify that their meanings were not altered or biased during analysis. After receiving the participant feedback, the results were verified; thus, data misinterpretations were avoided. This process of analysis is suggested by O'Connor and Gibson (2003).

Written texts were analysed in two forms. Qualitatively, the type of errors present in early and late texts were compared for each participant to identify patterns or improvement in grammar, punctuation, and vocabulary.

Credibility was ensured through participants checking; thematic summaries were sent to participants, they confirmed that their meanings were not altered or misunderstood.

3. Results and discussion

3.1 Learning style profiles and Physiological information

Learning style preference showed that four participants (Svetlana, Kyo, Pasusa, Coolswap) prevalent LS was individual; one participant was auditory (Alexa), one kinesthetic (Jesus), one tactile (Marlon), one tactile-individual (Condado), one kinesthetic-auditory (Delfinicraft), and Kinesthetic-Group (Daylight). The findings allowed us to identify LS predominance, which was the individual LS: learners with this style prefer learning alone, working independently, and taking personal responsibility for their work (Domínguez Pelegrín, 2020). The home writing practice matched that learning style, since they had to write independently at their own pace. This finding may partially explain the high completion rate (10 out of 12 initial participants). Additionally, considering the LS profile of students improve English learning outcomes (Aldama-Juárez et al., 2024; Caicedo-Quinteros, 2023; Chicaiza et al., 2023). Another aspect that helps learning at this age is to work alone (Dunn & Burke 2005).

Regarding physiological stimuli, most participants (n=6) (preferred to write at night, three in the afternoon and one in the morning. According to Dunn and Burke (2005), the time of the day is a significant physiological stimulus that influences learning comfort and performance. The fact that participants selected their writing schedules may have contributed to persistence and engagement to be whole writing practice at home.

Learners with this style prefer learning alone, working independently, and taking personal responsibility for their work.

3.1 Affective responses to Grammarly feedback

On one hand, seven participants reported positive emotions upon receiving Grammarly Feedback (GF). They reported comfort and excitement. Participants valued the specificity of Grammarly corrections and types of mistakes rather than simply marking them:

> "I felt comfort because those corrections helped me improve my writing and made it easier to be understood" (Marlon).
>
> "I like that the platform itself gives us feedback, it explains our mistakes, and shows us—well, not the words, how to use the -ing ending or the correct tenses. It also helps with grammar, commas, periods" (Daylight).
>
> "Well, it was exciting to know that I wrote that, all by myself, without any help; it was kind of thrilling" (Svetlana).

Feedback was also constructive, even when errors were numerous. Coolswap described initial surprise followed by growing confidence:

> "Oh my God, I have so many mistakes in my writing! But then I looked at my corrections and realized that as I wrote more, I was improving; I wasn't making many mistakes anymore! (Coolswap).

These positive affective responses are consistent with Chicaiza et al. (2023) regarding personalized automated feedback: Grammarly individualizes, and text corrections appear to promote learner engagement.

On the other hand, three participants reported negative feelings such as nervousness and



confusion. Delfinicraft described feeling anxious when seeing a high number of underlined errors. Kyo and Condado mentioned to be confused at the beginning about specific types of errors, this confusion was taken as a source of reflection and motivation to write better:

> "No, I'm doing it badly! and that made me nervous" (Delfinicraft).
>
> "I got confused about why I failed and got reflective, and I kept looking at my mistake and saying, I can improve this (Kyo).

Even though negative emotions were evoked, none of the three participants who had negative feelings quit the writing practice. They continued and noticed improvement over time. This result is consistent with Wenlei Zhu et al. (2023), who found that both positive and negative feelings can contribute to language learning. The implication for teachers is that initial Grammarly use can be used as diagnostic information rather than evaluative judgement.

3.3 Affective responses to teacher feedback

In comparison to the emotional responses toward Grammarly, all ten participants expressed positive feelings toward teacher feedback (TF). Predominant emotions were comfort, happiness and a sense of support. Participants appreciated the interpersonal dimension of TF and deep explanations.

> "Good because the teacher knows the language and she can help me with my text (Daylight).
>
> "I feel good because I learned from my mistakes and because the teacher told me, look! You are failing at this. So, I tried my best to see how to fix it (Kyo).

Participants linked TF to their ability to self-correct their texts without relying on an application:

> "Good, I felt a little better because I could see how I could make the corrections myself without needing an application" (Pasusa).

Support was appreciated as well:

I felt happy because the teacher was helping me (Delfinicraft).

The results indicate that TF supported metacognitive awareness alongside grammatical improvement. The positive emotional response is concordant with Elboshi (2022), who observed that TF addresses benefits form, content, ideas organization, vocabulary choice, and coherence. Additionally, the interpersonal relationship between teacher and student, at beginner levels, may also increase the acceptance of TF.

3.4 Feedback preference in relation to learning styles

The majority of participants (n=6) expressed preference for TF over GF. It was observed that the following patterns suggest a relationship between the LSs and feedback.

Regarding individual learners (Svetlana, Kyo, Pasusa, Coolswap), three of them preferred TF. Kyo valued both types of feedback equally, he found no meaningful distinction between them. Svetlana and Coolswap both explicitly preferred oral because it was faster, more memorable and helpful to identify mistakes efficiently when proofreading.

Auditory learner (Alexa), she preferred spoken feedback, consistent with her auditory LS:

> "Well, I prefer spoken explanations; written explanations were fine too, because I felt I understood better and had more time to think through, but the spoken one was easier because the teacher explained things quickly and I understood better" (Alexa).

Kinesthetic and tactile learners (Marlon, Condado, Jesus, Delfinicraft, Daylight): These participants showed more heterogeneous preferences. Conrado valued written feedback with color-coded examples, convenient for tactile style. Jesus explicitly valued both oral and written feedback, pointing out that oral feedback helped him remember corrections while written feedback provided a reference of correction. Dailylight and Delfinicraft would rather have oral feedback for its immediacy.

Grammarly preference: one participant (Pasusa)went for Grammarly feedback because it identified specific error locations directly. This preference matches his individual learning style, which involves autonomous and analytical processing.

These patterns suggest that, at the A2 level, the social and explanatory dimension of teacher oral feedback is more broadly valued than automated text-based corrections, particularly among learners with auditory and individual learning style profiles who benefit from clear, direct explanation. However, the sample is too small to establish definitive LS-feedback preference correspondences; these should be regarded as descriptive tendencies rather than causal relationships.

The importance of providing multiple feedback modalities is reinforced by these findings: as Alonso et al. (1997) note, no single instructional strategy suits all learning profiles; varied strategies are necessary to maximize learning across different LS types. The combination of Grammarly (written, specific, immediate) and teacher oral Feedback (explanatory, relational, memorable) may therefore represent an effective complementary approach for improvement and clear feedback (Ashrafganjoe et al., 2024; Tambunan et al., 2022).

3.5 Procedures when writing

Participants employed a range of writing processes, varying in complexity from simple drafting to multistage procedures incorporating research, planning, and revision. Three procedure types were identified:

Simple process consisted of drafting only: Some participants began writing immediately without planning or organizing ideas mentally as it was commented:

> "I started writing, I began with 'It is me again,' and then I planned in my mind what I was going to write" (Condado). This approach limits the development of complex ideas.

Compound process included prewriting, drafting, and revision. Others followed a more structured process: recalling English vocabulary, drafting with attention to grammatical structure, and reviewing the text for corrections (Pasusa and Svetlana). These

participants could produce more coherent text over time. As he mentioned:

> "I only remembered the English words in my mind and followed the structure of subject-action. That's how I wrote it, little by little. I stopped to check if my text was written correctly" (Pasusa).

Complexed process comprises research, bilingual comparison, extensive revision. Three participants employed advanced strategies including reading parallel English and Spanish texts to internalize grammatical patterns (Kyo), memorizing vocabulary before writing (Marlon), and writing a full draft in Spanish before translating and refining it (Daylight, Alexa).

The use of a Spanish as a cognitive scaffold, contrary to the studies guidelines, seems to have been a useful coping strategy rather than a shortcut for less proficient writers. For these participants, Spanish served as a planning medium that allowed them to organize ideas before facing the linguistic challenge of English encoding, rational with process writing theories that recognize L1 use as a legitimate compositional resource (Roca de Larios et al., 2007).

Environmental and emotional stimuli also shaped writing procedures Jesus described silencing all distractions before writing, which is consistent with Dunn and Burke´s (2005) environmental LS dimension. Condado described using self-regulation strategies, such as relaxation and tense selection planning before beginning to write. These strategies reflect the kind of metacognitive development that sustained writing practice and feedback support.

3.6 Writing progress

Participants reported multiple dimensions of progress resulting from the daily writing practice and combined feedback. The most reported improvements concerned grammatical accuracy, such as verb conjugation, capitalization of the pronoun I, punctuation and article use alongside vocabulary growth. As they expressed:

> "I started writing more, I learned new words, I started putting sentences together, using verbs and subjects correctly" (Svetlana).
>
> "Writing every day helped me a lot, it helped me to expand my vocabulary, to write better, and to plan and organize my ideas, including my use of commas" (Alexa).

The most common mistakes found in the texts were related to grammar, conjugation, punctuation, spelling, word order, and vocabulary.

Beyond grammatical improvements, participants noted qualitative changes in the expressive character of their writing. Kyo and Condado describe moving from robotic information only text to writing that incorporated emotional expressions. That progress is necessary to develop communicative competence. Pasusa reported becoming progressively independent of translation tools, suggesting growth in strategic writing competence.

The most common mistakes found in the texts were related to grammar, conjugation, punctuation, spelling, word order, and vocabulary. Grammarly feedback indicates that the participants' texts improved in grammar, particularly punctuation, capital letters, verb conjugations, and use of articles and prepositions. The most consistent evidence of improvement was participant selfreported reduction in repeated error types supported by teacher observations.

3.7 Discussion

The findings of this study contribute to the growing literature on AI assisted feedback, learning styles, and writing development in EFL context. In this section, the four main findings are interpreted in relation to prior research and their theoretical implications examined.

The first finding concerns learning style predominance. The preferred learning style was the individual learning style, while in other studies the Kinesthetic style was the most predominant LS (Al-Hubaishi & Al-Mekhlafi, 2023; Benitez-Correa et al., 2022; Kamalova & Kim, 2025) or the auditory LS (Zughaibi & Ghobain, 2021). The differences in preferences may be due to the educational levels at which the studies were conducted. Some strengths identified in individual learners include the ability to manage emotions, as well as increased self-confidence and perseverance in language learning (Al-Hubaishi & Al-Mekhlafi, 2023). A clear example was illustrated by Kyo. Moreover, participant ages appeared to favour independent writing practice (Dunn & Burke, 2005).

The second finding concerns affective responses to feedback. The positive emotional responses to Grammarly (comfort and excitement) are consistent with Chicaiza et al. (2023), who found that personalized automatic feedback promotes learning engagement. The specificity of Grammarly corrections, which participants highlighted as particularly valuable, aligns with Ashrafganjoe et al, (2024) characterization of the tool as capable of providing targeted, individualized corrective information. The negative emotional responses reported by three participants, such as nervousness and confusion, coincided with Murtisary et al. (2025), who noticed that A2 learners in higher education become anxious, confused and less confident when receiving automated feedback.

Some strengths identified in individual learners include the ability to manage emotions, as well as increased self-confidence and perseverance in language learning

This finding points to an effective dimension of failure AI feedback that remains underexplored in the literature in high school. Critically, all three participants who experienced negative emotions continued the writing practice and reported improvement over time. This finding is theoretically significant because it challenges an implicit assumption in some AI feedback research, that negative affective responses indicate tool failure, and suggests instead that, when situated within a supportive instructional context, initial negative emotional responses may function as productive source for reflection and self-regulation (Wenlei Zhu, 2023). In contrast, the uniformly positive emotional responses to teacher feedback are consistent with Elboshi (2021) who emphasized the interpersonal and relational dimensions that distinguished teacher feedback from automatic feedback. The association of teacher feedback with metacognitive awareness and self-correction strategies development as well as use of translation tools reduction, broadens Elboshi's (2021) findings and suggests that, at the A2 level, the relational quality of teacher-learner interaction is not only affectively supportive, but cognitively productive.

The third finding concerns the relationship between learning styles and feedback preference. The preference for teacher feedback in

oral form among six out of ten participants broadly replicates existing evidence that the EFL learners value the explanatory and interpersonal dimension of human feedback over automated alternatives. Tambunan et al. (2022). However, the present study adds nuance by linking this preference to a specific learning style profile. The auditory learner consistent preference for spoken feedback directly exemplifies the pedagogical logic of LS frameworks: that matching into instructional modality to learn and preference can enhance comprehension and retention (Alonso et al., 1997; Ruiz, 2004).

The preference among individual LS for oral explanations, which might initially appear contradictory given their disposition toward autonomous work. It is explicable in terms of efficiency: oral feedback allows these learners to integrate corrections quickly and return to independent work. The single participant who preferred Grammarly feedback demonstrated a pattern consistent with field-independent construct (Witkin & Goodenough as cited in Hattie & O'Leary, 2025): autonomous, analytical processing of written feedback without requiring interpersonal scaffolding. These patterns along with Alonso et al.'s (1997) recommendation that varied instructional strategies are necessary to address diverse LS profiles. They also complicate LS theory in a productive way: the finding that individual LS learners, who theoretically prefer working alone, nonetheless value oral teacher feedback suggests that LS categories function as tendencies rather than determinants, and that proficiency level may moderate the relation between style profile and instructional preference. At A2 level, the need for explicit explanation may override their preference for autonomy, a finding that extends prior research (Benitez-Correa, 2022, Kamalova & Kim, 2025) and reinforces the importance of context-sensitive application for learning style theory.

The fourth finding relates writing procedures and progress. The three category-typology identified (simple, compound and complex processes) is consistent with process writing theory (Roca de Lario et al., 2007), which associates writing development with increasingly sophisticated composing strategies rather than merely with linguistic accuracy. The use of Spanish as a cognitive scaffold by three participants is particularly significant. Rather than indicating no compliance, this behavior reflects empirical evidence in bilingual composition research: L1 is used as a planning resource that reduces cognitive load and enables idea generation before the linguistic challenge of L2 encoding is confronted (Roca de Lario et al. 2007). That these participants nonetheless demonstrated writing improvement suggests that L1 scaffolding is compatible with, and may even support, writing development at the beginning level, a finding with direct implications for EFL writing instruction policy. The evidence of quality change in the expressive character of participant writing, which moved beyond informal-only texts toward emotional expressiveness, is an underrepresented dimension in AI feedback research, which tends to focus narrowly on syntactic and lexical accuracy. This finding suggests that the combination of Grammarly and teacher feedback may support a broader range of writing competencies than either instrument to assess individually. This finding is consistent with Nindya et al., (2025); Tambunan et al., (2022); Thai et al.'s (2025) recommendations for integrating feedback models in EFL instruction. Finally, teacher feedback may reduce the chance that A2 learners become dependent on Grammarly if they guide learners to consider Grammarly just a learning support tool (Murtisary et al., 2025) and promote responsible use (Estrella, 2025).

4. Conclusions

This qualitative case study examined how 10 A2 level EFL high school learners in Mexico responded to Grammarian and teacher feedback during a 33-day writing practice, considering their learning styles, affective responses, writing procedures and text progress. Three main conclusions can be drawn.

First, concerning affective response, Grammarly feedback evoked both positive and negative emotions: participants who experienced nervousness or confusion nonetheless continued their writing practice and found ways to improve, suggesting that negative emotions, when managed within a supportive instructional context, can be productive. Teacher feedback elicited exclusively positive emotional responses, which may reflect the A2 learner's need for interpersonal support and explicit explanation that automated tools cannot fully provide.

Second, most participants (n=6) preferred teacher feedback, particularly in oral form, over Grammarly feedback, and this preference was consistent with their learning style profiles. Auditory and individual-style learners showed strong preference for direct, spoken teacher explanation. However, the complementary value, or Grammarly, is to provide specific, immediate, and individualized written feedback that was acknowledged by the majority, and one participant preferred it over teacher feedback. The combination of both feedback types appears to be more effective than either alone.

Third, participant writing procedures evolved from basic drafting toward more complex processes involving planning, bilingual comparison, self-regulation, and revision. Text improvement was evident in the reduction of repeated error types, greater variety of vocabulary. And some participants developed emotional expressiveness in writing.



4.1 Implications

The findings suggest several practical implications for FL high school instruction. Teachers implementing Grammarly at A2 level should anticipate and proactively address negative emotional reactions by framing automated feedback as diagnostic information. Oral feedback should not be reduced or replaced by written or automated alternatives, as it appears to be the most valued and memorable form of feedback for beginner EFL writers. Daily writing practice, some self-selected topics even for short periods, can support meaningful vocabulary acquisition, grammatical awareness, and writing confidence. Learners can be guided by using writing tools responsively and use AI as grammar checking aids rather than text generators. Thus, cognitive engagement involved in authentic writing can be preserved.

4.2 Limitations and future research

This study has several limitations. The sample was small and drawn from a single institution, limiting transferability. The participants were self-selected volunteers, likely to represent more motivated learners; the experiences described may not reflect those of less motivated or higheranxiety students. The teacher-researcher dual role may have

influenced participant self-reported attitudes despite efforts to mitigate this through anonymity and member checking. Future research could address these limitations by including larger, more diverse samples with varied motivation levels and learning styles, at the same time or higher proficiency levels. A higher proficiency level would allow learners to engage with Grammarly feedback more independently, potentially altering the feedback preference patterns observed here. Longitudinal studies tracking writing development beyond a single practice period would also contribute to understanding how AI feedback preferences evolve as learners gain proficiency.

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Conflict of interests

The authors declare that they do not have conflict of interest

Ethical implications

For the application of the instrument, authorization was requested by the school director, as well as the informed consent of parents and students. Students voluntarily agreed to answer the learning styles questionnaire, participated in the writing of texts in English for one month, and agreed to be interviewed.

Authors' contribution

Research design, Catalina Juárez Díaz, Karime Jaziel Montoya Guzmán, Adriana Sánchez Salcido y Abdy Salem Reyes Alviso; Data analysis (Catalina Juárez Díaz); methodology (Catalina Juárez Díaz, Karime Jaziel Montoya Guzmán, Adriana Sánchez Salcido); manuscript review (Catalina Juárez Díaz, Karime Jaziel Montoya Guzmán, Adriana Sánchez Salcido y Abdy Salem Reyes Alviso). All the authors have read and approved the submitted version. Grammarly was used to verify grammar and punctuation.

Declaration of generative AI-assisted technologies in the writing process

During the preparation of this work the author(s) used (Grammarly) to (verify grammar and punctuation) and Turnitin to (verify potential plagiarism and AI-generated content. After using this tool/service, the author(s) reviewed and edited the content as needed and took full responsibility for the content of the publication.

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Appendix A

1. ¿Te gusta aprender inglés?
2. ¿Te gusta escribir en inglés? ¿Por qué?
3. Cuando recibías la retroalimentación de Grammarly y veías las palabras subrayadas, ¿qué sentías al ver tu texto?
4. ¿Qué pensabas cuando veías la retroalimentación que Grammarly te brindó? ¿Por qué?
5. Cuando recibías la retroalimentación escrita del docente ¿qué sentías al verla? ¿Por qué?
6. Cuando recibías la retroalimentación oral del docente ¿qué sentías al verla? ¿Por qué?
7. Si comparamos la retroalimentación de Grammarly con la del docente la escrita y la oral ¿cuál te gustaba más o con cuál sentías que aprendías más?
8. ¿Qué tipo de retroalimentación preferías? ¿Por qué?
9. ¿Qué retroalimentación se adecuó más a tu estilo de aprendizaje? ¿Por qué?
10. ¿A partir de la retroalimentación aprendiste algo nuevo? ¿Qué aprendiste?
11. Con las observaciones que se te hicieron en tus diferentes textos, ¿notaste alguna mejoría del primer texto que escribiste al último? ¿Qué fue lo que pudiste observar?
12. ¿Tienes un método de estudio específico que te sirva para escribir considerando tu estilo de aprendizaje? ¿Cuál o cuáles son?
13. ¿En qué horario se te facilitó escribir los textos que enviaste? ¿Por qué?
14. ¿Qué piensas sobre la práctica diaria de la escritura en inglés? ¿Por qué?
15. ¿Consideras que hubo algún(os) beneficio(s) sobre la práctica diaria en el desarrollo de la habilidad escrita? ¿Cuál(es)?
16. ¿Consideras que no hubo ningún beneficio sobre la práctica diaria en el desarrollo de la habilidad escrita? ¿Por qué?
17. ¿Al inicio de la práctica, se te dificultaba escribir en inglés? ¿Por qué crees que era difícil?
18. ¿Al final de la práctica, se te facilitaba escribir en inglés? ¿Por qué crees que era fácil?
19. ¿Considerarías usar Grammarly en un futuro? ¿Por qué lo usarías?
20. ¿Recomendarías el uso de Grammarly a otras personas? ¿Por qué lo recomendarías?