PEDAGOGICAL MECHANISMS FOR AGENCY BUILDING: A THREE-STAGE MODEL

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Abstract. This article proposes a three-stage pedagogical model for developing authorial agency among EFL students under GenAI conditions: (1) strategic prompt design, (2) critical auditing and fact-checking of AI-generated content, and (3) mandatory reflective self-editing, which requires students to justify in writing their decision to accept or reject AI suggestions. The model is presented together with the specific skills developed and assessment methods used at each stage, and is further illustrated through its iterative nature, a five-week practical lesson plan, and an assessment rubric.

Keywords: pedagogical model, prompt engineering, critical auditing, reflective editing, EFL writing instruction, authorial agency, assessment rubric.

1. Introduction

Declaring authorial agency as a mere theoretical principle is not enough — concrete pedagogical mechanisms are needed to build it in classroom practice. This article divides the process of working with GenAI into three sequential, mutually reinforcing stages, each purposefully developing the student's independent thinking and sense of responsibility.

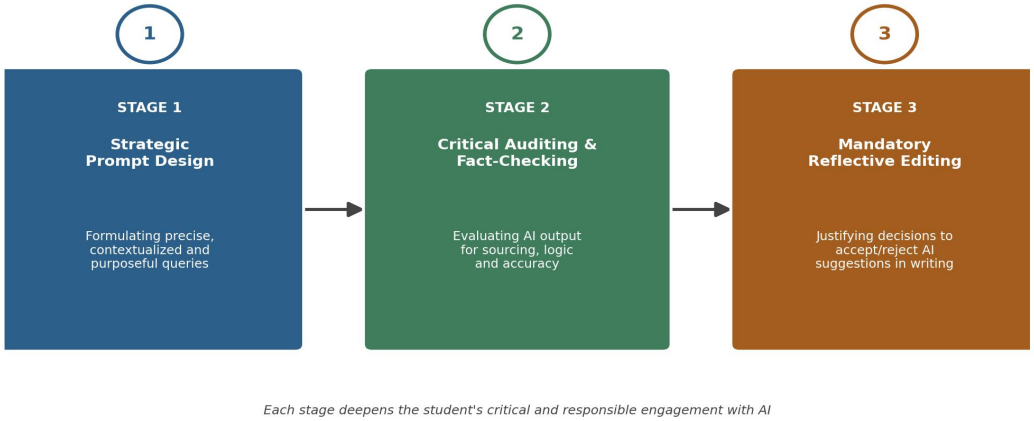
The model adapts the traditional writing-revision cycle to the GenAI context: the student now learns to critically monitor not only their own text but also the "communication process" with AI itself. This approach allows the instructor to assess both the student's final product and the decision-making process behind it.

The article has three aims: first, to provide theoretical and practical grounding for each element of the three-stage model; second, to offer concrete classroom tools for implementing the model (an audit sheet, a lesson plan, an assessment rubric); and third, to demonstrate the model's iterative — rather than one-off — nature.

2. The Three-Stage Pedagogical Model

The model consists of three sequential and mutually complementary stages, summarized in the diagram below:

Figure 1. The three-stage pedagogical model for building authorial agency



Each stage deepens the student's critical and responsible engagement with AI

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Figure 1. The three-stage pedagogical model for building authorial agency

2.1. Stage One: Strategic Prompt Design

At this stage, the student learns to formulate AI queries not randomly but strategically: stating the problem precisely, providing context, and steering the outcome through step-by-step prompting. This process is itself a metacognitive exercise, requiring the student to understand what they are asking and why. Prompt-design skill also reflects how deeply the student understands the topic — it is difficult to write a precise, meaningful prompt about a topic that is only superficially understood.

2.2. Stage Two: Critical Auditing and Fact-Checking

The student compares any factual information, statistic, or citation provided by the AI against independent sources. This stage transforms the student from a "passive recipient" into an "active verifier". The table below presents sample checking questions that can be used during the auditing process:

Checking question	**Purpose**
What source supports this fact or statistic given by the AI?	Establishing source reliability
Does the suggested argument align with my thesis?	Ensuring logical consistency
Is this information confirmed by another independent source?	Cross-checking facts
If I accept this suggestion, will it change my own voice in the text?	Monitoring stylistic consistency

Table 1. Sample checking questions for the critical auditing stage

2.3. Stage Three: Mandatory Reflective Editing

In the final stage, the student must write a justification for their own decision (accept or reject) regarding each significant AI suggestion. This requirement is not merely a formal procedure but the core mechanism that strengthens the student's conscious control over the text — because the act of justification forces the student to articulate the reasons behind their choices.

4. A Summary of the Model's Components

The table below systematically presents the main activity, the skill developed, and the recommended assessment method for each of the three stages:

Stage	**Main activity**	**Skill developed**	**Assessment method**
1. Strategic prompt design	Crafting precise, contextualized, step-by-step prompts and refining them	Precise problem framing, metacognitive planning	Analysis of the prompt log
2. Critical auditing and fact-checking	Independently verifying AI output for sourcing, logic, and accuracy	Critical thinking, information literacy	Audit sheet (fact-checking table)
3. Mandatory reflective	Writing a justification for the decision to	Self-monitoring, academic responsibility	Reflective journal

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Stage	Main activity	Skill developed	Assessment method
editing	accept or reject each AI suggestion		

Table 2. Components of the three-stage pedagogical model

5. Practical Implementation: A Five-Week Lesson Plan

To implement the model in the classroom, a writing assignment can be organized within the following five-week structure. Each week builds on the results of the previous stage and lays the groundwork for the next:

Week	Activity	Material submitted
Week 1	Topic selection, preliminary research, and drafting 3-5 strategic prompts	Prompt log (initial version)
Week 2	Checking AI responses using the audit sheet, comparing them against independent sources	Completed audit sheet
Week 3	Writing the draft, selectively incorporating AI suggestions	First draft
Week 4	Reflective editing: preparing written justifications for each major decision	Reflective journal
Week 5	Submitting the final text and group presentation/discussion	Final text + all appendices

Table 3. Sample five-week lesson plan based on the three-stage model

In this structure, the student submits all intermediate materials — the prompt log, the audit sheet, the draft text, and the reflective journal — together with the final text. This allows the instructor to see and assess not only the final outcome but the entire creative-critical process behind it.

6. Assessment Rubric

To objectively evaluate the model's effectiveness, a three-level rubric is proposed across three main criteria — prompt quality, depth of auditing, and reflection quality:

Criterion	High level	Medium level	Low level
Prompt quality	Precise, contextualized, refined step by step	Mostly clear, but little refinement	Generic, context-free, one-off
Depth of auditing	All facts independently verified	Key facts partly verified	Almost no verification performed
Reflection quality	Every decision clearly and soundly justified	Decisions partly justified	Justification generic or absent

Table 4. Assessment rubric for the three-stage model

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This rubric allows the instructor to standardize assessment and also enables students to engage in self-assessment of their own work in advance, which aligns with the model's reflective nature.

7. Advantages and Limitations

The proposed model offers several advantages: it systematically develops the student's critical thinking skills, allows the instructor to assess the process itself, and makes AI use transparent and accountable. At the same time, several limitations of the model should not be overlooked:

• The three-stage process requires additional time and effort, which can be challenging under a heavy academic workload;

• For students at lower proficiency levels, writing the reflection in English may create an additional language barrier; in such cases, allowing reflection in the student's native language is recommended;

• The model's effectiveness has not yet been confirmed through large-scale empirical research and will require adaptation across different educational contexts;

• The instructor must spend additional time reviewing prompt logs and audit sheets, which can be a practical constraint in large classes.

8. Conclusion

The proposed three-stage model — strategic prompt design, critical auditing, and mandatory reflective editing — can serve as a practical tool for building authorial agency under GenAI conditions. The model pushes students toward active, critical, and responsible engagement with AI rather than passive acceptance, resulting not only in higher-quality texts but also in stronger thinking and self-monitoring skills. The model's iterative nature, the five-week lesson plan, and the assessment rubric together turn it from a theoretical concept into a practical classroom tool.

Future research should empirically test the effectiveness of this model across different proficiency levels (A2–C1) and genres (essay, research article, report), and explore ways to adapt it to different cultural and institutional contexts.

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