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# Can AI-Generated Feedback Overshadow Teachers' Existence?

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**Abstract:** AI-generated feedback is expected to be exploited for enhancing learners' speaking skills and maintaining learners' emotional state. The magical power might overshadow teachers' feedback, as well. For further investigating learners' perception of AI-generated feedback compared to teachers' feedback in fostering learners' speaking skills and maintaining emotional state, this study employed a mix-method. Data were collected through a 15-item questionnaire and semi-structured interviews with Grade XI students at Budi Utomo Senior High School. The questionnaire examined the intensity of feedback reception, learners' preferences for feedback providers in improving speaking skills (lexis, stressed word patterns, intonation, fluency, grammar, communicative functions, and physical paralinguistic features), and the emotional impact of feedback (self-esteem, motivation, and anxiety). Interviews, conducted via WhatsApp voice notes for flexibility, provided deeper insights into learners' experiences with both feedback types. Thematic analysis revealed that learners perceived AI-generated feedback as beneficial for improving specific aspects of speaking, particularly pronunciation and fluency, while teacher feedback was valued for its personalized and interactive nature. Emotional responses varied, with AI-generated feedback fostering self-directed learning but sometimes lacking the motivational support provided by teachers. The study highlights the complementary roles of AI and teacher feedback in fostering speaking skill development and emotional engagement. These findings contribute to the ongoing discourse on AI in language education and provide implications for optimizing feedback strategies in EFL classrooms.

**Keyword:** AI-Generated Feedback, Teachers' Feedback, Speaking Skills.

## INTRODUCTION

Providing feedback brings about great advantages if teacher and learners have positive perception towards the feedback itself (Dessie & Sewagegn, 2019, p. 51). The practice of feedback in the classroom encounters barriers. Teachers require much more time to ensure that each learner receives equal opportunity due to large-size of the classroom (J. G. Wu & Miller, 2020, p. 176). It is also necessary for teachers to invent feedback strategies to reduce learners' anxiety. They feel anxious when the obtained feedback is confusing, unclear and understandable, so they find difficulties to spot their error-making (Dobson & Sojisirikul, 2023,

p. 530). Additionally, corrective feedback often excesses learners' anxiety, especially in face-to-face classroom. They are pressured to perfect grammar and other linguistic aspects while they conduct oral performance in front of class since being corrected leads to a phobia (Essa Aloud, 2022, p. 63). Creating a positive learning environment for learners benefits learners to comprehend their error-making, set future plan to improve their performance, and reduce anxiety from the obtained feedback (Dobson & Sojisirikul, 2023, pp. 539–540).

In recent years, the integration of Artificial Intelligence (AI) in language education has transformed how learners receive feedback on their speaking skills due to the features. AI primarily offers technology transformation in the use of voice for practicing their speaking skills. Learners' enjoyment in the personalized learning experience can be improved by the fun speaking environment (Ergün Elverici, 2024, p. 6). Virtual humans is used as a supportive tool for helping learners practice their speaking (Ericsson et al., 2023, p. 1). They are eager to actively communicate since it is designed in real-like human (Ericsson et al., 2023, p. 3). Learners' speaking accuracy and fluency are the primary content focused through portraying corrective feedback in grammar, pronunciation, diction, and spontaneous speaking skills. The capability of AI in evaluating the errors are beneficial to enhance learners speaking fluency. While, the idea organization skills are reinforced when learners conduct spontaneous speaking assignments. The enhancement can be pointed out clearly since the apps are extremely concerned with measuring learners' progress (Zou et al., 2023, p. 7).

Many studies have investigated AI for improving learners' speaking skills though the feedback was not the core of attention. A study from Yang et al. (2024 p. 832) concerned on exploring the power of AI tools for raising speaking awareness through self-report while the presence of feedback empowered learners for identifying erroneous utterances. It is in line with (Ningsih et al., 2024, p. 122) which revealed the feedback brings valuable insights on pronunciation and fluency. Nhan (2024, p. 1299) raised confirmation on how AI tools offered immediate, reliable, and helpful for tracking strength and weakness. Qiao & Zhao (2023, p. 11) admitted the provision of feedback assist learners' self regulation in tracking the progress and making a required adjustments. However, Zou et al. (2023, p. 7) claimed the feedback needed to be more detail and specific for monitoring learners' spontaneous speaking. Vy & Pham (2024, p. 57) encounters a dilemma of which feedback offered since AI offered real-time and less specific feedback compared to teachers' delayed but more specific feedback. On top of that, Astarilla et al. (2023, p. 4803) underscored the teachers' role in the classroom could not be substituted even with the personalized learning and automated feedback the learners experienced. Nevertheless, few studies investigated in-depth exploration on which area of feedback won over teachers' feedback. This study formulates problem statements as follow.

1. To what extent does AI-generated feedback enhance different aspects of speaking skills compared to teacher-provided feedback based on learners' perception?
2. How does learners' perceive the impact of AI-generated feedback in maintaining their emotional state compared to teacher-provided feedback?

## LITERATURE REVIEW

### Speaking Skills

The success of English teaching is denoted through the learners' speaking skills enhancement. Individuals acquire the skills the earliest, compared to other skills, which they begin to conduct the acquiring process from the womb and right after their birth (Uğur Göçmez & Ünal, 2024, p. 108). The speaking activities begin with habitual communication at the moment the fetus mumbles and murmurs when hearing stories. The perpetual development occurs through discussion and argument conveyance (Alruwili & Elsawy, 2024, p. 254). The core element of speaking skills is placed on the macro- and micro skills. The micro skills encompass the competence in producing lexis, stressed word patterns, intonation, fluency, and

grammar (Brown & Abeywickrama, 2004, p. 142). The macro skills demand the competence in performing appropriate communicative functions and physical paralinguistic features (p. 142).

The affective domain plays a tricky role, in this case. Aside from the cognitive factor, the development of both is, however, distracted with a low-maintained affective domain. According to Brown (2007), the affective factor is the emotion aspect of human behavior that is evolve as 1) receiving process from the stimulus around the environment; 2) the responding process is the autonomous action after being stimulated from such phenomena or a person; 3) valuing process enables the individuals for placing the phenomena through internalizing the cultural beliefs or attitudes; 4) organizing process involves building a hierarchy of the values towards a system; and 5) characterizing process leads to understand individual's personality regarding to the value system (p. 153). The affective domain encloses self-esteem, motivation, and anxiety (Brown, 2007, p. 154)

**Feedback in Speaking Performance**

The effectiveness of teaching speaks concern on the learning environment and the awareness of realistic goals that require to be achieved. A number of speaking activities offer feasibility to foster speaking competence. The effective strategy is unable to take for granted, no matter how interesting the activities are. Boosting learners' motivation and alleviating their anxiety builds up a positive environment for learning (Eren, 2021, p. 2061). On top of that, having learners understand clearly on the objectives of learning, widen the opportunity to practice, and facilitate them with feedback bring about powerful beneficial impact (Annisa, 2023, p. 870). Concerning the feedback, providing feedback constructs a learning support system upon the occurrence of interaction and the promptness of motivation to learn (Jiménez et al., 2018, p. 1). The types of feedback determine the roles of impacting learners' affective factors. Comprehending the situational term of learners' emotion state, can maintain the effectiveness of the practice (Grawemeyer et al., 2015, p. 595). The types of feedback are as follow.

**1) The Mode of Feedback**

The feedback is delivered in two ways, written and oral which bring up a distinctive response to the learners, as the error does. In comparison, written feedback is more acceptable and elicits positive attitudes, particularly in learners' emotion while the oral feedback gives the opposite. In spite of emotion, learners are more beneficial in enhancing their language skills (Alzamil, 2021, p. 84).

Written feedback is closely defined as the response to learners' writing production by involving the act of providing comments on the content and organization as the strength or weaknesses area Brookhart, 2008; Duke, 1975; (Küçükali, 2017, p. 48). This form of feedback is committed directly or indirectly. Direct written feedback involves giving explicit error correction by removing and re-writing. Indirect written feedback denotes the errors by giving an obvious sign upon the errors (Alzamil, 2021, p. 85).

Oral feedback depicts such utterances that are delivered to the interlocutors, in this case is the performer, underscoring the strength and weaknesses as a response to the performance (Alsolami, 2019, p. 672). The type of feedback is mainly applied for validating the committed errors pertaining to the pronunciation and spelling in a speaking performance (Alsolami, 2019, p. 676). The practice triggers the presence of meaningful interaction and clarification to invite follow up correction (Küçükali, 2017, p. 47).

**2) The Content of Feedback**

Feedback is divided into negative feedback aimed at fulfilling the discrepancies of learning progress, interactive learning, and design learning (Kerr, 2017, p. 2) and positive feedback aimed at praising and encouraging (Dobson & Sojisirikul, 2023, p. 527). Positive feedback encourages learners to shape their perception upon the targeted competence (Tonekaboni, 2016, p. 162) and it is a confirmation of learners' correctness as negative feedback or corrective feedback underscores the response on learners' incorrectness (Lyster et al., 2013; Russell & Spada, 2006; (Alzamil, 2021, p. 85).

Oral positive feedback encloses the provider's expectation on performance. Generating high expectations on learners' achievement is directly proportional to their development. The practice is proved to be beneficial, especially for learners who suffer low-achieving and behavioral challenges (Chen et al., 2011, p. 473). That aspect intentionally achieved a good relationship between the provider and receiver, as long as it is unwillingly neglecting the initial purpose of feedback. Productive classroom dynamics are best constructed through good interaction in the classroom (Hagenauer et al., 2013, p. 25).

Providing negative or corrective feedback should address the area that requires improvement in order to trigger learners' autonomy correction on their upcoming performance (Tonekaboni, 2016, p. 163). The framework encloses recast, repetition, clarification request, and explicit correction. Recast is the most common applied strategy which is the act of correcting learners' errors through altering one or two elements without altering the meaning. Repeating is used by repeating the incorrect pronunciation to denote the errors. Clarification request is conducted through asking the meaning of the incorrect pronunciation or spelling as the clarification for eliciting self-correction. Explicit correction is an oral corrective feedback strategy by revealing the committed error and providing the correction (Sanavi & Nemati, 2014; Alsolami, 2019, p. 673). The repeating and clarification requests are the effective strategies to widen the opportunity for learners to self-constructed repair (Lyster, Saito & Sato, 2013; Alsolami, 2019, p. 673).

3) **The Source of Feedback**

Feedback may come from the teacher or fellow learners or people outside of the classroom (Rcla, 2016, p. 186). Nonetheless, this study will describe sources of feedback from teachers and fellow learners or peers. Feedback conveyed by the teacher is considered as the teacher's responsibility (Chafi & Elkhouzai, 2016, p. 281). Learners' perception upon their current competence plays a crucial role in their improvement. They definitely require feedback which is descriptive and informative, rather than judgmental utterance. Enhancing the feedback process involves perceiving feedback not merely as the transmission of information, but as a dynamic interaction where insights are exchanged, meanings are clarified, and expectations are illuminated (p. 293).

To grant the implementation of learner-centred learning, the teacher can apply peer feedback activity as it assists in promoting cognitive and linguistic skills (Hagenauer et al., 2013, p. 76) as well as learners' autonomy (p. 74). This practice enormously relies on feedback skills and language skills. If they have insufficient language skills, they will obscure the correction in the way they correct an error that is none (Hagenauer et al., 2013, p. 75). For stimulating desired advantages, teachers are required to perpetually encourage learners' willingness and provide adequate training

dealing with well-designed rubric for reliable feedback content (Y. Wu & Schunn, 2023, p. 11).

### AI-generated Feedback vs. Teachers' Feedback

The presence of AI-generated feedback is intriguing and defy due to the benefits; those are the effectiveness of personalized, real-time feedback, and self-regulation learning. AI tools undoubtedly compel learners' curiosity and nurturing personalized learning (Fidan & Gencel, 2022, p. 20). The tool provides automated feedback which is for optimizing the effectiveness in achieving the purpose of feedback through one on one guidance (Wongvorachan et al., 2022, p. 111). The automated feedback reduces teachers' workload for portraying timely and precise comments on learners' performance which is time-consuming for large size classrooms (Naz & Robertson, 2024, p. 109). AI tools offer sophisticated experiences, as well. AI-driven instruction enables learners to take charge of their learning process as a self-regulation process and cultivate metacognitive strategies that improve their speaking abilities (Qiao & Zhao, 2023, p. 11).

The technology advancement of AI provides features for learners to undergo more fascinating experiences than the traditional classroom does. The human voice and conversational partners benefits in creating an interesting atmosphere to language learning (El Shazly, 2021, p. 11). The application of AI tools is able to empower learners' language skills. speaking accuracy and fluency through contents of learning and corrective feedback in grammar, pronunciation, diction, and spontaneous speaking skills (Zou et al., 2023, p. 6). On the other hand, there are emotional issues which impact on feedback given. The potential of providing objective and consistent feedback is greater. Teachers' feedback does the opposite due to the experiences, personal perspective, biases, and mood which lead to inconsistent feedback (Wang, 2024, p. 49). However, learners still crave for teachers' involvement as feedback providers in giving support and empathy for fulfilling learners' emotional needs (El Shazly, 2021, p. 11).

Regarding learners' affective domain, the trends of AI complemented with magical benefits can boost learners' motivation and engagement (Naz & Robertson, 2024, p. 98). The provision of freely conversational human-like acting out as proficient interlocutors, AI tools are way much able positively impacts on learners' confidence (Bao, 2019, p. 37). The features alleviate the fear of attaining negative judgment and reduce speech-related anxieties as they experience structured and consistent speaking practice (Muthmainnah et al., 2024, p. 83). Teachers' corrective feedback genuinely aimed at enhancing their understanding of their targeted error and correction (Kaewkascholkul & Jaturapitakkul, 2023, p. 55), yet, it might cause anxiety-provoking circumstances due to overuses oral negative/corrective feedback as (Zhang & Rahimi, 2014, p. 430). Moreover, it will produce shyness, resentment, inhibition and feeling of inferiority (Argüelles et al., 2019, p. 118) since it associates with such anxiety and frustration (Woo et al., 2015, p. 1). Nonetheless, it can impossibly occur if learners understand the purpose of practice (Zhang & Rahimi, 2014, p. 430). Learners' perception of obtained feedback results on how advantageous the feedback would be (Kerr, 2017, p. 16).

## METHOD

The research The study involved 22 learners in senior high school Budi Utomo Surakarta who are enrolled in English Class. Participants were selected through purposive sampling to ensure variations and in-depth investigation towards underlying issues. They shared excitement on the use of AI for fostering speaking skills and English proficiency speaking to low intermediate and high intermediate language skills.

Participants were chosen from the same class for ensuring they definitely had similar experiences on getting feedback for speaking skills, though they might have received feedback in their past experiences. However, they portrayed distinctive experiences in using AI due to the intensity. It helped to capture the intended data for being investigated.

This study draws upon a mix-method for investigating the role of AI-generated feedback for improving speaking skills and maintaining learners' emotional state, compared to teachers' feedback. A questionnaire and semi-structured interview were conducted. The 15-item questionnaire was adapted from various sources to address the experiences of using AI-generated feedback and teachers' feedback. 5-item focused on the intensity of receiving feedback, 7-item explored the perception on learners' feedback provider preference for their speaking skills enhancement which has been adapted from Brown & Abeywickrama (2004) concerning on macro- and micro skills of speaking; lexis, stressed word patterns, intonation, fluency, grammar, communicative functions, and physical paralinguistic features. 3-item explored the identical perception of learners' emotional state; self-esteem, motivation, and anxiety adapted from Brown (2007).

In addition to the questionnaire, semi-structured interviews have been conducted via WhatsApp voice notes, for ensuring flexibility and convenience, to gain deeper insights into learners' experiences with AI-generated and teacher feedback. The interview questions explored learners' preferences for feedback providers in enhancing speaking skills, focusing on lexis, stressed word patterns, intonation, fluency, grammar, communicative functions, and physical paralinguistic features, as well as their emotional responses, including self-esteem, motivation, and anxiety. Participants were selected based on their questionnaire responses, ensuring diverse perspectives regarding feedback preference, intensity of AI-generated feedback usage, and emotional impact. This qualitative approach aims to triangulate data from both sources, providing a comprehensive analysis of how AI-generated feedback influences learners' speaking skills development.

The responses of the questionnaire were analyzed using Likert-scale responses. The interview data were analyzed using thematic analysis; transcribing voice notes, familiarizing the data, coding through identifying meaningful patterns, categorizing themes, interpreting and synthesizing to draw conclusions. Then, the data were triangulated to check whether the data align or perform contradiction.

## RESULTS AND DISCUSSION

### RESULTS

The study's findings revealed that all participants were on the same page of supporting the incorporation between AI and teachers as feedback agents for fostering learners' speaking skills. However, they have a distinctive perception on which aspect of skills AI-generated feedback won over teachers' feedback. Further explanation is as follows.

#### Speaking Skills Aspect

##### *Learners' Perception on Lexis*

90.9% participants agreed that AI-generated feedback assists better in empowering learners' lexis than teachers' feedback. The interview excerpts depicted the reasonable argument related to the strength of AI in allowing personalized learning that they barely experienced in large size classrooms.

> "We can enrich our vocabularies through AI generated feedback better because we can use it whenever we want. It feels like we talk with native." (ZA)
>
> "Teachers only have a limited time for a large size classroom and they only give a common set of words when giving feedback." (ZA)

> "AI-generated feedback adjusts the content of feedback with our capabilities. It also helps to replace our incorrect words into the appropriate diction. That's why it gives a huge impact." (RI)

On the other hand, some of them showed unsatisfied responses for AI-generated feedback dealing with their personal opinion regarding lively social interaction and adjusted to the topic discussed in the classroom. Here, the excerpts:

> "Teachers' feedback lives longer in memory than AI-generated feedback because it involves social interaction with the use of human senses and supporting the environment." (SA)
> "The feedback helps to enrich vocabulary but is too formal and inappropriate to use. Teachers' feedback is clearer and more contextual." (ZI)

***Learners' Perception on Stressed Word Patterns***

77.3% participants preferred AI-generated feedback for improving learners' understanding on stressed word patterns. Some of them admitted teachers' feedback seldom comment on the aspect due to disbelief on teachers' speaking competence. Their perceptions are portrayed in their excerpts.

> "I'd never gotten feedback related to stressed words from teachers. AI can recognize our voice and detect the errors, and how to repair it." (ZA)
> "AI is better at detecting our errors when we pronounce incorrectly. But, teachers' feedback sometimes is uncertain because English is not our first language." (SA)
> "AI's feedback is detailed in arousing errors, it is completed with percentage, as well. The stressed word will be circled or is given color to ease me understanding the mistake. Teachers' feedback is not that detail." (AI)

Others are against the statement owing to the human senses that AI is unable to afford. The presence of a teacher helps to give understandable examples that are more feasible to grasp. The further opinion is voiced through the excerpt.

> "AI actually has given information, but the explanation is still not understandable. If I only practice it, it sounds weird. Teachers can do it better, they give us examples that are easier to follow." (ZI)

***Learners' Perception on Intonation***

From the data, 59.1% participants perceived that AI-generated feedback assists learners' intonation in speaking performance. The feedback covers the knowledge of intonation in a more understandable and reliable way. Teachers' feedback pertaining to intonation tends to be doubtful since they are not English native. The excerpts demonstrated the perception.

> "Teachers' feedback doesn't focus on intonation, so far. AI gives various intonations that can be practiced." (ZA)
> "AI can detect our intonation to be more correct. Teacher rarely gives a comment about intonation because he sometimes has no idea about it." (SA)

The gap to the opposite opinion seemed to be close. It comes to the dilemma in comparing the most appropriate source of feedback to choose. The distinct preference is influenced by the humanistic side that AI can't afford. The excerpts denote the arguments.

> "AI gives more detail and accurate feedback. Teachers' feedback is more acceptable with a human voice that makes it more applicable." (AI)
> "… but, teachers' feedback gives a big impact because we have direct interaction. We can learn emotion, social skills, and empathy from the way the teacher speaks and how he uses correct intonation in conversation." (RI)
> "AI gives guidelines, but teachers give examples which makes it more meaningful, joyful, and contextual. AI tends to be flat." (ZI)

***Learners' Perception on Fluency***

72.7% participants are on the same boat in improving their fluency with AI. They perceive AI as the assistant tool for boosting confidence with the features; human-like voice and automated and real-time feedback. The features satisfy the users and improve their fluency. The excerpts point out the satisfaction of using AI.

> "AI is so effective to train my fluency. I am confident enough to use AI because it feels like talking with humans." (ZA)
> "Feedback from AI is more specific and objective, it doesn't make me nervous." (AI)
> "… and the feedback is understandable." (RI)
> "AI creates a competitive atmosphere. When I speak something wrong, AI will correct it. I need to repeat it over time until I get it right." (SA)

On the other hand, the presence of AI-generated feedback possesses drawbacks. While AI provides flexibility and opportunities for fluency improvement, it cannot fully replace real human interaction. Students still feel nervous in spontaneous conversations with real people, highlighting the importance of practicing with human interaction. Additionally, the role of teachers remains crucial in guiding and supporting students in speaking confidently. The excerpts reveal those ideas.

> "Actually, AI can improve my fluency because I can use it anytime and be flexible. But, it will make so much difference if we talk with real human. I still got nervous because of the spontaneous conversation with people." (ZI)
> "Meanwhile, the teacher accompanies the students in speaking so that they do not hesitate. The teacher will patiently assist them." (SA)

***Learners' Perception on Grammar***

Pertaining to the grammar, there are slightly identical gaps with the intonation. 59.1 % participants prefer AI-generated feedback to improve their knowledge on grammar. Yet, the opinion might vary due to several points of view. An interviewee believed that AI generated feedback is more detailed and understandable. Another participant viewed teachers' feedback as more preferable. While, some of them opined that the source of feedback gives no big deal if the learners don't grasp the sentence structure. The excerpts demonstrate the controversial issues.

> "Feedback from AI is more understandable than from teachers. Not only because of the real-time feedback, but also the detailed explanation of the sentence structure I use at that time and it gives the correct form for it." (RI)
> "Teachers' feedback is more understandable because it is more detailed." (ZI)
> "Actually, we should understand the pattern first, then we can search lots of examples, so that we can understand it well." (ZA)

AI-generated feedback provides real-time feedback on incorrect grammar and which area to repair. The excerpts show the strength of AI-generated feedback.

> "AI gives very quick feedback when I use incorrect grammar." (ZI)
> "AI gives feedback in a nick of time. So I can notice the incorrect sentence structure and what to repair." (AI)
> AI feedback is more structured." (SA)

However, the need for improving grammar relying on the application system is not that sufficient. They crave for teachers' feedback owing to the relevance of the explanation. Learning process tends to be more meaningful and comprehensible when the teacher is able to interlink the topic of learning with learners' experiences and recognizable objects.

> "… while teachers' feedback is more flexible and relevant. The learning process is more meaningful and memorable. Teacher often gives examples using our names, experiences in the classroom, and objects that we know, so that the explanation is more understandable." (SA)
> "Teachers' feedback usually does not directly denote the correct form of sentence structure, but rather explains why the sentence structure is more correct to be used in a certain context." (AI)

***Learners' Perception on Communicative Functions***

Comparing the preference of which better improves communicative function, AI-generated feedback wins over teachers' feedback with 67.6% participants' voice. However, the result of the interview session shows different viewpoints. Learners seemed to face difficulties on receiving feedback related to communicative function due to the interpretation system. The excerpts below explain the further issues.

> "The impact of AI-generated feedback is not that big. Still, there is a flaw and weakness. Sometimes, AI fails to interpret what we mean." (ZA)
> "AI can be the best tool for delivering our message with appropriate keywords that can be understood by the AI system." (SA)

AI helps learners recognize variations in tone, tempo, and pitch, enhancing speech accuracy and comprehension while teachers encounter some challenges in detecting tone and tempo due to their English competence. The excerpts show the comparison between those sources of feedback.

> "Learning with AI allows us to recognize various tones, tempos, and pitches in speech, depending on the topic. In conversations with teachers, the tone remains the same, leading us to believe that tone and tempo are not aspects to be explored, making them seem unimportant, even though they are actually important." (ZA)
> "AI detects tone and tempo to make speaking more accurate, resulting in more comprehensive understanding. Teachers, on the other hand, sometimes face challenges in this area, making their feedback less precise." (SA)
> "AI feedback can quickly correct tone and tempo." (AI)

They admitted teachers' feedback fill the discrepancy. The human-like features of AI are still failed to create an atmosphere to learn. Teachers as the agent of learning assist learners to understand communicative function better than AI can. Human sense in detecting confusion is

requirable to adjust the language use with the context given. Further points of view are depicted in the excerpts.

> "… teacher gives a certain atmosphere better in commenting on communication functions." (AI)
> "I am more comfortable to learn communicative function with the teacher. It is more natural and joyful to have a conversation with real human." (ZA)
> "Teachers can give feedback to help us understand our communication purpose because we are humans that speak the same language. If we are confused, the teacher can automatically help us." (SA)
> "AI is too formal and not natural while teachers' feedback is more suitable with context." (ZI)

***Learners' Perception on Physical Paralinguistic Features***

Participants encounter barriers in using AI-generated for providing feedback related to the physical paralinguistic features. While AI can assist with speech aspects like tone and tempo, it lacks the expressive and emotional depth of human interaction. Teachers provide more natural and engaging learning experiences by demonstrating expressions in a way that AI endeavored to replicate. Their feedback helps students understand how intonation influences emotions, making communication more effective and authentic. The arguments are supported by the excerpts below.

> "… whereas teacher feedback provides a deeper explanation of expression. The atmosphere created by teachers is more engaging." (AI)
> "Compared to teacher feedback, direct interaction with teachers helps us learn about tone, speech speed, and expressions in a more natural way." (RI)
> "… but since it is a robot, it lacks expression. The experience feels different from human interaction, as teachers can give more expressive examples and demonstrate how to speak naturally." (ZI)

**Emotional State Aspect**

***Learners' Perception on Self-esteem***

Most participants agree that AI-generated feedback enhances learners' self-esteem. AI practice helps build confidence in speaking English by providing a judgment-free environment where learners can improve without fear of embarrassment. Feedback from AI allows students to correct their mistakes, leading to greater self-assurance. While some still feel nervous speaking with people, AI serves as a useful tool for gaining confidence before engaging in real conversations. The statements are depicted through the excerpts below.

> "Yeah, I still lack confidence talking with people using English, but I can practice with AI." (ZA)
> "Of course, it makes me more confident." (AI)
> "The feedback boosts my confidence. I can repair my mistakes with the feedback." (RI)
> "I don't feel shy and nervous, because it's not human." (ZI)

***Learners' Perception on Motivation***

Pertaining to the motivation aspect, 68.2% believed that AI-generated feedback comes as a problem solver. AI feedback increases motivation because it is accessible anytime, providing flexibility that teachers cannot always offer. Its quick, specific, and understandable

responses help learners improve efficiently. The convenience and instant feedback encourage students to engage in continuous learning and practice.

> "I become more motivated getting feedback from AI because I can use it anytime I want. Teachers have a break time." (AI)
> "AI's feedback is quick, specific, and quite understandable. That's why I am so motivated with the feedback." (RI)
> "The flexibility of AI in giving feedback motivates me to learn more and more." (ZI)

The rest of it object to the statement. They crave for teachers' presence to boost their motivation better than any AI tools can do. Teachers' feedback is highly motivating for learners because it aligns with their learning styles and provides a more emotional and humanistic experience. The personal interaction helps students retain information better and feel more engaged. While AI offers convenience, some learners find the challenge of receiving feedback from teachers more stimulating and beneficial for skill development. The excerpts give strong evidence relating to participants' opinions.

> "I am more excited about getting feedback from teachers because it suits my learning style. I memorize it better with it." (SA)
> "Learning with teachers motivates me." (ZA)
> "Feedback from teachers which are more emotional and humanistic is quite motivating." (AI)
> "Learning with AI is not challenging for me. Even though I feel nervous getting feedback, but, with teacher, the situation motivates me to enhance my skills." (ZI)

***Learners' Perception on Anxiety***

81.8% participants confirm the appearance of AI-generated feedback reduces their anxiety for promoting their speaking skills. AI feedback reduces learners' anxiety by providing a judgment-free environment where they feel more comfortable making mistakes. Unlike teacher interaction, which may evoke fear of judgment, AI offers objective feedback that encourages repeated practice without embarrassment.

> "With the teacher, I am afraid of making mistakes when talking. Learning with AI, I am braver and not afraid of the comment, so it is comforting to me because I can do it in my room." (ZA)
> "I am scared of teachers' reaction. I know they have taught me the material and it is ashaming if I am still making mistakes on it. AI's feedback is more objective. Even though I make mistakes... again and again. It's okay." (AI)
> "Yeah… AI can decrease my anxiety. It gives me freedom to learn while feeling shy when making mistakes." (RI)

While AI feedback reduces anxiety and encourages risk-taking in learning, some students still prefer teacher feedback for its interactive nature. The ability to ask for clarification and receive personalized explanations makes teacher feedback more effective for deeper understanding, even if it may initially feel intimidating.

> "I still choose teachers' feedback, because I can ask for confirmation and clarification for the feedback I get. So that I can learn better in that way." (SA)

## DISCUSSION

The role of AI-generated feedback does sufficiently optimize language learning. Through the questionnaire and semi-structured interviews, this study concluded that AI-generated feedback does still possess shortcomings. Teachers' feedback, in this case, is still required for filling the need of improving speaking skills. The detail finding is performed as follows.

Most learners as the users are satisfied with the features in empowering lexis for speaking. The personalized learning and automated feedback help them correct their incorrect diction while coming up with such conversation. Those statements are in line with the strength of AI uttered by Fidan & Gencel (2022) for the personalized learning and Wongvorachan et al. (2022) for the automated feedback. A large-size classroom might be a barrier for teachers in providing feedback for all learners. Naz & Robertson (2024) was on the same boat in supporting the idea that the concept of teachers' feedback for speaking performance in the classroom is time-consuming. Nevertheless, some opined that the diction is too formal and forgettable.

AI-generated feedback holds superior power in aiding learners for correcting their erroneous stressed words that teachers are failed to cover. The AI-generated feedback system helps them by recognizing the voice input, analyzing, and correcting the errors through highlighting the errors for making them noticeable to learn. El Shazly (2021) believed the speech recognition of AI adds the benefits of usage. Learners perceived that the infrequent teachers' feedback on the aspect is caused by the lack of understanding. Whereas, giving examples real-time in the classroom is easier to follow than AI. Wang (2024) clarified that teachers' feedback is influenced by their personal competence and experiences.

Pertaining to intonation, half of learners prefer AI-generated feedback and the rest prefer teachers' feedback helps to understand it better. AI's speech recognition directs learners to more reliable correction with appropriate intonation suited to the context. The various content for practicing intonation can be selected. It is acknowledged by Latifatul Isro'iyah et al. (2024) and Ningsih et al. (2024) that the familiar topic with learners' daily life helps to perform better intonation. The infrequent presence of teachers' feedback disappoints learners. Whereas, teachers perform the correction better than AI can afford regarding creating social interaction and a meaningful learning atmosphere. The human emotion is the aspect that AI is completely unable to replicate. This finding aligns with the study conducted by Nhan (2024), which emphasized that AI-driven language learning performs enhancement but the constraints, that is human contact.

Positive response towards AI-generated feedback is clearly depicted in learners' fluency improvement. The human-like voice eases learners to practice their speaking. The real-time feedback is specific, objective, and understandable to follow. It is congruent with Zou et al. (2023) and Warman et al. (2023) who declared the benefit of AI tools is able to empower learners' fluency through the perpetual feedback correction. However, as it is explored in the study conducted by Zou et al. (2023), some learners perceived the failure of AI-generated feedback on fluency due to some reasons. AI's feedback only focuses on mechanics, not the content of speech. In spontaneous conversation, learners still find out an obstacle regarding their emotional state. The psychological factors, including anxiety, low self-confidence, and the fear of making mistakes, can influence fluency (Cendra & Sulindra, 2022; Ningsih et al. (2024).

In the grammar aspect, there are distinctive perspectives in optimizing the enhancement. The real-time feedback is seen as more structured and detailed in informing which area to repair. It is slightly contradictive with the study of Zou et al. (2023) which proved the automated feedback as a tool for promoting grammar knowledge in the way the feedback gives no impact on learners that struggle in beginner level of understanding the sentence structure. In this case, teachers' feedback is more desirable. Teachers usually add points for easing the

comprehension of grammar. The additional explanation is relevant to learners' real life and interlinked to the context and recognizable objects surrounding which makes it more understandable, meaningful, and memorable.

The incorporation of AI in teaching speaking seems to be the best solution for overcoming the challenges of communicative function. The speech recognition helps AI for detecting the erroneous tone, tempo, and pitch which sometimes teachers view it as a barrier either for their personal speaking skills or learners' speaking skills. Yet, the learners need to be more selective and attentive in using the keywords for avoiding misinterpretation with the AI program. Some learners admitted that the human interaction built between teacher and learners is still undefeatable which is quite opposing with Qiao & Zhao's (2023) that bragging AI builds interactive atmosphere for language learning. Teachers gives more requirable comments on which expression is best to use for making the purpose of communication come straight without confusing interlocutors.

The visual expression is still bare equipped by AI tools. It seems that learners demand the advancement for giving timely feedback regarding the appropriate expression while communicating such a message of speaking. In this case, all learners agree in preferring teachers' feedback since teachers correct their expression suited with the context and message that is intended to deliver. A study of Khan et al. (2023) uncovered the dissatisfaction of recent advancement of AI which still underwent a barrier to accurately recognize human emotion through visual and vocal expression.

The emotional state aspect emerged from AI-generated feedback and teachers feedback is still crucial to be investigated. The power of AI in creating a judgment-free environment while personalizing learning boosts learners' self-esteem. The timely, detailed, and perpetual feedback motivates them to learn more, yet, the humanistic side and experiences existing in teachers' feedback motivates them better. Moreover, AI-generated feedback is able to reduce speaking anxiety. Learners conduct improvement through personalized learning without being intimidated while making mistakes. This finding is interrelated with the study of Naz & Robertson (2024), Bao (2019), and Muthmainnah et al. (2024). An underrated perspective prefers teachers' feedback due to the strength of it in asking follow-up questions related to the unclear feedback obtained regardless of the negative emotion felt. It might happen if the feedback receiver understands the importance of feedback (Zhang & Rahimi, 2014, p. 430).

## CONCLUSION

The findings of this study indicate that AI-generated feedback plays a significant role in optimizing language learning, particularly in enhancing lexis, fluency, and pronunciation. The personalized and automated feedback provided by AI enables learners to correct diction errors, improve fluency through perpetual feedback correction, and refine pronunciation by recognizing voice input and highlighting errors. Moreover, AI's ability to provide structured and detailed real-time grammar feedback proves beneficial, especially in large classroom settings where individual teacher feedback may be limited. However, despite these advantages, learners still perceive AI-generated feedback as lacking in certain aspects, such as contextual appropriateness and emotional engagement. The formality of AI diction, its inability to provide real-life contextual examples, and its lack of human expressiveness limit its effectiveness in fully addressing learners' speaking needs.

The study also highlights the irreplaceable role of teachers' feedback, particularly in areas requiring clarification, emotional connection, and meaningful communication. While AI facilitates a judgment-free learning environment that reduces speaking anxiety and encourages risk-taking, teachers provide a deeper understanding through interactive clarification and real-time demonstration. The ability of teachers to correct intonation, provide relevant grammatical explanations, and adapt feedback to learners' individual emotional states reinforces the value

of human interaction in language learning. Additionally, AI's current limitations in recognizing visual expressions and emotions suggest that human feedback remains crucial for delivering nuanced and socially appropriate communication strategies. Ultimately, an optimal approach may involve the integration of AI-generated feedback with teacher feedback to balance objectivity, personalization, and human engagement.

Future research should further investigate the interplay between AI-generated and teacher feedback in addressing both linguistic accuracy and emotional engagement in language learning. Exploring how AI can enhance its capability in recognizing human emotions and visual expressions would be valuable for making AI feedback more effective in natural communication settings. Moreover, studies could focus on developing hybrid feedback models that combine AI's strengths in objectivity and automation with teachers' strengths in interactive clarification and emotional intelligence. Understanding how learners at different proficiency levels respond to AI and teacher feedback would also provide insights into designing more adaptive feedback systems tailored to individual learning needs.

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