

STUDENTS' PERSPECTIVES AND SIGNIFICANCE OF “WRITE AND IMPROVE” WEB APP

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ABSTRACT

This research study focuses on the pedagogical importance and student perspectives of the AI-driven “Write & Improve” web app in developing English writing skills. Using a mixed-methods research design, the study followed 24 students from the 12th grade at Mandakh Lyceum high school during a five-week experimental period. The quantitative results, gathered from a 5-point Likert scale survey, showed that 75% of the participants highly valued the web app because it provides immediate feedback on their work. However, there was a noticeable gap in how students understood this feedback, as 50-75% of them felt neutral about whether the automated suggestions were clear or detailed enough. At the same time, qualitative findings from focus group interviews and teacher observations showed a clear shift toward self-regulated learning. These results suggest that while the W&I web app effectively helps students practice a “Plan-Draft-Revise” cycle and reduces writing anxiety, its educational impact is most effective when combined with traditional teaching. The study concludes that the web app should not be seen as a standalone replacement for a teacher, but rather as a powerful supporting tool within a structured classroom environment. Ultimately, integrating this AI technology allows for a more active and repetitive approach to writing, helping students bridge the gap between receiving basic corrections and achieving true academic progress.

Key words: Web-based learning, Students’ perception, Writing skill, Importance of automated tools

INTRODUCTION

Writing is an essential productive skill in English language learning, yet it is often considered the most challenging task for students to master. In the digital era, Web-Based Language Learning (WBLL) and Automated Writing Evaluation (AWE) tools have emerged as effective solutions to support writing instruction (Bodaubekov, 2025). “Write & Improve” (W&I) is a prominent AI-driven web app that provides immediate feedback to learners, helping them identify grammatical and lexical errors in real-time (Rahmah A. , 2025).

The immediate nature of this feedback is crucial, as it allows students to engage in a continuous cycle of drafting and revision (Wali F & Huijser, 2018). Research suggests that the use of W&I significantly enhances the writing proficiency of students, especially in structured educational environments (Nguyen, 2023). However, students' experiences with such technology can vary based on their technical skills and the accuracy of the automated feedback provided (Rodzi, 2024). Understanding students' perspectives is vital because their attitudes toward the tool influence its long-term pedagogical effectiveness (Rahmah A. , 2025). While previous studies have explored the impact of AWE tools globally, there is a need to examine how specific learner groups perceive these AI-driven resources.

This study aims to investigate the significance of the “Write & Improve” web app from the students' point of view, focusing on its role in developing self-correction skills. Ultimately, the findings will provide valuable insights for educators looking to integrate AI technology into writing classrooms effectively.

Research significance or novelty is covered in two areas such as: 1) Efficiency Analysis: Moves beyond final scores to track “attempt frequency” as an empirical measure of students' cognitive adaptation to AI tools. 2) Teacher-AI Synergy: Identifies a “feedback interpretation gap,” highlighting the specific conditions under which AI tools require human pedagogical mediation.

Literature review

According to recent studies, writing is identified as the most challenging output skill for students because it requires the simultaneous management of vocabulary selection, grammatical precision, and structural coherence (Rodzi S. A., 2024). Research indicates that students often struggle with “writing anxiety” and the complexity of organizing their thoughts into a formal academic format. Consequently, developing this skill is no longer seen as a one-time task but as a continuous cycle of drafting and refinement.

The integration of Automated Writing Evaluation tools, specifically Cambridge’s “Write & Improve” (W&I), has become a focal point in contemporary English Language Teaching research. Scholars have extensively explored how these AI-driven web apps reshape the writing process, shifting it from a traditional product-oriented task to a dynamic, iterative process of refinement. Unlike traditional teacher feedback, which can be delayed, automated tools allow students to receive instant corrections on sentence structure and word choice. This immediacy encourages students to engage in “self-correction,” a practice that significantly boosts linguistic accuracy and helps them internalize common writing standards. Furthermore, research among students in Kazakhstan and Indonesia confirms that using these tools leads to measurable improvements in the four core criteria: content, communicative achievement, organization, and language (Bodaubekov, 2025), (Rahmah E. M., 2025).

The significance of the W&I web app is deeply rooted in constructivist learning theories. The web app facilitates a continuous “Plan-Draft-Revise-Edit” loop, which reinforces the cognitive process of writing as an evolving skill rather than a static submission (Flower L & Hayes, 1981).

Empirical studies have demonstrated measurable improvements in students’ technical writing abilities. Research conducted in disadvantaged and highland areas highlights that W&I significantly enhances writing performance across four key criteria derived from Cambridge standards: content, communicative achievement, organization, and language (Son., 2023). This is particularly significant for students in resource-limited environments where access to consistent instructor feedback is restricted. By providing immediate, automated evaluations, the tool acts as a bridge, offering high-quality educational support to students who might otherwise be left behind (Son., 2023).

The literature consistently reports a positive reception of the web app among learners. At Pekalongan University, students indicated that the feedback provided by W&I helped them grasp the fundamental elements of writing and accurately gauge their current CEFR (Common European Framework of Reference for Languages) levels (Rahmah E. M., 2025). Students value the web app for its immediacy, which reduces the anxiety often associated with waiting for teacher evaluations. However, the transition to using AI tools is not without challenges. Initial perceptions often involve a learning curve; for instance, secondary school students in Malaysia reported early struggles with the user interface and the interpretation of automated feedback mechanisms (Rodzi S. A., 2024). Despite these technical hurdles, satisfaction levels remained high as students progressed through multiple cycles of use, showing a greater grasp of the feedback in subsequent attempts.

A case study involving senior Teaching Foreign Language students in Kazakhstan (Bodaubekov, 2025) found that AI-generated feedback is increasingly comparable to human instructor feedback in terms of its ability to enhance academic writing instruction. Nevertheless, the literature also points out critical limitations. While the web app is excellent for grammatical and lexical accuracy, there are occasional inaccuracies in feedback and a perceived need for more nuanced stylistic guidance (Rodzi S. A., 2024). Consequently, while the significance of W&I is undeniable in fostering autonomy, current research suggests it is most effective when used as a supplementary tool alongside traditional pedagogical methods.

There is a study that investigated the optimization of English academic writing skills through Automated Writing Evaluation (AWE) platforms, demonstrating specifically how applications like “Write & Improve” can be methodologically leveraged to enhance students’ formal composition capabilities (Altantsetseg, 2024). Domestic researcher Ganchimeg explored the impact of AI-driven feedback on university students’ autonomous learning processes, highlighting that the “Write & Improve” web program serves as a critical catalyst for shifting students toward self-directed revision and independent literacy development (Ganchimeg, 2023). Also, inner researchers examined the integration of intelligent systems within blended learning environments, emphasizing that AI tools play a pivotal role in developing English writing skills when structured to complement, rather than replace, traditional instructional frameworks (Tsetsegmaa, 2025).

In summary, existing literature underscores that the “Write & Improve” web app is a vital instrument for modernizing writing instruction. It not only boosts students’ linguistic

accuracy but also fosters a positive psychological shift toward self-regulated learning and iterative revision.

“Write and improve” web app

Write & Improve is an online tool developed by Cambridge Assessment English, a division of the University of Cambridge, to help language learners improve their English writing skills, aligned with the Common European Framework of Reference for Languages (CEFR), an international standard for English language proficiency. The web app is designed to help students and adults improve their English writing skills independently. The main advantage of this web app is that it directly assesses the writing, highlighting errors and opportunities for improvement. In addition, Write & Improve also identifies students' levels and offers exercises and tests appropriate to their level, so students can gradually improve. The web app is not only teacher-led but also allows self-assessment, which enhances independent learners' abilities. Using this web app, students can work with a variety of English texts and develop their writing skills in a practical way, such as essays, letters, reports, and notes. In addition, teachers can easily and quickly obtain writing assessments through Write & Improve, reducing the burden of evaluating each student's writing individually.

Theoretical background

We pointed out three main theories that are tied to our study. This study comprehensively describes the importance of the W&I web app by explaining students' attitudes towards the web app through TAM theory, the methodology of the writing process through Process Writing theory, and the internal mechanism of student knowledge construction through Constructivism theory.

The Technology Acceptance Model (TAM), originally introduced by Davis in 1989, is a foundational information systems theory suggesting that two primary factors-perceived ease of use and perceived usefulness-significantly influence an individual's adoption of new technology. In this study, TAM is utilized to evaluate students' perceptions of the “Write and Improve” web app. Specifically, the research examines whether students find the automated feedback effective for their skill development (usefulness) and whether the interface is intuitive enough to navigate (ease of use). These perceptions ultimately dictate the students' behavioural intention to integrate the web app into their long-term learning habits (Davis, 1989).

Process Writing Theory represents a pedagogical shift from viewing writing as a static final product to seeing it as a recursive and dynamic activity. This approach emphasizes the importance of stages such as ideation, drafting, revising, and editing. Within the W&I environment, writing is transformed into a continuous cycle of improvement. The web app's immediate feedback mechanism facilitates a "Plan-Draft-Revise-Edit-Feedback" loop, allowing students to iterate through their work multiple times. This reinforces the idea that writing is an evolving process of refinement rather than a single-submission task (Flower L & Hayes, 1981).

The pedagogical framework of the W&I web app is deeply rooted in Constructivist Theory, pioneered by Piaget in 1952 and Vygotsky in 1978. This theory posits that learners are not merely passive recipients of information but active participants who construct knowledge based on their prior experiences and interactions. W&I supports this by providing coded signals and color-coded feedback, which act as scaffolding. Instead of simply providing corrections, these markers prompt students to reflect on their linguistic choices and engage in self-

correction. This process fosters active learning within the Zone of Proximal Development (ZPD), where the technology assists the learner in reaching a higher level of competence that they could not yet achieve independently (Vygotsky, 1978).

RESEARCH METHODOLOGY

This study evaluates the pedagogical impact of “Write & Improve,” an automated feedback tool developed by the University of Cambridge, on English writing proficiency. A mixed-methods research design was implemented to ensure a comprehensive analysis. The participant pool consisted of 24 students (19 females and 5 males) from the 12th grade of Mandakh Lyceum High School, selected through purposive sampling. The English proficiency levels of the participants ranged from A2 to B2 on the Common European Framework of Reference for Languages (CEFR).

Data Collection Instruments

Quantitative research: A 10-item closed-ended questionnaire based on a 5-point Likert scale was adapted from previous validated studies and administered via Google Forms.

Qualitative research: This involved document analysis, semi-structured focus group interviews (conducted with 7 students for 15 minutes), and systematic classroom observations.

Quality control: To maintain academic integrity and prevent plagiarism, all student submissions were monitored and verified using Grammarly.

Research Procedure

The experimental phase spanned over four weeks, during which students completed one essay weekly, totaling five compositions. The writing prompts were designed in alignment with the Pearson FOCUS 4 curriculum. The procedure was divided into two stages:

Introductory phase (Essays 1-3): Students focused on navigating the web app’s interface and understanding essay structures within a 30–35 minute timeframe.

Advanced phase (Essays 4-5): Students were required to write 150–200 words within a strict 25-minute limit to simulate real-world exam conditions.

Hypothesis

H1: The W&I web app facilitates a more consistent “Plan-Draft-Revise” cycle compared to traditional writing methods.

H2: Increased familiarity with AI feedback leads to higher CEFR levels with fewer revision attempts, indicating improved self-regulation.

H3: Students prioritize the immediacy of AI feedback for reducing anxiety, while its long-term usefulness depends on the clarity of suggestions.

RESEARCH RESULT

Within the scope of the experimental study, 24 students utilized the “Write & Improve” web app over a five-week period to enhance their English writing proficiency. The training was structured into two primary phases to monitor and evaluate student progress:

Technical integration phase: The initial stage focused on equipping students with methodological guidance regarding essay composition and the functional use of the online web app. This phase aimed to establish a foundation for technology-based learning habits.

Qualitative development phase: Starting from the second stage, the focus shifted toward enhancing specific linguistic elements, including vocabulary range, grammatical accuracy, and spelling. Furthermore, progress in core academic writing criteria-such as *coherence and*

organization and task achievement-was synthesized through both the software’s automated assessment and systematic teacher observations.

To determine student perspectives, the results of a 5-point Likert scale questionnaire were analysed. This analysis focused on the participants’ overall experience, satisfaction levels, and their evaluation of the web app’s effectiveness during the learning process.

Table 1. Survey questionnaire results (SD: *Strongly disagree*, SA: *Strongly agree*)

Questionnaire	SD	D	N	A	SA
The features of Write & Improve assist in enhancing my writing tasks.	0	2 8.3%	10 41.7%	8 33.3%	4 16.7%
I receive immediate evaluative feedback following the submission of my work.	0	0	10 41.7%	6 25%	8 33.3%
The Write & Improve web app provides thorough and elaborate feedback on my writing.	0	4 16.7%	16 66.6%	4 16.7%	0
The critiques provided are both precise and straightforward to interpret.	0	4 16.7%	18 75%	2 8.3%	0
I have enhanced specific linguistic elements (e.g., grammar, coherence, structure) using the tool's feedback.	0	2 8.3%	16 66.7%	6 25%	0
The web app's suggestions help me concentrate on rectifying critical writing errors.	0	4 16.7%	16 66.7%	2 8.3%	2 8.3%
I am capable of performing self-assessment by utilizing the recommendations provided by the tool.	0	8 33.3%	8 33.3%	6 25.1%	2 8.3%
The web app offers constructive guidance essential for the revision process.	2 8.3%	6 25%	14 58.4%	2 8.3%	0
I engage in iterative editing of my drafts based on the feedback received from the system.	0	6 25%	10 41.7%	6 25%	2 8.3%
I conduct an evaluation of my overall writing progress after reviewing the provided feedback.	0	4 16.7%	12 50%	8 33.3%	0

The study indicates that Write & Improve is effective in providing rapid feedback and evaluation. A significant majority of participants (75%) gave positive ratings regarding the immediacy of the responses, suggesting that the web app’s speed and accessibility are key drivers of student satisfaction. This real-time feedback loop allows for continuous revision without interrupting the writing process.

However, a neutral stance was observed regarding the quality and clarity of the suggestions, with 50-75% of respondents selecting “Neutral” for most related questions. This implies that many students found the automated feedback to be somewhat generic, potentially lacking the personalized depth required for individual learning needs.

Furthermore, indicators related to deep learning-such as specific skill improvement, frequency of revisions, and enhanced self-assessment-showed moderate results (25-33% positive and 40-60% neutral). These findings suggest that while the web app provides fundamental support, it may not yet be sufficient to significantly impact metacognitive development or ensure long-term academic progress on its own. Consequently, the tool is best utilized as a supplement to teacher-led instruction and collaborative assessment rather than a complete replacement for pedagogical guidance.

Table 2. Improvement in students' writing skills (after using Write & Improve)

Participants	CEFR score/ number of checking		
	<i>Task 3</i>	<i>Task 4</i>	<i>Task 5</i>
S1	B2(2)	B2(3)	B2(1)
S2	B1(4)	B1(2)	B1(2)
S3	B2(4)	B2(3)	C1 (1)
S4	B2(6)	B1(1)	B1(1)
S5	B1(6)	B1(3)	B1(5)
S6	B2(19)	B2(8)	B1(7)
S7	B1(4)	B1(2)	B1(1)
S8	B2(3)	B2(2)	B2(1)
S9	B1(2)	B2(13)	B2(2)
S10	B1(2)	B1(2)	B1(1)
S11	B1(2)	B1(2)	B1(2)
S12	B1(4)	B1(3)	B1(2)
S13	B2(4)	B2(4)	B2(4)
S14	B1(2)	B1(2)	B1(2)
S15	B2(8)	B2(6)	B2(4)
S16	A2(3)	A2(2)	B2(2)
S17	A2(4)	A2(6)	A2 (4)
S18	A2(2)	B1(5)	B1(3)
S19	A2(1)	A2(2)	B1(7)
S20	B1(5)	B1(2)	B1(1)
S21	B1(3)	B1(3)	B2(4)
S22	B2(6)	B1(1)	B1(1)
S23	B2(6)	B1(3)	B1(1)
S24	B2(2)	B2(3)	B2(1)

The following conclusions were drawn from the comparison of the last three essays assessed by the Write and Improve web app, student participation, and assessment. In the first phase of the study, students were required to complete the task more frequently to familiarize themselves with the web app and the feedback methodology. This is confirmed by the 104 attempts (4.3 attempts per student) for Task 3. At this stage, it can be assumed that students were learning how to interpret the CEFR level assessment and the content of the automatic feedback, and how to correct their mistakes.

However, in subsequent stages, the completion frequency of Task 4 (88 attempts, average 3.7) and Task 5 (66 attempts, average 2.8) gradually decreased. This decrease cannot be directly attributed to reduced activity. Firstly, since students have adapted to the tool, understood the feedback logic, and mastered strategies for correcting their mistakes independently, fewer attempts were required to reach the required CEFR level. This indicates the development of students' self-regulated learning. Secondly, the relatively short task completion time in the latter stages of the study may have led to the decrease in frequency.

Therefore, the decrease in performance frequency should be explained not by a decrease in student motivation, but by the intersection of two factors: (1) the maturity of the ability to

use the tool more effectively and (2) time constraints. This suggests that the immediate feedback of the write and improve tool gradually stabilizes students' writing skills and allows them to achieve higher results with fewer attempts.

Focus group interview findings

To validate the quantitative data, a semi-structured interview was conducted with nine participants. Their responses were categorized into four major themes:

Usability: The majority of students found the web app exceptionally user-friendly. Approximately 70-80% described it as "easy" or "very convenient" due to its free access, while 10-15% held a neutral view, and a small minority (5-10%) expressed uncertainty.

Writing progress: Between 65-75% of respondents reported a noticeable improvement in their writing skills. In contrast, 15-20% remained undecided, and 10% perceived minimal progress, confirming that the tool generally exerts a positive influence on writing development.

Engagement: The integration of technology appeared to boost student motivation, with several participants highlighting the activity as engaging.

Technical challenges and limitations: While beneficial, some technical issues were noted; two students reported occasional software lags, and 80% mentioned that the “highlighted” error explanations were sometimes vague. This underscores the necessity of combining the web app with other evaluative methods.

Teacher observations

Systematic observations were conducted across six essay tasks, focusing on technological utility and student engagement:

Satisfaction: Students exhibited high satisfaction levels, largely due to the ability to receive instant scores and the opportunity to rectify errors through multiple drafts.

Participation: The free and immediate nature of the web app incentivized students to improve their performance. However, technical difficulties-specifically delays in receiving tasks via email-caused minor frustration for a few students (2-3 individuals).

Learning impact: The instant feedback mechanism facilitated rapid error identification and correction. Although some automated comments like “*This sentence could be improved*” were occasionally confusing, the web app successfully fostered a desire for self-improvement, proving to be a valuable asset in the writing development process.

This study validates the proposed hypotheses by cross-referencing automated platform logs, student surveys, and systematic teacher observations (Triangulation), and all hypotheses were supported. In details:

H1: Consistency of the writing cycle: Platform log data confirmed a consistent “Plan-Draft-Revise” cycle, with students averaging 2.8 to 4.3 attempts per task. This quantitative evidence is supported by the survey, where 75% of participants highly valued the “immediacy of feedback,” and teacher observations which noted a significant shift from static writing to active, iterative editing.

H2: Self-regulation and proficiency: Methodological triangulation reveals that as students progressed from Task 3 to Task 5, the average number of attempts decreased (4.3-2.8) while CEFR levels stabilized or improved (Table 2). This inverse correlation indicates enhanced cognitive adaptation and self-regulation, as students learned to achieve higher accuracy with fewer AI interventions.

H3: Anxiety reduction and the interpretation gap: While 75% of students credited the platform’s instant feedback with reducing writing anxiety (confirming the tool’s psychological

utility), 50–75% remained “Neutral” regarding the clarity of automated suggestions. This “feedback interpretation gap,” further evidenced in focus group interviews, confirms that AI feedback requires human pedagogical mediation to be truly effective for long-term academic growth.

DISCUSSION

This section summarizes the results of the questionnaire, interview, and actual writing assessment on the impact of feedback from the Write & Improve (W&I) web app on students’ writing skills. The results of this study indicate that the Write & Improve (W&I) web app plays a significant role in developing students’ writing skills, and students generally have a positive attitude towards it. However, the sharp increase in scores from the automated assessment system (AWE) and the impact of the instructional methodology are issues that need to be discussed for both theoretical and practical applications.

The results of the questionnaire and interview are fully consistent with Davis’s Technology Acceptance Model (TAM). Students not only consider the web app interface to be easy to use (Ease of Use), but also evaluate the instant feedback as a real contribution to the development of their writing skills (Usefulness), which determines their long-term intention to use the technology (Behavioural Intention). As Rahmah has shown, students can be more aware of their CEFR level in real time, which reduces writing anxiety (Rahmah A. , 2025).

The immediate feedback provided by W&I effectively implements the iterative loop, a fundamental principle of Flower & Hayes Process Writing Theory (Flower, 1981). However, the sharp increase in students’ scores in this study may be directly related to the fact that they followed the standard structure (template) of the “For and Against” and “Opinion” essays and wrote more words than in previous essays.

By using the prepared structure provided by the teacher, students were able to express their ideas more clearly and make better use of the linking words that the W&I algorithm values highly (e.g., “On the other hand”, “Furthermore”, “In conclusion”). This suggests that the tool values the ability to follow formal structures (structural alignment) more than the “real” language ability of the student, and may artificially boost scores. Therefore, it is unfair to directly conclude that this progress has improved the student’s free writing skills.

Theoretically, the color-coded W&I codes serve as “Scaffolding” that creates the conditions for learning to take place in Vygotsky’s (1978) “Zone of Proximal Development” (ZPD). The combination of the teacher’s prescribed essay structure and the automatic cues provided by the web app allows the student to achieve the academic standard of “B2” level that they would not have been able to achieve on their own. This is an indication of the intensive process of actively constructing knowledge (Constructivism) with the help of technology.

Although Rodzi S. A. and other researchers have considered W&I to be effective, the sharp jump from A2 to B2 observed in this study indicates a lack of “nuanced stylistic guidance” of the system (Rodzi S. A., 2024). In particular, Table 2 reveals that several students experienced an abrupt increase in their CEFR levels within just a few tasks. For instance, participant S16 leaped from an A2 level in Task 3 to a B2 level by Task 5. Similarly, participants S18 and S19 demonstrated rapid progress, transitioning from A2 to B1 within the same short period. Therefore, the “live” feedback provided by the teacher should guide the student to develop his or her own individual voice, rather than relying solely on a ready-made model.

There are several limitations to the study’s findings. These include:

- The small sample size (n=24) and short study period (5 weeks) limit the generalizability of the results.
- The lack of a control group in the study makes it difficult to attribute the improvement to the effects of W&I alone.
- Also, since the students only wrote “For and Against” and “Opinion essay” essays, it is unclear whether these findings would be similar for other types of writing (creative writing, etc.).

In conclusion, Write & Improve is an effective tool for self-study, but it is important to note that the “standard structure” provided by the teacher strongly influences the algorithm’s assessment. Future studies involving a wider range of writing types will help determine the true impact of AI.

CONCLUSION

The findings of this research demonstrate that the “Write & Improve” web app is a vital instrument in modernizing writing instruction and fostering student autonomy. The study’s conclusions are categorized as follows:

Autonomy and self-regulated learning: The gradual decrease in the average number of attempts per task (from 4.3 in Task 3 to 2.8 in Task 5) signifies a shift from technical adaptation to cognitive mastery. This trend indicates that students developed the ability to interpret AI feedback more efficiently, achieving higher CEFR levels with fewer revisions.

Iterative process and feedback immediacy: The web app’s real-time evaluation mechanism significantly reduced “writing anxiety” and transformed the students’ perception of writing from a static product to a dynamic, evolving process. In alignment with process writing theory, the instant feedback loop encouraged a continuous “Plan-Draft-Revise-Edit” cycle, allowing for immediate self-correction and steady improvement in grammatical accuracy and coherence.

Technological acceptance and usability: According to the technology acceptance model, the high satisfaction levels recorded (75% positive rating for immediacy) confirm that the web apps perceived usefulness and ease of use are primary drivers for student engagement. However, the “neutral” stance of many participants regarding the clarity of specific suggestions suggests that while the tool is technically accessible, its automated nature still possesses limitations in providing nuanced, stylistic guidance.

Pedagogical implications and recommendations: While the web app is an excellent catalyst for self-improvement, it is not a standalone solution for academic writing mastery. The occasional vagueness of AI-generated feedback underscores the necessity of human intervention. Therefore, the most effective instructional model is a blended learning approach, where “Write & Improve” provides immediate technical support while the teacher offers deeper pedagogical and contextual guidance.

Future studies with larger samples and control groups would be useful to confirm the results and truly determine the impact of web apps.

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