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# CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

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# TEMA:

# "THE ROLE OF AI IN THE DEVELOPMENT OF L2 WRITING SKILLS (LEVEL A2) IN 10TH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN."

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# **DEDICATIONS**

To my family, your support helps me improve every day. And to all the tireless teachers and students who strive to learn more about meaningful second language teaching and learning processes.

# GRATEFULNESS

To God, the giver of life, who gave me a new dream. To Belen, my wife, the fundamental support in every milestone achieved until this moment, with her dedication and care to make it possible. To my children, for sacrificing their moments of play and rest. To my family, who always supported the process with their time and person, my mother Rocio and my aunt Elizabeth. To the authorities and colleagues of the Unidad Educativa Particular Jim Irwin, who challenge me every day to be a better teacher.

#### RESUMEN

El presente trabajo de investigación analiza el rol de las herramientas de retroalimentación basadas en inteligencia artificial en el desarrollo de las habilidades de escritura académica en inglés de los estudiantes de Décimo Año de Educación General Básica de la Unidad Educativa Particular "Jim Irwin". A través de un enfoque de método mixto, se recopilaron datos mediante encuestas, entrevistas y análisis de textos escritos. Los resultados evidencian mejoras en la percepción del uso de la IA como proceso de tutoría personalizada y no únicamente en actividades de corrección de gramática, vocabulario y organización textual. Así mismo se evidencia a través de la recolección de datos un aumento en la motivación y confianza de los estudiantes al escribir en inglés. Como parte de la propuesta, se diseñó un folleto guía de acompañamiento al libro usado actualmente por la institución educativa, titulado "A Guideline Booklet for AI Tutoring in Academic Writing". El folleto incluye actividades prácticas, estrategias pedagógicas para integrar herramientas de IA en el aula, y ejercicios de metacognición para poder comprender el proceso de la escritura y la tutoría de la IA. Este recurso busca apoyar tanto a estudiantes como a docentes en el proceso de enseñanzaaprendizaje. Finalmente, las conclusiones de este informe muestran que la integración de la IA genera preocupaciones sobre la dependencia a las herramientas y la falta de precisión en algunas respuestas sin embargo la retroalimentación personalizada tiene el potencial de abordar las dificultades específicas de cada estudiante en el proceso de escritura académica.

**Palabras claves:** Inteligencia Artificial, Escritura Académica, Retroalimentación Personalizada, Motivación Estudiantil, Método Mixto.

#### ABSTRACT

The present research work analyzes the role of artificial intelligence-based feedback tools in the development of academic writing skills in English of Tenth Grade students of the Unidad Educativa Particular "Jim Irwin". Through a mixed method approach, data was collected by surveys, interviews, and analysis of written texts. The results show significant improvements in the perception of the use of AI as a personalized tutoring process and not only in grammar, vocabulary, and textual organization correction activities. Likewise, the data collection shows an increase in the motivation and confidence of the students when writing in English. As part of the proposal, a guide booklet was designed to accompany the book currently used by the educational institution, entitled "A Guideline Booklet for AI Tutoring in Academic Writing". The booklet includes practical activities, pedagogical strategies for integrating AI tools in the classroom, and metacognition exercises to understand the process of AI writing and tutoring. This resource seeks to support both students and teachers in the teaching-learning process. In conclusion, the findings of this report show that the integration of AI leads to concerns about dependency on the tools and lack of accuracy in some responses, however, personalized feedback has the potential to address student-specific difficulties in the academic writing process.

**Keywords:** Artificial Intelligence, Academic Writing, Personalized Feedback, Student Motivation, Mixed Method.

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#### **INTRODUCTION**

#### BACKGROUND

Academic writing poses great difficulties for English language learners (ELLs) of different academic levels and subjects, especially those with poor academic literacy skills in their mother tongues (Schleppergrell, 2004). At "Unidad Educativa Particular Jim Irwin", 10th-grade students struggle to achieve the A2 proficiency level in English writing according to the CEFR.

Prior studies stress the vital role of well-crafted writing guidance and tailored input in enhancing L2 writing proficiency (Hyland & Hyland, 2006). Nevertheless, the conventional teaching techniques used at the school frequently fall short in tackling the distinct challenges encountered by these learners. The generic instructional strategy and restricted personalized assistance have resulted in numerous students encountering difficulties in closing the disparity between their existing writing skills and the specified A2 benchmark.

In recent years, the rise of AI-powered writing tools has offered a promising solution to this issue. These systems can provide instant, customized feedback and enable adaptive learning experiences that may greatly enhance the growth of L2 writing skills in 10th-grade students (Dikli & Bleyle, 2014). Through utilizing AI-driven feedback systems, educators at "Unidad Educativa Particular Jim Irwin" could potentially offer more individualized assistance, pinpoint areas needing improvement, and support focused practice for their students. The effectiveness of AI-based feedback systems in improving the L2 writing skills of 10th-grade students has not been adequately investigated. Recognizing the significance of AIdriven tools in assisting these students with their distinct challenges is essential for creating better, more personalized instructional approaches from the scoring and diagnostic feedback (Shermis & Burstein, 2013).

By examining the influence of AI feedback systems on the L2 writing progress of 10thgrade learners, this study seeks to add to the expanding knowledge base in educational technology and language education. The results could offer useful perspectives for teaching methods and improve student writing skills, enabling them to be more self-assured and skilled in English writing.

#### **PROBLEM BACKGROUND**

Academic writing poses significant difficulties for numerous 10th-grade students, particularly those acquiring English as a foreign language (L2). These learners struggle to attain A2 competency in their L2 writing assignments, as defined by the Common European Framework of Reference (CEFR) for languages. Producing cohesive and grammatically accurate texts often hinders their ability to demonstrate writing proficiency.

#### JUSTIFICATION

Proficiency in written English at the A2 level, as defined by the CEFR, is a fundamental requirement for 10th-grade students at "Unidad Educativa Particular Jim Irwin". This standard aligns with the Ecuadorian Curriculum, which establishes essential language proficiency benchmarks for all educational institutions nationwide (MinEduc, 2016)

Nonetheless, numerous students find it difficult to achieve this criterion because of issues with grammar, vocabulary, and text organization, where the acquisition of grammatical competence is instrumental in fostering effective communication abilities to organize written texts effectively are key challenges faced by language learners (Hinkel, 2020).

The current research about second language instruction is poised to underscore the significance of delivering efficient writing guidance and feedback to enhance the growth of L2 writing abilities. However, it appears that understanding is deficient on how to effectively tackle the distinct challenges faced by 10th-grade students at "Unidad Educativa Particular Jim Irwin" in attaining the desired A2 level of writing proficiency.

Therefore, it is vital to thoroughly examine the possibilities of AI-based feedback systems in improving the L2 writing abilities of 10th-grade students. This investigation will help educators create better and personalized teaching methods, fostering optimal writing skill enhancement among students and enhancing their overall communication competence and educational journey.

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Exploring this research area aims to improve the understanding of how AI feedback systems can influence the writing development of 10th-grade students. This will help in establishing customized educational methods that address the unique needs of each learner, fostering a more inclusive and effective learning environment.

The findings of this study could lead to a significant improvement in the way writing is taught, resulting in better student performance and advancements in educational technology and language learning. By integrating AI tools effectively, we can greatly enhance the educational experience of 10th-grade students at "Unidad Educativa Particular Jim Irwin" and help them excel as English writers.

# **OBJECTIVES**

#### **General Objective**

Describe the effect of AI-based feedback systems enhance L2 writing skills in 10th-grade students at "Unidad Educativa Particular Jim Irwin", emphasizing the goal of achieving Level A2 proficiency under CEFR standards.

#### Specific Objectives

1.- Diagnose AI-based writing tools suitable for enhancing L2 writing skills in 10th-grade students, ensuring alignment with the goal of achieving targeted proficiency levels.

2.- Apply the chosen AI writing tool(s) in a classroom environment to support the development of L2 writing skills among students, focusing on practical application and effectiveness.

3.- Determine the effect of the use of implemented AI writing tool(s) on students' L2 writing skills, emphasizing measurable improvements and outcomes.

#### **CHAPTER I**

#### **1. THEORETICAL FRAMEWORK**

#### **1.1 English Acquisition Theoretical Foundation**

#### 1.1.1 Theories and Practice of Second Language Acquisition

The development of second language (L2) language proficiency is grounded in multiple theories that explore the mental, social, and educational processes that facilitate foreign language acquisition. These theories inform educational practices by providing a framework for designing effective learning and teaching strategies. Second language acquisition can be achieved through mechanisms such as exposure to comprehensible input, production of meaningful output, and feedback (Norris & Ortega, 2013).

This theoretical framework explores three key theories relevant to writing in English as a foreign language learning context: the Natural Approach, Krashen's Input Hypothesis, and Swain's Output Hypothesis. These theories emphasize the importance of progressive learning, based on comprehensible input and sustained practice of written production (Selinker & Gass, 2001).

# 1.1.1.1 The Natural Approach

The Natural Approach, developed by Stephen Krashen and Tracy Terrell in 1983, is a language teaching methodology grounded in the principles of native language acquisition. This approach holds that learning occurs most effectively when learners are exposed to a comprehensible, meaningful, and anxiety-free language environment (Krashen & Terrell, The Natural Approach, 1983). Rather than focusing on the memorization of grammatical rules, the Natural Approach prioritizes the comprehension of whole messages, allowing learners to acquire linguistic structures through a natural, subconscious process. The approach is designed to teach through exposure to real communication situations, focusing first on comprehension before producing language (Mitchell, Myles, & Marsden, 2022). This is particularly useful for beginners, who need a solid base of input before they can generate adequate output.

# 1.1.1.2 Krashen's Input Hypothesis

The Input Hypothesis, proposed by Stephen Krashen in 1982, is central to second language (L2) acquisition. Krashen states that learning occurs when learners receive comprehensible input: that is, exposure to language that they can understand, even if it is slightly above their current language proficiency skills, which he calls the i+1 level. The balance between comprehension and challenge allows learners to acquire new grammatical structures and vocabulary naturally, without the need for conscious analysis of linguistic rules, which fits well in communicative learning environments (Lightbown & Spada, 2013).

Learners need to interact with writing samples that contain structure, vocabulary, and topics commensurate with level i+1 to be exposed to linguistic forms that they can eventually reproduce in their written texts (Nation, 2008). Krashen also states that input should be meaningful and stress-free, implying that students' errors should not be corrected directly during the initial stages of production, but rather the emphasis should be on the overall understanding of the message (Krashen S. , 1982).

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#### 1.1.1.3 Swain's Output Hypothesis

The Output Hypothesis, proposed by Merrill Swain in 1985, complements Krashen's Input Hypothesis by emphasizing the importance of active language production. Swain argues that while input is essential for learners to acquire language skills, production (output) enables them to consciously process linguistic forms, identify gaps in their knowledge, and internalize new structures. The act of producing language, whether in oral or written form, forces learners to reflect on and reorganize their knowledge to express their ideas clearly, thus fostering deeper learning (Swain, 1985).

In the development of writing skills, written production is a powerful tool to consolidate learning. Grabe and Kaplan (1996) point out that writing forces the learner to activate his or her passive knowledge (input) and transform it into active knowledge through linguistic coding. In addition, by writing, students not only consolidate learned concepts but are also able to experiment with new structures.

Another key contribution of Swain's hypothesis is the notion of noticing, which emphasizes that learners become aware of cross-linguistic discrepancies as they attempt to produce language (Swain, 1985). This awareness may lead them to pay more attention to linguistic details in future productions. Nation (2008) argues that the process of iterative writing and editing is particularly effective in fostering progress in writing skills, as revision helps to close linguistic gaps detected during initial writing.

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# **1.2** Development of Writing Skills in the Context of English as a Foreign Language

#### 1.2.1 Cognitive Processes in Writing Development

Developing writing skills in a second language (L2) requires a combination of complex cognitive processes, including planning, idea generation, organization, drafting, and iterative revision. Flower and Hayes (1981), in their cognitive process theory, explained that writing is not a linear act, but a recursive process in which writers continually return to different stages as needed. This is especially relevant for L2 learners, who must devote more cognitive resources to basic problems such as grammar or vocabulary, leaving less capacity for more advanced tasks such as coherence and textual style.

In addition, Grabe and Kaplan's (1996) model of cognition posits that both declarative knowledge (grammar or vocabulary) and procedural knowledge (how to plan and structure a text) are equally important in writing. For EFL, balanced instruction should include strategies such as using graphic organizers for planning and learning simple templates for structuring ideas.

# 1.2.2 Strategies for Writing Development under the Natural Approach

According to Krashen and Terrell (1983), learning occurs gradually and more effectively when students work in environments in which the linguistic input is comprehensible and relevant. To help students develop their writing skills, this suggests that students should first be exposed to written examples before attempting to create their texts. Tasks based on the Natural Approach should also incorporate elements of communicative learning. Ellis (1994) points out that meaningful activities, such as completing stories based on their daily lives or writing messages related to their interests, increase student motivation and engagement. EFL learners benefit greatly from having access to facilitated writing tasks that do not prioritize grammatical errors, but rather the originality and meaning of the content.

## 1.2.3 Assessment in the Writing Process

In EFL learning, assessment should also be tailored to the early stages, where students face greater challenges. Hyland (2003) points out that early assessments should focus more on clarity and communication of ideas than on grammatical accuracy until students have acquired a solid foundation. In this regard, it is essential to include assessments that analyze both the mechanics of writing (grammar, punctuation, spelling) and the organization and development of ideas.

# 1.2.3.1 Traditional Assessment Methods in Behaviorism

Traditional behaviorist methods, based on Skinner's (1957) theories, focus on repetition and correction as the means to verbal skills. In these methods, repetition and reinforcement are key elements that could also foster writing skills, suggesting a connection between speaking and writing abilities. This approach considers that learning occurs when a correct response receives positive reinforcement. Although, it is beneficial for enhancing grammatical accuracy, these methods can be limited when creativity and communication are prioritized in foreign language learning (Richards & Rodgers, 2010). As Hyland (2003) points out methods that focus exclusively on correctness tend to ignore important aspects of writing development, such as textual coherence or the logical connection between ideas. This approach may hinder learners' development and overall outcomes of English as an L2, as they need to practice more authentic forms of written communication.

## 1.2.3.2 Common Writing Challenges for L2 Learners

According to Ferris (2013), the most common errors in L2 learners' writing include lack of cohesion and coherence, incorrect use of verb tenses, poorly structured sentences, and limited vocabulary. These errors often arise from a cognitive process when learners translate directly from their native language and incorporate incorrect or unconventional structures into their English texts. This highlights the vital importance of using explicit pedagogical strategies that address these recurring problems.

Another significant challenge is the negative transfer or cross-linguistic interference; it is when grammatical rules, syntactic structures, or writing conventions of a learner's native language differ from those of English, errors are more likely (Ellis, 1994). This problem is evident when working with students whose native language follows significantly different rules than English, such as Romance languages or languages classified as agglutinative in their grammar, like Spanish. This negative transfer can affect sentence construction, the use of articles and prepositions, and even the logical flow of ideas, directly influencing the quality of the written text.

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Finally, emotional and affective factors also contribute significantly to writing problems. Krashen (1982) states that the affective filter, which includes factors such as anxiety, low selfesteem, or fear of making mistakes, can significantly hinder language acquisition and text production. L2 learners may be afraid to expose their writing for fear of being evaluated negatively, which limits their willingness to practice this skill.

## 1.2.3.3 Addressing Writing Challenges through AI-Enhanced Feedback

The integration of digital tools within a behavioral framework can improve results. According to Vanlehn (2011), computer-assisted learning systems (ITS) can provide immediate positive reinforcement through controlled tasks. This aligns with the foundation of behaviorism but allows us to enhance adaptability to specific learner needs and balance the limitations inherent in traditional methods.

Artificial intelligence-enhanced feedback has emerged as a powerful tool to address common challenges faced by L2 learners in writing. AI-based platforms, or tools embedded in learning environments, provide immediate and personalized feedback, helping learners identify grammatical errors, stylistic problems, and suggestions for improving clarity (Wilson & Czik, 2016).

Ranalli et al. (2019) emphasize that automated feedback fosters an active learning process, as students receive prompts that encourage them to revise their texts repeatedly until a satisfactory result is achieved. In addition, these tools can help address specific problems, such as lack of cohesion, by suggesting appropriate logical connectors or by organizing ideas into a more coherent text.

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Ferris (2013) advices that mechanized feedback may not catch errors related to the context or specific content of the text, and some students may implement suggestions without fully understanding the reasoning behind them. For this reason, AI feedback is most effective when combined with human interventions to help students understand the underlying concepts of the suggestions provided. This combination of automated feedback and human review can optimize the learning experience and address writing challenges comprehensively.

# 1.2.4 Formative Assessment and Feedback

Formative assessment and feedback are fundamental pillars in the acquisition of a second language (L2) writing skills, where effective feedback not only identifies errors but also guides learners on how to improve and encourages self-regulation (Nicol & Macfarlane, 2007). This approach becomes more relevant in L2 writing learning since the ability to write involves not only grammatical accuracy, but also logical organization, coherence, and adaptability to different textual genres. Therefore, combining human and automated feedback can maximize the impact of this formative assessment.

## 1.2.4.1 Role of Human Feedback

Human feedback is a crucial part of learning English writing process, especially in its formative context. According to Ferris (2013), teachers can provide contextualized and detailed feedback that not only addresses linguistic errors, but also problems related to the structure, content, and communicative purpose of the text.

Hyland (2003) emphasizes that teacher review can identify discrepancies in the tone of the message, the use of language around the sociocultural contexts, and the relationship between communicative purposes and specific learner needs. Human judgment can identify issues that automated tools cannot easily detect, such as the originality of content or the cultural appropriateness of a text.

## 1.2.4.2 Role of Automated Feedback

According to Hyland (2003), direct feedback, which addresses concrete problems, is especially useful in the early stages of learning. However, to encourage active participation, students must perceive feedback not as a criticism of their performance, but as a tool for their progress development.

Teachers often face challenges in providing timely and detailed feedback due to the number of students and limitations of instructional hours (Carless, 2022). This balance can be achieved through strategies that involve both contextual human judgment and the benefits of digital automation.

Ferris (2013) warns that these tools tend to focus primarily on local problems such as grammatical or spelling errors, and often miss important parts of writing, like coherence, organization, or appropriateness to the communicative goal. As a result, the use of automated feedback should be considered complementary rather than a substitute for human feedback. By combining AI-generated comments with teacher observations, students can benefit from a holistic approach that addresses both micro and macro levels of writing.

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## 1.2.4.3 AI Feedback Prompts Development

The development of personalized AI-based prompts to guide L2 learners' writing is an emerging pedagogical strategy that combines technology and active learning. Prompts created with AI tools can guide learners through the writing process by providing specific prompts that help them structure their texts and solve recurring problems. According to Li et al., (2015), AI-generated prompts can be shaped by analyzing single students' difficulties, creating a more personalized learning environment that responds directly to the needs of each learner.

Ranalli et al. (2019) point out that well-designed prompts foster learner self-efficacy by empowering them to make autonomous decisions about revisions and improvements in their writing. AI-based prompts not only address specific grammar or vocabulary issues but also boost the development of metacognitive skills. Li et al. (2015) suggest that this approach increases students' motivation to revise their writing in greater depth, optimizing the overall learning process.

# 1.3 CEFR in General Education in Ecuador

# 1.3.1 The Common European Framework of Reference for Languages (CEFR)

CEFR is an internationally recognized standard that provides a detailed description of language skills by levels as Figure 1 shows, which is necessary for a learner to communicate effectively in a second language, it was published in 2001 by the Europe's Council.

# Figure 1



Common Europe Framework of Reference for Language Levels

*Note.* This figure shows the CEFR levels from basic to proficient. Taken from Relingo, (https://relingo.net/en/blog/navigating-cefr-levels).

The CEFR not only sets proficiency levels but also focuses on a task-based approach. North and Piccardo (2016) mention this framework helps learners develop communication skills in practical and authentic contexts, such as writing an email, participating in discussions, or giving presentations during the mediation process. The CEFR promotes a learner-centered approach, where learning is aligned with the communicative needs and cultural contexts in which the language will be used.

#### 1.3.2 The Ecuadorian Curriculum 2016

Ecuador's educational curriculum, updated in 2016, integrates the CEFR guidelines to standardize the teaching of EFL, in both public and private educational institutions. In this context, the curriculum seeks to promote educational inclusion and ensure that all students, regardless of their mother tongue, have access to quality education in English (MinEduc, 2019).

The curriculum promotes a communicative approach that prioritizes the development of practical skills over exclusively grammatical-traditional learning. This includes the promotion of the four main competencies which are reading, writing, speaking, and listening. According to Ur (2021), a well-designed curriculum should consider not only language skills but also the cognitive, social, and emotional needs of students, which is reflected in the design of the Ecuadorian curriculum.

# 1.3.3 Exit profile of A2 Level for 10th-Year Basic General Education

Concerning the situation in Ecuador, the aim is to prepare students with the skills needed to achieve at least an A2 level by the end of General Basic Education (10th grade) and a B1 level by the end of the Bachillerato sublevel who can enhance the level from the following description on the Figure 2.

# Figure 2



Outcome level of EFL proficiency in English curriculum.

*Note.* This figure represents the EFL level for each grade or course from Ecuadorian Education. Taken from the Ecuadorian English Curriculum.

Finally, the curriculum incorporates digital tools and innovative strategies to develop writing skills. Platforms are mentioned in the curriculum which allows students to practice and improve their grammatical accuracy and textual coherence, while activities such as journal writing or responses to questions of the day encourage creativity and personal reflection (Hicks & Turner, 2013).

# 1.4 Information and Communication Technologies in EFL Classroom

ICT plays an essential role in the modern teaching of English as a foreign language. These tools offer a variety of possibilities to enhance the learning process, with special emphasis on the development of skills such as writing. Mishra and Koehler (2006), affirm that ICT supports teaching by providing interactive platforms and resources that foster autonomous and constructivist learning. In the context of the EFL classroom, ICT has changed the way students practice and develop language skills. As Bax (2003) explains that the transition from ICT-assisted learning to ICT-integrated learning represents a significant advance in education.

The integration of ICTs also addresses pedagogical challenges such as the limited availability of educational materials or the difficulty of providing continuous feedback. ICTs not only expand access to digital educational resources but also increase student motivation by making activities more dynamic and engaging (Wang & Vasquez, 2012). In addition, advances in artificial intelligence have significantly improved the ability of ICT to provide individualized support in language teaching, especially in complex skills such as writing.

## 1.4.1 Applications for AI in Education (Tutoring Systems)

Artificial intelligence has transformed the field of education by providing advanced tutoring systems that personalize learning and offer adaptive support. These systems, referred to as Intelligent Tutoring Systems (ITS), are designed to act as virtual tutors by identifying students' strengths and weaknesses and adapting learning activities accordingly.

According to Vanlehn (2011), ITSs are particularly effective in areas such as problemsolving and writing, as they can guide learners with immediate feedback, model examples, and offer graded activities designed to progressively improve language proficiency. The importance of these systems lies in their ability to provide real-time support and tracking of student progress. The implementation of AI in educational settings has revolutionized the way teachers can address individual student needs, especially in classrooms with large groups, where it is difficult to provide personalized feedback (Ranalli, Feng, & Chukharev-Hudilainen, 2019).

# 1.4.1.1 AI-Powered Writing Assistants for Direct Tutoring Through Prompts

Artificial intelligence-powered writing assistants can be a powerful tool when their functions are personalized through prompts aligned with curricular activities. Relevant and specific feedback is essential for students to improve their writing skills (Ferris, 2013).

The advantage of using AI in this way lies in its ability to provide interactive feedback that not only corrects errors but also teaches writing skills. Educational prompts not only identify problems but also enable educational conversations in which students reflect on the linguistic structures used, developing a more efficient understanding of the language. (Ranalli, Feng, & Chukharev-Hudilainen, 2019).

However, the design of these prompts should avoid excessive automation that deprives the student of actively learning about his or her mistakes. Writing tools should act as guides that motivate the learner to critically revise their texts, rather than simply accepting the proposed corrections (Li, Link, & Hegelheimer, 2015). This approach ensures that AI not only improves the final written output but also the overall language learning competencies.

## 1.4.1.2 Intelligent Tutoring Systems with Task-Specific Prompts

Tutoring systems using pedagogical prompts can be used to create personalized learning contexts where the artificial intelligence in tutoring systems can be adapted to the logic of specific textbook activities, such as exercises that require constructing argumentative paragraphs, evaluating global coherence (Vanlehn, 2011).

In addition, this approach fosters iterative practice by analyzing previous feedback and encouraging revisions and improvements, consolidating student learning. There exist some limitations in ITSs if they are used without teacher guidance or a clear pedagogical approach (Li, Link, & Hegelheimer, 2015).

Therefore, combining human tutoring with specific prompts integrated into ITSs maximizes their potential, ensuring that the system complements teaching rather than replacing it. This hybrid model integrates the best of both strategies, allowing for a dynamic and effective educational experience.

## 1.4.2 Benefits of Using ICT in Learning

The use of ICT allows teachers to create more interactive and personalized learning environments, in which students learn meaningfully by solving tasks in real-time under the guidance of digital tools (Mishra & Koehler, 2006). These tools integrate well with writing activities, where AI can provide detailed text analysis and suggest specific exercises to address weaknesses.
A significant benefit of using prompts designed for AI is the ability to promote learner autonomy. Technological tools designed to assess and provide feedback on specific tasks motivate students to become self-regulated learners, reducing their dependence on the teacher (Merrill, 2022). In this context the use of prompts to analyze common punctuation errors, provide personalized feedback, and suggest additional exercises contextualized to the previously written text shows the process.

Another advantage is the ability of ICTs to foster interaction between individual and group learning. Feedback in digital environments can be complemented by collaborative discussions, allowing students to share texts, analyze examples, and learn from their peers (Nicol & Macfarlane, 2007). This ICT-enhanced approach promotes deeper and more collaborative learning, using AI for targeted analysis and reflecting real-time progress.

#### 1.4.3 Popular Frameworks and Tools for Designing Prompts

Designing prompts aligned with pedagogical activities requires a systematic approach, with tools and frameworks that combine automated analysis with specific teaching principles. AI frameworks such as ChatGPT and Gemini can be adapted to shape these personalized tutorials, provided that the teacher carefully designs prompts to interact with the tasks proposed by books or syllabi (Wilson & Czik, 2016).

Task-specifically designed prompts, such as "identify three ways this text could be more coherent," are more effective in improving learner skills compared to pre-configured systems (Li, Link, & Hegelheimer, 2015). By integrating additional exercises and detailed feedback into the prompt, the system acts as a dynamic tool that not only responds but also teaches, here is where the personalized feedback makes sense in the student academic writing process.

Finally, combining prompt-based strategies with AI promotes more effective teaching, in which students receive individualized feedback and additional personalized practice material, making the technology a direct extension of teacher-designed pedagogical strategies (Ranalli, Feng, & Chukharev-Hudilainen, 2019).

#### **CHAPTER II**

#### 2. METHODOLOGY

#### 2.1. Type of Research

In this study, a mixed-methods research approach was employed, the quantitative component of the study involved measuring improvements in students' writing skills through numerical data analysis (Johnson & Onwuegbuzie, 2004), and the qualitative aspect delved into the perceptions and experiences of students feedback from both, students and educators concerning the efficacy of writing tools powered by artificial intelligence. (Fraenkel, Wallen, & Hyun, 2011).

#### 2.2. Methods

Methods such as survey questionnaires and analysis of writing samples were used to assess grammar accuracy, vocabulary usage, and text organization enhancements following engagement with AI tools. Additionally, qualitative methods like interviews and observation checklists were utilized to explore students' and teachers' perceptions, experiences, and attitudes toward the effectiveness of AI feedback systems in improving L2 writing proficiency. This approach aims to provide a comprehensive understanding of the impact of AI tools on language learning outcomes (Creswel & Creswell, 2018).

#### 2.2.1 Inductive method

This method started with specific aspects to generalize them (Posso, 2011). This research employed an inductive approach beginning with an observation for identifying how 10<sup>th</sup>-grade students were writing during the pre-writing test, exploring writing needs and previous experiences with AI tools which helped to identify specific areas that required more attention regarding the role of these tools.

#### 2.2.2 Deductive method

According to guidelines (Posso, 2011), the analysis of the data was essential for the design of the AI-based feedback prompts. Based on the theoretical principles of EFL teaching and learning, and the use of technology in education, the activities from the proposal were designed with appropriate AI prompts for the book that the school uses. It was possible to apply the theories practically and adapt them to the specific characteristics of their context.

#### 2.2.3 Analytical method

The analytical method helps researchers synthesize all the data in a written product, to synthesize the collected information, tables, charts, and graphics are useful. (Posso, 2011). As a result, this method helped to interpret the data collected within the research process. It was applied to break down and examine the information from the pre-test writing assessment with the help of AI, the interviews with authorities, the student surveys of AI use, and the final survey with activities with AI prompts. This method made it possible to identify significant relationships between the different variables studied.

#### 2.3. Techniques

Questionnaires for Surveys: This approach involves the systematic collection of data by administering a series of structured questions to participants. The resultant standardized responses enable quantitative analysis to evaluate diverse facets of language proficiency and the perceptions of AI feedback tools.

Analysis of Writing Samples: Involves analyzing students' written texts before and after using AI writing tools to assess improvements in grammar, vocabulary usage, and text organization, offering qualitative insights into the impact of AI-driven feedback on writing skills.

Interviews: Qualitative method involving one-on-one discussions with teachers and students to gather in-depth information on their perspectives, experiences, and attitudes toward AI feedback systems and their role in enhancing L2 writing proficiency, offering rich and detailed insights.

#### 2.4. Research Questions

What AI-driven feedback methods can help 10th-grade students at "Unidad Educativa Particular Jim Irwin" improve their L2 writing skills to attain Level A2 competency following CEFR guidelines?

How do the identified AI writing tools impact the advancement of L2 writing skills among 10th-grade learners, and what practical examples demonstrate their effectiveness?

What observable advancements can be identified in students' L2 writing abilities after the use of AI writing tools results in noticeable improvements in students' L2 writing skills, especially in terms of grammar, vocabulary, and text cohesion?

#### 2.5. Research Scope

This research is dedicated to evaluating the role of AI-driven feedback systems in enhancing the writing skills of 10th-grade students to achieve Level A2 proficiency in their second language (L2). By employing a combination of quantitative and qualitative methods, the research will assess improvements in grammar accuracy, vocabulary use, and text organization, while also exploring the influence of AI feedback mechanisms on language learning outcomes.

The effectiveness of AI systems in enhancing L2 writing proficiency at "Unidad Educativa Particular Jim Irwin" aims to offer insights that can shape teaching practices and inform the development of tailored instructional approaches. The study will specifically examine the role of AI tools in improving language acquisition and strengthening writing skills among 10th-grade students, with a focus on enhancing educational achievements in language learning settings.

#### 2.6 Sample

A sample of 90 students of 10th grade from Unidad Educativa Particular "Jim Irwin" was chosen for the study as shown on the Table 1. The selection criteria were based on students' desire to engage with AI-based feedback systems to enhance their L2 writing skills.

Students were tasked with completing writing assignments using AI-driven tools and receiving feedback on grammar, vocabulary, and text structure. Interviews were conducted to gather qualitative insights, and surveys were taken to get quantitative data based on the students' experiences with AI systems for language learning.

#### Table 1

Institution	School Level	Class	Students
Unided Educative		10 A	25
	EGB	10 B	22
Particular "Jim		10 C	24
Irwin"		10 D	19
Total			90

Population identification

Note: Data collected from U.E.P. Jim Irwin database

#### CHAPTER III

#### 3. ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected was analyzed because of interviews shown on the Annex 2 and Annex 3. All recollection instruments were conducted with the subject teacher, the area coordinator, and vice-principal, where their transcriptions are on the Annex 4, and surveys for students on the Annex 6, all of them from Unidad Educativa Particular "Jim Irwin"

The gathered results were categorized into three key concepts which come from the interviews, where their transcriptions are on the annexes section, and complemented by analysis and the following findings in the Annex 5.

- Importance of integrating AI Tools: Administrative staff and teachers both emphasize the value of using AI tools in the process of writing skills as EFL learners. This was acknowledged that AI allows for personalized feedback and helps to gather a learning quality, helping the learner to reduce grammatical errors and look for a better structure in their writing tasks.
- **Diagnosis of writing Weaknesses**: Teachers mentioned that AI tools are effective for diagnosing specific weaknesses in the writing task, such as grammatical issues and organization. The vice-principal highlighted that AI tools not only show weaknesses but also help develop coherence and cohesion in the academic writing process.

• Implementation and Monitoring Strategies: Challenges come from the AI tools implementation, like the training needed for teachers and learners on the effective use. The vice-principal proposed an Institutional Monitoring System by tracking the actions by a matrix to assess the AI tools in classroom uses, for measuring progress in academic results.

The survey was conducted in two parts, the first part was multiple choice questions to find out how students currently use AI tools for their writing tasks. The second part was an open question to understand the experience of students in the use of a tutoring tool.

- 3.1 Survey applied to 10th-grade students from Unidad Educativa Particular "Jim Irwin" Quantitative Analysis.
- 3.1.1 What do you know about AI tools for academic writing?

#### Figure 3





The results show that most students associate AI tools with correcting grammatical errors (29.07%), followed by their ability to structure texts (25.58%) and provide instant feedback (25.58%). A smaller percentage (13.95%) see AI tools as helpful for improving vocabulary, while 5.81% are unfamiliar with them. This indicates that students primarily view AI tools as practical aids for technical writing issues, with less emphasis on their potential for language development. Encouraging broader usage could maximize their impact on academic writing.

## 3.1.2 How often have you used AI tools (ChatGPT, Gemini, Llama) to improve your academic writing skills in English?

#### Figure 4

Frequency of AI Tool Usage for Improving Academic Writing Skills.



The results show that most students use AI tools occasionally (45.35%), with a smaller proportion utilizing them frequently (20.93%) or consistently (4.65%). These findings reveal that AI tools are not yet deeply integrated into students' academic writing workflows. This occasional use suggests that students rely on AI tools sporadically, likely to address immediate issues with their writing rather than as part of a systematic approach to improving their skills. Encouraging more consistent use could help students build stronger habits and achieve significant, long-term writing improvements.

#### 3.1.3 How often does your vocabulary usage change with the help of AI tools?

#### Figure 5



Impact of AI Tools on Vocabulary Usage.

While AI tools can enhance vocabulary skills, their impact remains moderate according to the survey results. Most students (44.19%) acknowledge experiencing occasional vocabulary improvement when using AI, while only 20.93% frequently see changes and 29.07% report rare or limited impact. This highlights a missed opportunity in how AI tools can help develop vocabulary through features like contextual suggestions and synonyms. Students may need better guidance on how to use AI tools to refine their vocabulary, which could significantly enhance their writing fluency and precision.

#### 3.1.4 How often does your ability to organize text get better with AI feedback?

#### Figure 6

Improvement in Text Organization through AI Feedback.



*Note:* Data collected from Google Forms based on the recollections of 10th-grade students.

One of the most recognized benefits of AI tools is their ability to improve text organization. Many participants (45.35% occasionally and 26.74% frequently) report that AI feedback enhances their ability to structure ideas. This demonstrates that AI tools excel in providing suggestions for logical flow and clarity, which are critical components of academic writing. By helping students frame their thoughts more cohesively, AI tools empower them to present their content more professionally and academically. Offering training to maximize this aspect could further boost students' writing performance.

# 3.1.5 For what purposes do you usually use AI tools (ChatGPT, Gemini, Llama) for your academic writing tasks?

#### Figure 7

Purposes for Using AI Tools in Academic Writing Tasks.



Students predominantly use AI tools for organizing ideas (43.02%), followed by spelling (24.42%) and grammar (13.95%). This trend indicates that AI tools are most valued for their ability to assist with the structural and technical aspects of writing rather than broader linguistic or stylistic improvements. Surprisingly, features like vocabulary enhancement (5.81%) and ensuring cohesion and coherence (12.79%) are less emphasized. This selective use may reflect either limited student knowledge of the tools' capabilities or specific priorities during their academic tasks. Expanded training could help broaden students' approach to using AI tools effectively.

# 3.1.6 In which area has the use of AI tools had the most influence on your academic writing performance?

#### Figure 8

Areas of Most Influence on Academic Writing Performance by AI Tools.



Students identified error correction (41.86%) as the area where AI tools have the greatest impact, followed by receiving help and advice (34.88%). These findings reflect students' appreciation for the practical and corrective functions of AI tools, which help them produce polished and accurate work. However, fewer students recognize AI's role in learning through examples (15.12%), motivation (4.65%), or fostering independence (3.49%). This signals that while AI tools are effective for immediate corrections and guidance, their potential to inspire learning or creativity remains underutilized. Providing students with specific training to explore these features could enhance their overall academic experience.

#### 3.2 Survey applied to 10th-grade students from Unidad Educativa Particular "Jim Irwin" Qualitative Analysis from open questions

3.2.1 What aspects of AI tools would you like to learn more about to improve your academic writing process in English?

#### Results

Students' comments reflect an interest in improving their grammar, vocabulary, and sentence structures and adapting the use of AI to their English level.

Students show a clear need for additional training in the effective use of AI tools, especially in critical areas such as grammar and sentence structure. This is essential in the context of the national curriculum, which seeks to develop solid linguistic competencies. Educators should consider implementing workshops or training sessions that specifically address these areas, ensuring that students not only use AI but also understand how to improve their writing skills through its use.

## 3.2.2 Can you give an example of how AI feedback helped you improve a specific writing assignment?

#### Results

Students mention examples of how AI helped them organize ideas, improve spelling, and correct grammatical errors.

#### Analysis

The examples provided by students highlight the effectiveness of AI in improving writing, especially in organizing ideas and correcting errors. This suggests that when used correctly, AI can be a powerful tool for learning. However, students must learn to apply this feedback critically so that they can develop their writing skills without relying completely on technology.

#### 3.2.3 What challenges do you face when using AI tools for writing feedback?

#### Results

Students mention challenges such as the lack of precision in responses, difficulty understanding technical language, and concerns about dependence on AI.

#### Analysis

The challenges identified by students are significant and reflect the need for a deeper understanding of how to use AI effectively. The concern about dependence on AI is valid, and educators must work to foster a balanced use that complements rather than replaces autonomous learning. Additionally, teachers must provide guidance on how to interpret and apply AI feedback so that students can overcome language barriers and improve their writing effectively.

#### 3.2.4 Would you recommend the use of AI writing tools to other students? Why or why not??

#### Results

Responses are mixed, with many students recommending the use of AI for its usefulness, while others express concerns about dependence and lack of learning.

The divided opinions on recommending the use of AI tools reflect the complexity of their integration into learning. While many students recognize the benefits of AI, they are also aware of the risks associated with excessive use. Educators should address these concerns by teaching strategies for responsible and effective use of AI, ensuring that students maintain their ability to learn and write independently.

#### 3.3 Observation Checklist of the Survey Answering Process with 10th-grade

During the process of the survey filling while students were working on their workspaces at English Laboratory, it was taken date from their interaction and conversations between them with a prior time to discuss about the use of them as students work with academic writing, from this process the following Figure 9 like a result of this evaluation process.

#### Figure 9





*Note.* Data collected from Google Forms based on the recollections of 10th-grade students.

Analysis of classroom observation reveals that 10th-grade students show a basic knowledge of artificial intelligence (AI) tools and use them frequently to improve their English writing skills. A significant change in vocabulary usage and improvement in text organization was observed due to the feedback provided by these tools.

However, challenges, such as technical problems and lack of confidence in the AI, were also identified as limiting its effectiveness. Most students expressed interest in learning more about the use of AI, which underscores the need for specific training. These training classes could empower students to use AI as a personalized tutor, allowing them to receive feedback tailored to their individual needs and ultimately improve their academic writing performance.

#### 3.4 Results of Writing Evaluation as a Pre-test

Understanding the writing process with scaffolding proposed in the activity shown in the Annex 9, 10th-grade students were able to work in the current way they usually work when they have English teacher homework, from the teacher's planning and the textbook provided markable and real information to understand how the proposal needs to be designed from the need for personalized feedback tutor.

#### Table 2

	Scale Score			
	9-10	9-7	7-5	4-0
	(Excellent)	(Good)	(Average)	(Insufficient)
10th-grade Students	26	5	34	9
				Total 74

10th-grade Scores from the Pre-test Activity by Total Score

Note. Data collected from Google Forms based on the Pre-test of 10th-grade students

Here are the results in the following Table 2, where the data analysis highlights the real process where students even just set a prompt on AI systems and copy literally what the system gave them because of a prior work.





Students' email writing performance on the Pre-test evaluation revealed a mixed distribution of results, with 35% achieving excellent scores, 46% performing at an average level, 7% demonstrating good proficiency, and 12% facing significant difficulties. These findings highlight a significant opportunity for writing skill development, especially among most students operating in the average performance range, which was 58% of the sample. In addition, the variation of results in this writing task suggests the need for personalized interventions that can elevate students' academic writing skills, focusing on improving language accuracy, professional formatting, and effective communication strategies to transform their current performance landscape.

#### **CHAPTER IV**

#### 4. PROPOSAL

#### 4.1 Proposal Title

#### A GUIDELINE BOOKLET FOR AI TUTORING IN ACADEMIC WRITING

#### 4.2 Introduction

This project enhances the academic writing skills of Unidad Educativa Particular Jim Irwin's 10th-grade students. Beneficiaries will develop writing skills and learn to use AI tools for personalized feedback and self-assessment. Teachers will gain access to alternative resources for instruction, while school authorities will support students' understanding of AI's role in learning. The project shows AI's potential as a tutoring tool to help students learn.

#### 4.3 Justification

This booklet offers a practical guide to using AI feedback in academic writing. Designed to help students overcome common writing challenges, it provides interactive exercises that enhance skills in the writing process. As an alternative to traditional teaching methods, this resource uses AI tools to provide personalized feedback and adapt to individual's learning progress, creating a more effective and supportive learning environment.

#### 4.4 **Proposal Objectives**

#### 4.4.1 General Objective

Use a guideline to improve the academic writing process through AI-based activities for 10th-grade students at Unidad Educativa Particular Jim Irwin.

#### 4.4.2 Specific Objectives

- To develop learners' well-organized writing process skills through AI interactive activities.
- To enhance personalized feedback from AI in the writing process.



# A GUIDELINE BOOKLET FOR AI TUTORING IN ACADEMIC WRITING



All the elements in this guide were used with non profit educational purposes.

This proposal provides supplementary materials for teachers and students, building upon the content of Shape It! Level 3 (Cambridge University Press & Assessment, 2020).

This guide was elaborated in the free use website CANVA.

Author

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Graphics used in this guide provide by

CANVA





# An overview



This booklet has been designed to support students and teachers for improving their writing skill process, particularly in the context of CEFR A2 level writing tasks. This booklet is organized into five units, each focusing on a specific writing task from the main school book and it could be used in different task following the proposed process.



2025

The use of Artificial Intelligence nowadays has an important role where students need to understand how to use this tool to develop writing skills where tutoring gives instant personalized feedback, creates adaptative resources for each students needs and monitoring the full process.

Al tutoring enhances creativity by inspiring students with examples and ideas effectively and dynamically, and let teachers have a helpful tool to improve their classes.



# Al feedback process by stage



01.	Prewriting	
	<ul> <li>AI Prompt 1: Sample text/model <ul> <li>(Insert sample book text)</li> </ul> </li> <li>Use this sample as a model to plan your own writing activity</li> </ul>	
02.	Writing	
	AI Prompt 2: Grammar and vocabulary suggestions • (Insert prompt for grammar and vocabulary suggestions)	
03.	Checking	
	Al Prompt 3: Assess your text based on CEFR A2 writing scales • (Insert Al prompt for feedback on language accuracy and writing quality)	
04.	Editing	
	Al Prompt 4: Tips to improve your writing based on your mistakes and weaknesses • (Insert Al prompt for tips and suggestions)	
05.	Follow-up	
	AI Prompt 5: Suggested exercises to improve specific language skills ° [Insert AI tool or prompt for exercises and practice]	
Complete the exercises to reinforce your understanding of language concepts and writing strategies.		
	4	

# How to use this booklet?





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### Book Guide Contents





#### Unit 1.

Key content Unit: Start - Welcome
 Final Product: Review of an app.
 Activity 1. A review of an app.
 Activity 2. A review of a language-learning app.
 Ai Tutoring Self-reflection

#### Unit 2.

Key content Unit: What inspires you?
 Final Product: A letter to a magazine.
 Activity 1. A letter to the editor about an inspiring person you know.
 Activity 2. A letter to a magazine about a helpful person you know.
 Ai Tutoring Self-reflection

#### Unit 3.

 Key content Unit: What is art?
 Final Product: A review.
 Activity 1. A review of a performance of the Rock poster or one you have been to.
 Activity 2. A review about a music concert you have been to or seen on TV.
 Ai Tutoring Self-reflection

#### Unit 4.

Key content Unit: How do we communicate?
 Final Product: A listicle.
 Activity 1. A listicle about a person who has an amazing talent.
 Activity 2. A listicle about one of the different topics provided.
 Ai Tutoring Self-reflection

#### Unit 5.

Key content Unit: How can I stay healthy?
 Final Product: A post on a forum.
 Activity 1. A post response on a forum answering forum entries.
 Activity 2. A post response to a provided forum entry.
 Ai Tutoring Self-reflection

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# I can write a description of details in a review of an app.





## Key Content Unit 1



#### I can write a description of details in a review of an app.

#### Vocabulary



• Technology App, device, emoji, screen, social media, video chat.

• Feelings Angry, bored, embarrassed, excited, nervous, upset.

• **Music** Bass guitar, country, DJ, drums, fans, heavy metal, jazz, keyboard, rap, reggae.

#### Grammar Structures



**Useful Language** 

• Simple Present and Present Continuous with Adverbs of Frequency

- Simple Present and Present Continuous for Future
- Simple Past
- PhotoFun
- Photo-editing
- It's free and very easy to use
- Opinion
- A couple of problems
- A great app
- Recommend it

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### A review of an App Lesson 1



#### PROMPT 1

I have written a review of an app in terms of CEFR A2, based on the following task:

"Write your own review of an app you use.

a) What is it? What's good about it? What isn't good about it?
What's your general opinion?
b) Remember to include four paragraphs, the simple present and the present continuous, and adverbs of frequency.
c) Introduce the app in the first

paragraph, write about good and bad things, give your general opinion"

This is my review of an app as CERF A2 user:

(here your app review)

Assess review based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my app review?

#### PROMPT 3

Can you provide a sample review of an app on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my review as CEFR A2 level ESL student in a structured way to present in a document?



(Canva, 2025)



## Teacher Guidelines Lesson 1



Objective: I can write an app review.			
Time (min)	Stage	Methodological Strategies	
5	Anticipation	<ul> <li>Introduce the topic of reviewing an app,</li> <li>Ask students if they have ever written a review before, and discuss the importance of reviews in helping others make informed decisions.</li> </ul>	
20	Construction	<ul> <li>Prewriting (5 minutes): Use Prompt 1 to assess the written review of an app that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing (8 minutes): Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' reviews. Have students review and revise their work.</li> <li>Checking (7 minutes): Use Prompt 3 to provide students with a sample review of an app for CEFR A2 and ask them to compare it with their own work.</li> </ul>	
15	Consolidation	<ul> <li>Editing (7 minutes): Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up (8 minutes): Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>	

## A review of a language-learning app. Lesson 2

#### PROMPT 1

I have written a review of a language learning app in terms of CEFR A2, based on the following task:

"Write your own review of a language learning app you use. a) What is it? What's good about it? What isn't good about it? What's your general opinion? b) Remember to include four paragraphs, the simple present and the present continuous, and adverbs of frequency. c) Introduce the app in the first paragraph, write about good and bad things, give your general opinion"

This is my review of an app as CERF A2 user:

(here your language learning app review)

Assess review based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my app review?

#### PROMPT 3

Can you provide a sample review of a language learning app on the same topic as a CEFR A2 user

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my review as a CEFR A2 level ESL student in a structured way to present in a document?



## Teacher Guidelines Lesson 2



Objective: I can write a language learning app review.			
Time (min)	Stage	Methodological Strategies	
5	Anticipation	<ul> <li>Introduce the topic of reviewing a language learning app,</li> <li>Ask students if they have ever written a review of a language learning app before, and discuss the importance of reviews in helping others make informed decisions.</li> </ul>	
20	Construction	<ul> <li>Prewriting (5 minutes): Use Prompt 1 to assess the written review of an app that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing (8 minutes): Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students reviews. Have students review and revise their work.</li> <li>Checking (7 minutes): Use Prompt 3 to provide students with a sample review of an app for CEFR A2 and ask them to compare it with their own work.</li> </ul>	
15	Consolidation	<ul> <li>Editing (7 minutes): Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up (8 minutes): Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>	

### **My AI Writing Journey Lesson 3** Printable WorkSheet 01 **QUICK REVIEW** 1. What are 1-2 things you're proud of? 2. What's one thing you'd change? 02 **AI REFLECTION** What was easy or C What was challenging What did you learn about using the AI? helpful about using about using AI for the Al? writing? **LOOKING AHEAD** 03 1. What is ONE thing you'll do differently in your next writing assignment? 2.- Share your answer.

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Objective: I can reflect on my writing process with AI.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Briefly explain that images represent aspects of their writing experience: easy/helpful parts, confusing/challenging parts, and things learned.</li> <li>Engage students in a short discussion about what makes writing effective and challenging.</li> </ul>
20	Construction	<ul> <li>Quick Review: Students briefly review their writing. They note 1-2 things they're proud of and one thing they'd change. This is independent work.</li> <li>Guided Reflection: Students complete a structured reflection using the images as prompts. For each image, they write 2-3 sentences:</li> <li>Lightbulb: What went well in your writing? What was easy or helpful? What are you proud of?</li> <li>Question Mark: What was confusing or challenging during the writing process? What are your biggest questions regarding improvement?</li> <li>Book: What did you learn about your writing process or about yourself as a writer? What new skills or strategies did you develop or discover?</li> </ul>
15	Consolidation	<ul> <li>Looking Ahead : Students write one specific thing they will do differently in their next writing assignment based on their reflections.</li> <li>Wrap-up: Briefly summarize the key learnings of the lesson and reiterate the importance of self-reflection in continuous improvement.</li> </ul>

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2025



I can write a letter for a magazine, using simple expressions to give opinions about a person.



## Key Content Unit 2



I can write a letter for a magazine, using simple expressions to give opinions about a person.



### A letter to the Editor of a Magazine Lesson 1



#### PROMPT 1

II have written a letter to a magazine in terms of CEFR A2, based on the following task:

"Write your own letter to the editor about an inspiring person you know.

a) Who? What does he/she do?
Why should he/she win?
b) Remember to include three paragraphs, past tenses, used to, and phrases from the Useful Language box.
c) Introduce the person in the first

paragraph, say why the person should win, use language for giving opinions"

This is my letter to the editor about an inspiring person as CERF A2 user:

(here your letter to a magazine)

Assess my letter based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my letter?

#### PROMPT 3

Can you provide a sample letter to the editor about an inspiring person on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my letter as CEFR A2 level ESL student in a structured way to present in a document?







Objective: I can write a letter to a editor.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of writing a letter to an editor.</li> <li>Ask students if they have ever written a letter to an editor before, and discuss the purpose of writing a letter to a magazine</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written letter to a magazine that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' letters. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample letter to a magazine for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

### A letter to a Magazine Lesson 2



### PROMPT 1

II have written a letter to a magazine in terms of CEFR A2, based on the following task:

"Write your own letter to the editor about an inspiring person you know.

a) Who? What does he/she do?
Why should he/she win?
b) Remember to include three paragraphs, past tenses, used to, and phrases from the Useful Language box.

c) Introduce the person in the first paragraph, say why the person should win, use language for giving opinions"

This is my letter to the editor about an inspiring person as CERF A2 user:

(here your letter to a magazine)

Assess my letter based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my letter?

#### PROMPT 3

Can you provide a sample letter to the editor about an inspiring person on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my letter as CEFR A2 level ESL student in a structured way to present in a document?







Objective: I can write a letter to a magazine.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of writing a letter to a magazine.</li> <li>Ask students if they have ever written a letter to a magazine before, and discuss the purpose of writing a letter to a magazine</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written letter to a magazine that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' letters. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample letter to a magazine for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

### **My AI Writing Journey Lesson 3** Printable WorkSheet 01 **QUICK REVIEW** 1. What are 1-2 things you're proud of? 2. What's one thing you'd change? 02 **AI REFLECTION** What was easy or C What was challenging What did you learn about using the AI? helpful about using about using AI for the Al? writing) **AI REFLECTION** 03 1. What is ONE thing you'll do differently in your next writing assignment? 2.- Share your answer.

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Objective: I can reflect on my writing process with AI.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Briefly explain that images represent aspects of their writing experience: easy/helpful parts, confusing/challenging parts, and things learned.</li> <li>Engage students in a short discussion about what makes writing effective and challenging.</li> </ul>
20	Construction	<ul> <li>Quick Review: Students briefly review their writing. They note 1-2 things they're proud of and one thing they'd change. This is independent work.</li> <li>Guided Reflection: Students complete a structured reflection using the images as prompts. For each image, they write 2-3 sentences:</li> <li>Lightbulb: What went well in your writing? What was easy or helpful? What are you proud of?</li> <li>Question Mark: What was confusing or challenging during the writing process? What are your biggest questions regarding improvement?</li> <li>Book: What did you learn about your writing process or about yourself as a writer? What new skills or strategies did you develop or discover?</li> </ul>
15	Consolidation	<ul> <li>Looking Ahead : Students write one specific thing they will do differently in their next writing assignment based on their reflections.</li> <li>Wrap-up: Briefly summarize the key learnings of the lesson and reiterate the importance of self-reflection in continuous improvement.</li> </ul>

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# Unit 3

I can write a description of an event and report what happened when and where in a performance review.



## Key Content Unit 3



I can write a description of an event and report what happened when and where in a performance review.



### A review of a performance Lesson 1



#### PROMPT 1

I have written a review of a performance in terms of CEFR A2, based on the following task:

"Write your own review of a performance. Think of a performance you have been to.

a) Where did you see it? Who was the performance for? What was it like? What did you like / not like about it?

b) Remember to include four paragraphs, the present perfect, and phrases from the Useful Language box.

c) Describe the event, say who it is for, say what you liked / didn't like about it"

This is my review of a performance as CERF A2 user:

(here your review of a performance)

Assess my review of a performance based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my performance review?

#### PROMPT 3

Can you provide a sample review of a performance on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my performance review as a CEFR A2 level ESL student in a structured way to present in a document?







Objective: I can write a review of a performace.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of reviewing a performance.</li> <li>Ask students if they have ever attended a concert or show before, and discuss the importance of reviews in helping others make informed decisions.</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written review of a performance that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' reviews. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample review of a performance for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

### A review of a music concert Lesson 1



#### PROMPT 1

I have written a review of a performance in terms of CEFR A2, based on the following task:

"Write your own review of a music concert. Think of a performance you have been to or watch on TV .

a) Where did you see it? Who was the performance for? What was it like? What did you like / not like about it?

b) Remember to include four paragraphs, the present perfect, and phrases from the Useful Language box.

c) Describe the event, say who it is for, say what you liked / didn't like about it"

This is my review of a music concert as CERF A2 user:

(here your review of a performance)

Assess my review of music concert based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my music concert review?

#### PROMPT 3

Can you provide a sample review of a music concert on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my music concert review as a CEFR A2 level ESL student in a structured way to present in a document?







Objective: I can write a review of a music concert.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of reviewing a music concert.</li> <li>Ask students if they have ever attended a concert or watch on TV, and discuss the importance of reviews in helping others make informed decisions.</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written review of a performance that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' reviews. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample review of a performance for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

### **My AI Writing Journey Lesson 3** Printable WorkSheet 01 **QUICK REVIEW** 1. What are 1-2 things you're proud of? 2. What's one thing you'd change? 02 **AI REFLECTION** What was easy or C What was challenging What did you learn about using the AI? helpful about using about using AI for the Al? writing) **AI REFLECTION** 03 1. What is ONE thing you'll do differently in your next writing assignment? 2.- Share your answer.

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Objective: I can reflect on my writing process with AI.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Briefly explain that images represent aspects of their writing experience: easy/helpful parts, confusing/challenging parts, and things learned.</li> <li>Engage students in a short discussion about what makes writing effective and challenging.</li> </ul>
20	Construction	<ul> <li>Quick Review: Students briefly review their writing. They note 1-2 things they're proud of and one thing they'd change. This is independent work.</li> <li>Guided Reflection: Students complete a structured reflection using the images as prompts. For each image, they write 2-3 sentences:</li> <li>Lightbulb: What went well in your writing? What was easy or helpful? What are you proud of?</li> <li>Question Mark: What was confusing or challenging during the writing process? What are your biggest questions regarding improvement?</li> <li>Book: What did you learn about your writing process or about yourself as a writer? What new skills or strategies did you develop or discover?</li> </ul>
15	Consolidation	<ul> <li>Looking Ahead : Students write one specific thing they will do differently in their next writing assignment based on their reflections.</li> <li>Wrap-up: Briefly summarize the key learnings of the lesson and reiterate the importance of self-reflection in continuous improvement.</li> </ul>

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# Unit 4

I can write about different aspects of everyday life including interesting facts in a listicle.





### Key Content Unit 4



I can write about different aspects of everyday life including interesting facts in a listicle.



### A listicle about a person Lesson 1



#### PROMPT 1

I have written a listicle about a person who has an amazing talent in terms of CEFR A2, based on the following task:

"Write your own listicle about a person who has an amazing talent:

a) Sections: Title, Introduction, Interesting Facts, Short Ending.
b) Remember to include an introduction, interesting facts and a short ending, can, could, will be able to, the correct past tenses, and words and phrases from the Useful Language box.
c) Have an introduction to the topic, give interesting facts about the person's life"

This is my listicle about a person who has an amazing talent for CERF A2:

(here your listicle)

Assess my listicle about a person who has an amazing talent based on the CERF A2 writing scales and give me a mark out of 10.



Can you find and correct any grammatical and vocabulary mistakes in my music concert review?

#### **PROMPT 3**

Can you provide a sample listicle about a person who has an amazing talent on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my listicle as a CEFR A2 level ESL student in a structured way to present in a document?







Objective: I can write a listicle.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of writing a listicle,.</li> <li>Ask students if they have ever written a listicle before, and discuss the purpose of writing a listicle.</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written listicle that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' listicles. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample listicle for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

### A listicle about different actions Lesson 2



#### PROMPT 1

I have written a listicle about a person who has an amazing talent in terms of CEFR A2, based on the following task:

"Write your own listicle about (here the chosen option):

a) Sections: Title, Introduction, Interesting Facts, Short Ending.
b) Remember to include an introduction, interesting facts and a short ending, can, could, will be able to, the correct past tenses, and words and phrases from the Useful Language box.
c) Have an introduction to the topic, give interesting facts about the person's life"

This is my listicle about (here the chosen option) for CERF A2:

(here your listicle)

Assess my listicle about (here the chosen option) based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my listicle?

#### PROMPT 3

Can you provide a sample listicle on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my listicle as a CEFR A2 level ESL student in a structured way to present in a document?







Objective: I can write a listicle.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of writing a listicle,.</li> <li>Ask students if they have ever written a listicle before, and discuss the purpose of writing a listicle.</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written listicle that students completed before class. Check their work and provide feedback on content, organization, and language use. Ensure students set correctly the topic on the Prompt 1</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' listicles. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample listicle for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

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Objective: I can reflect on my writing process with AI.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Briefly explain that images represent aspects of their writing experience: easy/helpful parts, confusing/challenging parts, and things learned.</li> <li>Engage students in a short discussion about what makes writing effective and challenging.</li> </ul>
20	Construction	<ul> <li>Quick Review: Students briefly review their writing. They note 1-2 things they're proud of and one thing they'd change. This is independent work.</li> <li>Guided Reflection: Students complete a structured reflection using the images as prompts. For each image, they write 2-3 sentences:</li> <li>Lightbulb: What went well in your writing? What was easy or helpful? What are you proud of?</li> <li>Question Mark: What was confusing or challenging during the writing process? What are your biggest questions regarding improvement?</li> <li>Book: What did you learn about your writing process or about yourself as a writer? What new skills or strategies did you develop or discover?</li> </ul>
15	Consolidation	<ul> <li>Looking Ahead : Students write one specific thing they will do differently in their next writing assignment based on their reflections.</li> <li>Wrap-up: Briefly summarize the key learnings of the lesson and reiterate the importance of self-reflection in continuous improvement.</li> </ul>

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## Unit 5

I can write a post on a forum giving advice and reasons in an informal and personal style.





### Key Content Unit 5



I can write a post on a forum giving advice and reasons in an informal and personal style.



### A Post on a Forum Lesson 1

#### **PROMPT1**

I have written a post to the other problems on a forum entry in terms of CEFR A2, based on the following task:

"Write your own post on a forum giving advice. Choose one of the other problems on the forum:

Entry 1. Jo17: Help! I play too many online games and don't get enough sleep.

Entry 2. Sally16: I post 250 photos online every day. It's too many!

a) Sections: Greeting, Thanks, Reasons.

b) Remember to use should, shouldn't, ought to, quantifiers, and phrases from the Useful Language box.

c) Have a greeting, give advice with reasons, use an informal style"

This is my post to the other problems on a forum entry for CERF A2:

(here your forum post)

Assess my post to the other problems on a forum entry based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my listicle?

#### PROMPT 3

Can you provide a sample post to the other problems on a forum answer on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my forum answer as CEFR A2 level ESL student in a structured way to present in a document?





Objective: I can write a post on a forum.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of writing a post on a forum.</li> <li>Ask students if they have ever participated in an online forum before, and discuss the importance of online etiquette.</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written post on a forum that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' reviews. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample post on a forum for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

### A Post on a Forum Lesson 2



#### **PROMPT1**

I have written a post to the other problems on a forum entry in terms of CEFR A2, based on the following task:

"Write your own post on a forum giving advice.

"Please help! I drink two liters of soda a day! I know it's bad for me, but I think I'm addicted to sugar and caffeine! What can I do?"

a) Sections: Greeting, Thanks, Reasons.

b) Remember to use should, shouldn't, ought to, quantifiers, and phrases from the Useful Language box.

c) Have a greeting, give advice with reasons, use an informal style"

This is my post to the other problems on a forum entry for CERF A2:

(here your forum post)

Assess my post to the other problems on a forum entry based on the CERF A2 writing scales and give me a mark out of 10.

#### PROMPT 2

Can you find and correct any grammatical and vocabulary mistakes in my listicle?

#### PROMPT 3

Can you provide a sample post to the other problems on a forum answer on the same topic as CEFR A2 user?

#### PROMPT 4

Act as my teacher and give me some tips to improve my writing based on my mistakes and weaknesses.

#### PROMPT 5

Can you suggest some exercises to improve my forum answer as CEFR A2 level ESL student in a structured way to present in a document?





Objective: I can write a post on a forum.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Introduce the topic of writing a post on a forum.</li> <li>Ask students if they have ever participated in an online forum before, and discuss the importance of online etiquette.</li> </ul>
20	Construction	<ul> <li>Prewriting: Use Prompt 1 to assess the written post on a forum that students completed before class. Check their work and provide feedback on content, organization, and language use.</li> <li>Writing: Use Prompt 2 to find and correct any grammatical and vocabulary mistakes in students' reviews. Have students review and revise their work.</li> <li>Checking: Use Prompt 3 to provide students with a sample post on a forum for CEFR A2 and ask them to compare it with their own work.</li> </ul>
15	Consolidation	<ul> <li>Editing: Use Prompt 4 to provide students with tips to improve their writing based on their mistakes and weaknesses. Have students make final revisions to their work.</li> <li>Follow-up: Use Prompt 5 to suggest exercises to improve students' use of verb tenses for CEFR A2 and provide additional support and feedback as needed.</li> </ul>

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Objective: I can reflect on my writing process with AI.		
Time (min)	Stage	Methodological Strategies
5	Anticipation	<ul> <li>Briefly explain that images represent aspects of their writing experience: easy/helpful parts, confusing/challenging parts, and things learned.</li> <li>Engage students in a short discussion about what makes writing effective and challenging.</li> </ul>
20	Construction	<ul> <li>Quick Review: Students briefly review their writing. They note 1-2 things they're proud of and one thing they'd change. This is independent work.</li> <li>Guided Reflection: Students complete a structured reflection using the images as prompts. For each image, they write 2-3 sentences:</li> <li>Lightbulb: What went well in your writing? What was easy or helpful? What are you proud of?</li> <li>Question Mark: What was confusing or challenging during the writing process? What are your biggest questions regarding improvement?</li> <li>Book: What did you learn about your writing process or about yourself as a writer? What new skills or strategies did you develop or discover?</li> </ul>
15	Consolidation	<ul> <li>Looking Ahead : Students write one specific thing they will do differently in their next writing assignment based on their reflections.</li> <li>Wrap-up: Briefly summarize the key learnings of the lesson and reiterate the importance of self-reflection in continuous improvement.</li> </ul>

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### Glosary

2025



**Al Tutoring:** The use of artificial intelligence tools to assist students in developing their writing skills by providing instant feedback and personalized guidance.

Adaptive Resources: Learning materials and activities that adjust according to the student's progress and learning needs.

**CEFR A2:** The second level of proficiency according to the Common European Framework of Reference for Languages, indicating basic understanding and use of everyday expressions.

**Drafting**: The process of creating a preliminary version of a piece of writing, which can then be refined and improved.

**Editing:** The act of reviewing and making changes to a written document to improve clarity, accuracy, and overall quality.

**Feedback:** Information provided to a student regarding their writing, which may include suggestions for improvement and identification of errors.

**Informal Style:** A more casual and conversational way of writing, often used in personal communication and online forums.

**Key Content:** Important concepts and information that serve as the foundation for each unit of study within the booklet.

**Listicle:** A type of article that presents information in the form of a list, often with accompanying descriptions or explanations.

**Performance Review:** An assessment of a live event or performance, usually focusing on elements such as quality, audience engagement, and artistic effectiveness.

**Personalized Learning:** An educational approach that tailors instruction to meet the individual needs of each student, often facilitated by technology.

**Phrasal Verbs:** Expressions that combine verbs with prepositions or adverbs to create meanings different from the original verb.

**Quantifiers:** Words used to express quantity or amount, which can affect the meaning of the language used in writing.

**Reflection:** A thoughtful consideration of a student's writing process and experiences to identify strengths and areas for improvement.

**Writing Scales:** Assessment criteria used to evaluate the quality of writing at different proficiency levels, often based on specific language skills.







Lewis, S., Vincent, D., Cornford, A., & Reid, A. (2020). Shape It! Level 3 Combo A Student's Book and Workbook with Practice Extra. Cambridge University Press.





### 4.5 Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- AI Tutoring impact

The following tables detail the numerical impact levels.

### Table 3

Numerical impact levels

-3 High negative impacts

- -2 Medium negative impacts
- -1 Low negative impacts
- 0 No impacts
- 1 Low impacts
- 2 Medium positive impacts
- 3 High positive impact

Taken from: (Posso, 2011)
# 4.5.1 Linguistic Impact

# Table 4

# Linguistic Impact

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
I can write a description of details in a review of an								X
app.								
I can write a letter for a magazine, using simple								x
expressions to give opinions about a person.	ve opinions about a person.						11	
I can write a description of an event and report what								x
happened when and where in a performance review.								
I can write about different aspects of everyday life								v
including interesting facts in a listicle.								Λ
I can write a post on a forum giving advice and								$\mathbf{v}$
reasons in an informal and personal style.								Λ
Total								15

Linguistic impact level =  $\frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$ 

Linguistic impact level = high positive

# Analysis

The Linguistic Impact analysis shows a result of a high positive effect on the development of the writing skills in the students. The indicators, aligned with the project objectives, reveal that students have advanced on their A2 level and in their ability to describe details, express opinions, narrate events, and write texts in different formats which come from the can-do statements adapted from the school textbook that follows the design by the press and school aims. However, (Krashen S. D., 1982) shows that acquiring language skills requires constant exposure to language and active practice, where the writing process will develop at the end of the course.

## 4.5.2 Academic Impact

#### Table 5

### Academic Impact

	Impact	2	2	1	0	1	2	2
	Levels	-3	-2	-1	0	1	2	3
Indicators								
I can write straightforward connected texts on a range								x
of familiar subjects within their field of interest.								21
I can write personal letters and emails asking for or								
giving simple information, giving news, or expressing								Х
thoughts.								
I can write a description of an event, or a recent trip								Х

I can write accounts of experiences, describing	Х		
feelings and reactions in some detail.	Λ		
I can convey information and ideas on abstract as well			
as concrete topics and get across the points they feel	Х		
are important.			

Total

15

Academic Impact level =  $\frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$ 

Academic Impact level = high positive

# Analysis

The academic indicators reveal that there is a high positive impact on academic writing skills. Students could use their skills to produce coherent texts, communicate effectively, describe experiences, and convey ideas on abstract and concrete topics, with AI tutoring in the writing process to complete the task from the school textbook. This progress aligns with (Flower & Hayes, 1981) identified as a complex cognitive process involving planning, writing, and revision as the workflow helps students practice.

# 4.5.3 AI Tutoring Impact

# Table 6

# AI Tutoring Impact

	Impact	-3	-2	-1	0	1	2	3
	Levels							
Indicators								
I can get a score and personalized feedback on my								
writing task by AI, showing me what I do well and								Х
where I need to improve.								
I can learn to fix my grammar and word mistakes with							v	
AI help and understand why those mistakes are wrong.							Λ	
I can use modeling writing from the AI to practice								x
writing better, using good grammar and style.								Λ
I can receive personalized advice and tips from the AI								
to improve my writing, focusing on my mistakes and								Х
weaknesses.								
I can work on a reinforcement task to improve my							v	
writing skills with exercises the AI designed for me.							Λ	
Total								13

AI Tutoring Impact level =  $\frac{\Sigma}{\text{number of items}} = \frac{13}{5} = 2.6$ 

AI Tutoring Impact level = medium positive

# Analysis

The medium positive impact on the AI Tutoring Impact analysis shows that the booklet on the students' usage of AI tools improves their writing process. Students can benefit from personalized feedback, error correction, and reinforcement exercises suggesting that AI tutoring drives a path for improvement. As (Holmes, Bialik, & Fadel, 2023) highlight the potential of AI to personalize learning and provide immediate feedback. Enhancing feedback and integration of personalized activities with the curriculum could further increase the impact of AI tutoring.

#### 4.6 Conclusions

- The integration of artificial intelligence AI-based feedback tools has the potential to address the specific difficulties that students face in academic writing, offering immediate and personalized feedback.
- The Ecuadorian curriculum's alignment with CEFR standards shows the importance of achieving English levels of proficiency which the current performance suggests a need for innovative teaching strategies with AI tools.
- Inductive and deductive methods helped the identification of students' specific writing challenges and the design of AI-based feedback activities that effectively responded to these needs.
- The pre-test and students' survey results indicate that AI is not used as an effective learning tool. Instead, it is used sometimes for immediate language problems and completing tasks without looking for feedback.
- The use of AI tools in academic writing is recognized as highly beneficial by both teachers and students, correcting grammatical errors and improving text structures, but is hindered by challenges like poor training in the classroom.
- Students and teachers value the use of AI tools to diagnose weaknesses in writing, organization of ideas, and coherence but express concerns about dependence and the lack of precision in some responses, and a need for critical use.
- The guide proposed an effective address to the identified writing challenges by integrating AI-based tools that provided personalized feedback and interactive activities that enhanced meaningful learning.

• The proposal is aligned with the CEFR standards and the Ecuadorian curriculum, ensuring that students achieve measurable progress in their writing skills while promoting innovative teaching practices with ICT-based learning.

## 4.7 Recommendations

- Teachers should incorporate strategies from the Natural Approach and Input Hypothesis into their writing instruction, such as providing students with meaningful, stress-free input and opportunities to practice writing tasks that align with their current proficiency level.
- Teachers should implement explicit pedagogical strategies from the writing process and provide formative feedback combining AI feedback and human guidance, particularly in cultural awareness, tone, and originality of ideas.
- The school should provide professional development opportunities for teachers to learn how to integrate effectively AI tools into their teaching practices to better interpret data from AI feedback results, ensuring the outcome exit profile from the CEFR and Ecuadorian curriculum aims.
- It is recommended to expand the sample size in future studies to include different level students like the last grade from the sublevel to know how the writing process is and know if the school is getting the exit profile from CEFR.
- For future research, it's recommended to apply a mixed method approach to evaluate the impact of AI tools on other language skills such as speaking and listening comprehension to provide a holistic understanding of their effectiveness.

- Apply the post-writing test later with the same pre-test instrument to look at how the students make improvements and understand if the proposal would be successfully applied.
- Include activities that are not delivered in the booklet, from the other sections of the schoolbook such as CLIL projects and review sections where writing activities are needed.

# ANEXXES

# Annex 1

Student list for 10<sup>th</sup>-grade

UNIDAD EDUCATIVA PARTICULAR JIM IRWIN © Código AMIE 17H01384 Año lectivo: 2024-2025

ECUADOR 📶

E Telf: 2691-200 / 2691-236 0987758799/ 0995848806 E Email: colegiojimirwin@hotmail.com E Dir: PANAMERICANA SUR KM 10 % TRAS EL SUPERMERCADO SANTA MARÍA

8 2

Educación Básica Superior							
Cursos	Tutor	Varones	Mujeres	Sin esigner	Retirado	Total	
Décimo	2écimo						
Décimo Grado A	KEILY ADELY HERNANDEZ RAMIREZ	13	12	0	0	25	
Décimo Grado B	CRISTINA GABRIELA GUANOPATIN SIZA	13	9	0	0	22	
Décimo Grado C	SORAYA PAULINA VITERI TROYA	14	10	0	0	24	
Décimo Grado D	ERICK ANDRES QUEVEDO CASTRO	12	7	0	0	19	
	Total de Décimo	52	38	o	o	90	



1/1

Interview format for the Vice-principal.



#### UNIVERSIDAD TÉCNICA DEL NORTE

#### FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

#### INTERVIEW FORMAT FOR THE VICE PRINCIPAL AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN

Objective. Describe the effect of AI-based feedback systems enhance L2 writing skills

in 10th-grade students at "Unidad Educativa Particular Jim Irwin", emphasizing the

goal of achieving Level A2 proficiency under CEFR standards.

1. Strategic Importance:

How does the school view the importance of incorporating AI tools for enhancing L2 writing skills among students?"

#### 2. Institutional Support:

What resources and support have the institution allocated to support the use of AI-driven feedback systems in classrooms?"

3. Expected Benefits:

What are the anticipated benefits of using AI-based systems in achieving the A2 proficiency level in L2 writing for 10th-grade students?"

4. Implementation Challenges:

What potential challenges do you foresee in implementing AI feedback systems, and how might they be mitigated at a strategic level?"

- 5. Monitoring Success:
  - How does the school plan to monitor and evaluate the success of these AI tools in improving students' writing skills?"

Thank you for your cooperation.

Interview Format for Teacher and Area Coordinator.



#### INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN

Objective. To gather detailed insights from English department teachers on describe the effect of AI-based feedback systems enhance L2 writing skills in 10th-grade students at "Unidad Educativa Particular Jim Irwin", emphasizing the goal of achieving Level A2 proficiency under CEFR standards.

1. Current Integration:

How have you integrated AI tools into your teaching practice for developing students' L2 writing skills?"

2. Diagnostic Insights:

What insights have you gained about the suitability of various AI tools in diagnosing and addressing students' weaknesses in writing?"

3. Effectiveness Observations:

From your experience, what effects have AI feedback tools had on students' grammar, vocabulary, and text organization?"

4. Pedagogical Adjustments:

What adjustments, if any, have you made to your instructional methods because of using AI feedback tools?"

5. Measurable Outcomes:

What measurable improvements have you observed in students' writing skills since using AI tools, particularly concerning A2 CEFR standards?"

Thank you for your cooperation.

Interviews Transcripts Teachers and Authorities

### Transcription Interviews in Unidad Educativa Particular "Jim Irwin"

#### **Interview 1**

# Interview with Lcdo. Brandon Quimbita, English Area Coordinator at Unidad Educativa Particular "Jim Irwin"

Date of application: Friday, December 20th, 2024.

**Jonathan Boada:** Good morning. This is Jonathan Boada, a student from PINE - Universidad Técnica del Norte. This interview is for teachers of Unidad Educativa Particular Jim Irwin. Here is Mr. Brandon Quimbita, the English area coordinator. The objective of this interview is to gather detailed insights from English department teachers on describe the effect of AI-based feedback systems to enhance L2 writing skills in 10th-grade students at "Unidad Educativa Particular Jim Irwin", emphasizing the goal of achieving Level A2 proficiency under CEFR standards. So, we're going to start with the first question. We have five questions; this is the first question with the thread "Current Integration". Mr. Brandon, please. How have you integrated AI tools into your teaching practice for developing students' L2 writing skills?

Lcdo. Brandon Quimbita: Also, Jonathan, I've been integrating AI tools into L2 writing skills has been transformative in several ways. For example, when you personalize feedback using AI like Grammarly, providing students instant, personalized feedback on the writing, helping them to identify common grammar and vocabulary errors and mistakes and understand how to improve the fluency and the text. So, for example, using that other ways, like ChatGPT helped me to guide and structure writing practice, for example, using promise target specific skills, such as to organize ideas, using transforming a transitional phrase, developing arguments so that they can adapt to their real life and real grammar, different grammar structures

**Jonathan Boada:** Okay, thank you. Now in the second thread that is "Diagnostic Insights". What insights have you gained about the suitability of various AI tools in diagnosing and addressing students' weaknesses in writing?

Lcdo. Brandon Quimbita: Yes, AI tools have proven to be highly effective in diagnosing and addressing the student's weakness in writing. So, for example, AI tools help to identify patterns of common mistakes. So, for example, incorrect verbs using in different texts. So, they provide a clear diagnostic of language mechanic weakness, something like analyzing the lexical variety of cohesion in students' writing. So, these tools often cite into vocabulary richness, complete sentence complexity, and overall, I don't know, to help the enough weakness in fluency and comprehension.

**Jonathan Boada:** Oh, thanks. Now in the third thread, "Effectiveness Observations". From your experience, what effects have AI feedback tools had on students' grammar, vocabulary, and text organization?

**Lcdo. Brandon Quimbita:** So, using these AI tools during this last year for me, I can get good, good experiences, for example, according to improve the accuracy of my students, these AI tools have significantly improved students' grammatical precision. For example, because they have, they can identify the errors in real-time, such as, I don't know the subject the verb agreement, so then they can correct it correctly, and then, I don't know, they expand the lexical range. So, for example, AI tools offered, I don't know, suggest different synonyms or alternative ways to talk, to write. So, their AI Tools help so much to the different students, necessities of and the last one I don't know, they can provide feedback in real-time and paragraph is the transitions and logical flow, helping the students, the structures, the writing more effectively.

Jonathan Boada: Thank you. Now I know that you are using Cambridge books, and all the Cambridge Press University materials. From this fourth thread on the "Pedagogical Adjustments", what adjustments, if any, have you made to your instructional methods because of using AI feedback tools? Lcdo. Brandon Quimbita: Yes, so here at Jim Irwin school, we use Cambridge books. In this case, I using the "Guess What!" books, where I have to change a little bit according to the integrating that AI in that feedback. Because when I'm in my teaching process, I have to mix into the teacher practice creating some adjustments to ensure that complement traditional methods, because Cambridge has that. So I have to change, and I have to emphasize using the AI how? So, using the writing process and emphasizing that when I create AI feedbacks, I encourage the students to write a beta and now I recurring students to submit multiple drafts using the AI tools to refine a yearly version before finalizing the work, so to improve the writing process, right?. So, after receiving a AI feedback, students can reflect on their common errors and articulate what they have learned in writing journals of group discussions. So, I can mix the first one at the beginning the Cambridge, the traditional methods, and then I complete, completed with the AI tools.

**Jonathan Boada:** Thank you for the last thread, the fifth one "Measurable Outcomes". What measurable improvements have you observed in students' writing skills since using AI tools, particularly concerning A2 CEFR standards?

Lcdo. Brandon Quimbita: Yes, So, since I think creating a tools into my teaching practice, I've observed measurable improvements in teacher writing skills at the A2 CEFR level. Below are the there are different improvement ideas. For example, the students nowadays, they can reduce the errors so students mark a decrease in basic grammatical errors when they put into practice. Now, students constantly organize the writing into clear introductions the body and conclusions of the structure. Using linking words, for example, is so useful when they apply the AI tools. And finally, students write longer text without significant thoughts in quality.

**Jonathan Boada:** Okay, thank you very much. That was all the interview, and I really appreciate your opinion and the time for this interview. Thank you very much.

Lcdo. Brandon Quimbita: Okay, thank you.

#### **Interview 2**

# Interview with Lcda. Cristina Guanopatín, a 10th-grade English teacher at Unidad Educativa Particular "Jim Irwin"

#### Date of application: Tuesday, December 24th, 2024.

Jonathan Boada: Hello. Good morning. This is Jonathan Boada interviewing with Licenciada Cristina Guanopatín, I'm a student from Universidad Técnica del Norte, and The objective of this interview is to gather detailed insights from English department teachers on describe the effect of AI-based feedback systems enhance L2 writing skills in 10th-grade students at "Unidad Educativa Particular Jim Irwin", emphasizing the goal of achieving Level A2 proficiency under CEFR standards We have here five threads, and we're going to start with the first thread, "Current Integration". Licenciada Cristina. How have you integrated AI tools into your teaching practice for developing students' L2 writing skills?

**Lcda. Cristina Guanopatín:** I have integrated AI tools such as Grammarly and ChatGPT alongside the Cambridge platform used by my students. These tools complement the exercises provided by the platform, offering incentive feedback on grammar, vocabulary, and sentence construction, helping students train their writing skills in real time.

**Jonathan Boada:** Okay, thank you. Now I understand that you are using the Cambridge books, right? So, in the second thread, this is the "Diagnostic Insights". What insights have you gained about the suitability of various AI tools in diagnosing and addressing students' weaknesses in writing?

**Lcda. Cristina Guanopatín:** Using AI tools, in combination with the Cambridge platform, I have gained insights into specific areas where students struggle, such as subject-verb agreement and paragraph currents. The tools also highlight gaps in academic vocabulary that need to be reinforced through target practice.

**Jonathan Boada:** Thank you. The third thread, "Effectiveness Observations". From your experience, what effects have AI feedback tools had on students' grammar, vocabulary, and text organization?

Lcda. Cristina Guanopatín: AI feedback tools have a possibility to impact the students's writing performance. For instance, students better understand how to structure their writing, organize ideas, and use appropriate vocabulary. AI tools reinforce grammar and writing strategies introduced during lessons.

**Jonathan Boada:** Thank you. Now in thread number four, "Pedagogical Adjustments", what adjustments, if any, have you made to your instructional methods because of using AI feedback tools?

Lcda. Cristina Guanopatín: I have adopted my teaching strategies by incorporating AI tools into Cambridge writing tasks after completing activities on the platform, students use AI tools to review their drafts and analyze the feedback. This combination helped them understand their mistakes and reflect on how to improve their writing, making the lessons more interactive and engaging students.

**Jonathan Boada:** Okay, thank you, and there is another question in the same thread about the "Pedagogical Adjustments", and this is about during your homework, how students are using the AI Do you know if they are using or is it a task to use the AI tools?

**Lcda. Cristina Guanopatín:** Since it's writing AI tools with the Cambridge platform, I have observed feasible improvements in student's ability to write clear and current text. For example, students are now more confident in writing, well-structured paragraphs, essays and show figure grammatical mistakes in their assignments.

**Jonathan Boada:** Okay, thank you. Now let's go to the next and the final thread, "Measurable Outcomes". What measurable improvements have you observed in students' writing skills since using AI tools, particularly concerning A2 CEFR standards?

Lcda. Cristina Guanopatín: So, I think that the accessible improvement the students ability are in the current writing text for the students feel more confident in writing activities.

**Jonathan Boada:** Okay, maybe, do you want to add some information about the AI tools during your class, like a tool or homework feedback?

Lcda. Cristina Guanopatín: I consider that AI tools are better to apply here in the classroom, not always as homework, because the students feel more comfortable to develop the activities, just they have a wrong concept to use AI tools, so we have to teach first how they will apply the AI tools and then apply it into homework maybe.

**Jonathan Boada**: Thank you. This is what I'm looking for in this thesis. Thank you very much. And that's all about this interview. Thank you.

Lcda. Cristina Guanopatín: You're welcome.

#### **Interview 3**

# Interview with MSc. Iraida Toscano, Vice-principal at Unidad Educativa Particular "Jim Irwin"

#### Date of application: Thursday, December 26th, 2024.

Jonathan Boada: Buenos días, soy Jonathan Boada estudiante de la Universidad Técnica del Norte realizando el trabajo de tesis, voy a realizar una entrevista a la vicerrectora de la Unidad Educativa Particular "Jim Irwin". Magíster Iraida Toscano el objetivo de esta entrevista es describir el efecto de los sistemas de retroalimentación basados en la inteligencia artificial para mejorar las habilidades de escritura en la segunda lengua en estudiantes del 10mo Año de Educación General Básica en la Unidad Educativa Particular "Jim Irwin", enfatizando el objetivo de alcanzar el nivel A2 de competencia según los estándares del Marco Común Europeo de Referencia para las Lenguas. Magíster, la entrevista está dividida en cinco ejes, los cuales son la importancia estratégica, el apoyo institucional, los beneficios esperados por la institución, los desafíos de la implementación de la retroalimentación y el monitoreo del éxito en los procesos. Voy a empezar con la primera pregunta, la cual dice ¿cómo valora la institución la importancia de incorporar herramientas de inteligencia artificial para mejorar las habilidades de escritura en la segunda lengua entre los estudiantes.

**MSc. Iraida Toscano:** La Unidad Educativa Particular "Jim Irwin", reconoce la importancia del uso de las herramientas de inteligencia artificial para procesos de enseñanza aprendizaje, y en particular en el caso de inglés a través de la destreza de writing como segunda lengua pues para nosotros constituye una herramienta muy valiosa que va a permitir construir, decodificar y retroalimentar el proceso de escritura en los niveles que se está realizando la implementación.

**Jonathan Boada:** Muchas gracias. En nuestra segunda pregunta sobre el apoyo institucional, ¿qué recursos y apoyo ha asignado la institución para respaldar el uso de sistemas de retroalimentación impulsados por la inteligencia artificial en las aulas. **MSc. Iraida Toscano:** La Unidad Educativa Particular "Jim Irwin" cuenta con recursos inicialmente con el internet, que nos permite acceso a través de redes WiFi para toda la institución y el apoyo que como institución damos a estos procesos pues constituye el acceso a herramientas digitales, favorecidas por el desarrollo de la IA, institucionales que se adquieren para que los docentes y los estudiantes puedan utilizar estas herramientas como parte del proceso de enseñanza aprendizaje.

**Jonathan Boada:** Muchas gracias. Dentro de los beneficios esperados, ¿cuáles son los beneficios anticipados de usar sistemas basados en inteligencia artificial para lograr el nivel de competencia a dos en la escritura de la segunda lengua para los estudiantes del 10mo Año de Educación General Básica?

**MSc. Iraida Toscano**: Los beneficios que nosotros consideramos como potenciales a desarrollar son que la escritura se pueda trabajar con uso de herramientas de inteligencia nos permita desarrollar el vocabulario, la sintaxis, la coherencia, la cohesión, proceso de escritura que le permita al estudiante construir a partir de palabras, oraciones y párrafos, textos académicos con la coherencia y sobre todo con la sintaxis, para que la escritura sea un factor importante dentro de las destrezas del aprendizaje del idioma inglés.

**Jonathan Boada:** Muchas gracias. Nuestra cuarta pregunta es sobre los desafíos de la implementación. ¿qué desafíos potenciales prevé en la implementación del sistema de retroalimentación de inteligencia artificial y cómo se podrían mitigar a nivel estratégico?

**MSc. Iraida Toscano:** Los desafíos que tenemos es el uso correcto y adecuado de las herramientas de inteligencia artificial, para lo cual en el en el plan de implementación si consideramos dos focos importantes a trabajarse. El primero es que el docente puede utilizar este proceso de retroalimentación de la IA como punto de partida para que pueda a los estudiantes orientar en la construcción de textos científicos. Y el segundo desafío es el uso adecuado que los estudiantes den a esta herramienta porque la herramienta de la IA constituye un recurso de aprendizaje y debe ser empleado técnicamente como una fuente de información para construir, a partir de esa información, otros procesos de aprendizaje en donde se desarrollen las operaciones cognitivas de crear textos científicos y recrear información a partir de la investigación.

**Jonathan Boada:** Muchas gracias. Finalmente tenemos el monitoreo del éxito para este proceso. ¿cómo planea la institución monitorear y evaluar el éxito de estas herramientas de inteligencia artificial en la mejora de las debilidades de escritura de los estudiantes?

**MSc. Iraida Toscano:** La institución realizará una matriz de seguimiento para monitorear el uso de la inteligencia artificial como aplicación para el proceso de escritura, para lo cual se diagramará en una matriz de Gant el número de estudiantes, los docentes y los paralelos con un cronograma en donde se registre de acuerdo al tiempo establecido de implementación del proyecto, el uso y sobre todo los productos que se han obtenido a través de la implementación de este recurso de la IA en el proceso de escritura. Y la segunda, la para la evaluación se diseñará una matriz en donde tengamos primero un texto trabajado sin IA en donde hacemos un punto de partida y después del tiempo de La implementación del proyecto, contaremos, a partir del diagnóstico, un resultado en donde tenemos precisamente el porcentaje de cumplimiento, a partirel diagnóstico, cuánto es el el avance porcentual de mejora académica en la calidad de la escritura a partir del uso del recurso de la inteligencia artificial.

**Jonathan Boada:** Muchas gracias. Agradezco su tiempo para la entrevista. Esto ha sido todo para el proceso de la retroalimentación de la inteligencia artificial y las herramientas que la institución busca y ya está utilizando. Gracias, magister. Le agradezco mucho por el tiempo de la entrevista.

MSc. Iraida Toscano: Muchas gracias y éxitos en el proyecto.

Qualitative Data Analysis from Teacher and Vice-principal Interviews

## **Deductive Analysis from Teachers and Authorities Interviews**

## **Convergences in Thinking**

### **Importance of AI in Writing Instruction**

Teachers: Both, Lcdo. Quimbita and Lcda. Guanopatín highlight the transformation that AI tools have brought to their teaching practices, emphasizing their role in improving L2 writing skills.

Vice-principal: MSc. Toscano also recognizes the importance of AI as a valuable tool for the teaching-learning process, especially in English writing.

### **Diagnosis of Weaknesses in Writing**

Teachers: Both teachers mention that AI tools are effective in identifying specific weaknesses in students' writing, such as grammatical errors and organizational problems.

Vice-principal: MSc. Toscano supports this idea by pointing out that AI can help students develop coherent and cohesive writing skills, which implies an effective diagnosis of their abilities.

### **Expected Benefits and Measurable Outcomes**

Teachers: Teachers note improvements in students' grammatical accuracy, text organization, and confidence in writing. Both mention that students can reduce errors and structure their writing better.

Vice-principal: MSc. Toscano mentions anticipated benefits such as vocabulary and syntax development, which aligns with teachers' observations of students' progress toward CEFR level A2.

### Pedagogical Adjustments and Implementation Strategies

Teachers: Both teachers have adjusted their teaching methods to integrate AI tools, emphasizing the importance of feedback and reflection on errors.

Vice-principal: MSc. Toscano also addresses the need for proper use of AI tools and suggests that teachers should guide students in their application, reflecting a strategic approach to implementation.

## **Monitoring and Evaluating Success**

Teachers: Although not explicitly mentioned in the teachers' interviews, it can be inferred that monitoring student progress is an implicit part of their practice.

Vice-principal: MSc. Toscano details a clear plan for monitoring and evaluating the use of AI in writing, using tracking matrices and diagnostics to measure progress.

# **Key Findings for Analysis**

**Effective Integration of AI:** Convergence in the perception of AI as a transformative tool suggests that its integration into the classroom is seen as a significant advance in the teaching of writing.

**Diagnostics and Personalization:** The ability of AI tools to diagnose specific weaknesses in writing allows teachers to personalize their instruction, which can result in more effective learning.

**Observable Improvements:** Improvements in student writing, both in terms of grammatical accuracy and confidence, are a positive indicator of the impact of AI on learning.

**Need for Training and Strategy:** The identification of challenges in the use of AI and the need for training for teachers and students highlights the importance of a strategic approach to the implementation of these tools.

**Ongoing Evaluation:** The Vice-principal's proposal to monitor and evaluate the use of AI provides a framework for measuring the success of implementation, which is crucial for accountability and continuous improvement.

Survey Format for



#### FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATIVA PARTICULAR JIM IRWIN

Objective: To describe the effect of AI-based feedback systems enhance L2 writing skills in 10th-grade students at "Unidad Educativa Particular Jim Irwin", emphasizing the goal of achieving Level A2 proficiency under CEFR standards.

Objetivo: Describir el efecto de los sistemas de retroalimentación basados en IA mejoran las habilidades de escritura L2 en estudiantes de 10° grado de la "Unidad Educativa Particular Jim Irwin", enfatizando el objetivo de alcanzar el nivel A2 de competencia según los estándares del MCER.

Instructions: Please take a few minutes to complete this survey about your experience with using artificial intelligence (AI) tools in academic writing in English. Your responses are completely anonymous, so you can express your opinions freely. There are no right or wrong answers; what matters is that you are honest. We sincerely appreciate your participation.

Instrucciones: Por favor, dedique unos minutos a completar esta encuesta sobre su experiencia con el uso de herramientas de inteligencia artificial (IA) en la escritura académica en inglés. Sus respuestas son completamente anónimas, así que puede expresar libremente sus opiniones. No hay respuestas correctas o incorrectas; lo importante es que sea sincero. Agradecemos sinceramente su colaboración.

#### 1. What do you know about AI tools for academic writing?

(¿Qué conoces sobre las herramientas de LA para la escritura académica?)

- A) They correct grammatical errors (Corrigen errores gramaticales)
- B) They help improve vocabulary (Ayudan a mejorar el vocabulario)

C) They suggest ways to structure texts (Sugieren formas de estructurar textos)

D) They provide instant feedback (Proporcionan retroalimentación instantánea)

E) I am not familiar with them (No estoy familiarizado(a) con ellas)

# 2. How often have you used AI tools (ChatGPT, Gemini, Llama) to improve your academic writing skills in English?

(¿Con qué frecuencia has utilizado herramientas de LA (Chat GPT, Gemini, Llama) para mejorar tus habilidades de escritura académica en inglés?)

A) Always (Siempre)
B) Frequently (Frecuentemente)
C) Occasionally (A veces)
D) Rarely (Raramente)
E) Never (Nunca)

#### 3. How often does your vocabulary usage change with the help of AI tools?

(¿Con qué frecuencia cambia tu uso del vocabulario con la ayuda de herramientas de LA?)

A) Always (Siempre)
B) Frequently (Frecuentemente)
C) Occasionally (A veces)
D) Rarely (Raramente)
E) Never (Nunca)

#### 4. How often does your ability to organize text get better with AI feedback?

(¿Con qué frecuencia mejora tu capacidad para organizar textos con la retroalimentación de la LA?)

A) Always (Siempre) B) Frequently (Frecuentemente) C) Occasionally (A veces) D) Rarely (Raramente) E) Never (Nunca)

# 5. For what purposes do you usually use AI tools (ChatGPT, Gemini, Llama) for your academic writing tasks?

(¿Para qué propósitos sueles utilizar las herramientas de LA (ChatGPT, Gemini, Llama) en tus tareas de escritura académica?)

- A) Grammar (Gramática)
- B) Spelling (Ortografia)
- C) Vocabulary (Vocabulario)
- D) Idea organization (Organización de ideas)
- E) Text cohesion and coherence (Cohesión y coherencia textual)

# 6. In which area has the use of AI tools had the most influence on your academic writing performance?

(¿En qué área ha tenido mayor influencia el uso de herramientas de LA en tu desempeño de escritura académica?)

A) Learning with examples (Aprendizaje con ejemplos)

- B) Error correction (Corrección de errores)
- C) Receiving help and advice (Recibir ayuda y consejos)
- D) Technological dependence (Dependencia tecnológica)
- E) Motivation for learning (Motivación para aprender)
  - 7. What aspects of AI tools would you like to learn more about to improve your academic writing process in English?

(¿Sobre qué aspectos de las herramientas de LA te gustaría aprender más para mejorar tu proceso de escritura académica en inglés?)

8. Can you give an example of how AI feedback helped you improve a specific writing assignment?

(¿Puedes dar un ejemplo de cómo la retroalimentación de la LA te ayudó a mejorar una tarea específica de escritura?)

- 9. What challenges do you face when using AI tools for writing feedback? (¿Qué desafíos enfrentas al utilizar herramientas de LA para la retroalimentación de escritura?)
- 10. Would you recommend the use of AI writing tools to other students? Why or why not?

(¿Recomendarías el uso de herramientas de escritura con LA a otros estudiantes? ¿Por qué sí o por qué no?)

Thank you for your participation! (¡Gracias por tu participación!)

Quantitative Data Results from 10<sup>th</sup>-grade Students from Google Forms



https://docs.google.com/forms/d/1\_NAXGR6QgBI9heHUw54zgyoZYukZhXCxushm80tXv6M/viewanalytics



2/28



6/2/25.0:31

ENCUESTA APLICADA A LOS ESTUDIANTES DE DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATI...







3/28

https://docs.google.com/forms/d/1\_NAXGR6QgBI9heHUw54zgyoZYukZhXCxushm80tXv6M/viewanalytics



**Preguntas Abiertas** 



https://docs.google.com/forms/d/1\_NAXGR6QgBI9heHUw54zgyoZYukZhXCxushm80tXv6M/viewanalytics

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Observation Checklist Format of the Survey Answering Process with  $10^{th}$ -grade



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

#### FORMATO DE FICHA DE OBSERVACION APLICADA A LOS ESTUDIANTES AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN

N.	Indicator	Yes	No
1	Knowledge of AI tools for academic writing (Yes/No)		
2	Frequency of AI tool usage for improving academic writing skills in English (Daily, Weekly, Monthly)		
3	Change in vocabulary usage with AI tool assistance (Significant Change, Some Change, No Change)		
4	Improvement in text organization due to AI feedback (Significant Improvement, Some Improvement, No Improvement)		
5	Purpose of AI tool usage in academic writing tasks (Research, Editing, Generating Ideas)		
6	Area of greatest influence of AI tools on academic writing performance (Content Quality, Structure, Grammar)		
7	Aspects of AI tools desired for further learning to enhance academic writing in English (Yes/No)		
8	Example of AI feedback aiding in a specific writing assignment (Yes/No)		
9	Challenges faced when using AI tools for writing feedback (Technical Issues, Understanding Feedback, Trust in AI)		
10	Recommend the use of AI writing tools to other students		
	Total	/10	/10

#### Evaluation Worksheet Format for 10th-grade students



#### UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

#### FORMATO DE HOJA DE TRABAJO DE EVALUACIÓN PARA ESCRITURA ACADÉMICA APLICADA A LOS ESTUDIANTES AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN

#### Objective:

To evaluate L2 writing skills in 10th-grade students at "Unidad Educativa Particular Jim Irwin" by administering a pre-test and post-test writing task. The activity aims to collect qualitative information for research purposes, emphasizing Level A2 proficiency under CEFR standards.

#### Objetivo:

Evaluar las habilidades de escritura L2 en estudiantes de 10° grado de la "Unidad Educativa Particular Jim Irwin" mediante la aplicación de una tarea de escritura en un pretest y un postest. La actividad tiene como objetivo recopilar información cualitativa para fines de investigación, enfatizando el nivel A2 de competencia según los estándares del MCER.

#### Instrucciones:

Please take your time to complete the task carefully, ensuring your ideas are well-organized and clearly expressed. Write a text of at least 35 words, as this activity is part of a research-related pre-test and post-test. Be sincere and give it your best effort.

#### Instrucciones:

Por favor, dedique el tiempo necesario para completar la tarea cuidadosamente, asegurándose de que sus ideas estén bien organizadas y claramente expresadas. Escriba un texto de al menos 35 palabras, ya que esta actividad forma parte de un pretest y postest relacionado con la investigación. Sea sincero y haga su mejor esfuerzo

#### Academic Writing Worksheet A2 LEVEL Pre-Test / Post-Test

Date:

Class: 10 EGB A - B - C - D

#### Activity (Actividad)

Write an email to a friend Toni about your weekend plans.

(Escriba un correo electrónico a un amigo sobre sus planes para el fin de semana)

#### In your email, include the following:

(En su correo, incluya lo siguiente)

- a. What you will do. (Qué hará.)
- b. Who will join you. (Quién lo acompañará.)
- c. What time you will meet. (A qué hora se encontrarán.)

Write 35 words or more. (Escriba 35 palabras o más)

То: \_\_\_\_\_

From:

This instrument is adapted from:

\_\_\_\_\_

.

Cambridge University Press & Assessment. (2024). Assessing writing for Cambridge English Qualifications: A guide for teachers. A2 Key for Schools. Cambridge University Press & Assessment.



## RÚBRICA DE EVALUACIÓN PARA ACTIVIDAD DE ESCRITURA ACADÉMICA APLICADA A LOS ESTUDIANTES AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN

Subscale	5	3	1	0	Score
Content	All content is relevant to the task. The student has included all required points (what they will do, who will join, and what time they will meet). The target reader is fully informed.	Most content is relevant, but there are minor omissions or irrelevances. The target reader is mostly informed.	Irrelevant content or misinterpretation of the task. The target reader is minimally informed.	Content is completely irrelevant or missing. The target reader is not informed.	/5
Organization	The text is well- structured and coherent. Ideas are logically presented, and basic linking words (e.g., "and," "then," "because") are used effectively. The format (e.g., email) is appropriate.	The text is somewhat structured but lacks coherence or logical flow. Some linking words are used, but they may be repetitive or limited.	The text is poorly structured, with little or no use of linking words. Ideas are difficult to follow.	The text is disorganized and incoherent.	/5
Language	Everyday vocabulary is used appropriately, with good control of basic grammar (e.g., simple present, past, and future tenses). Errors are minimal and do not impede understanding.	Vocabulary and grammar are used reasonably well, but there are noticeable errors. Errors may occasionally impede understanding.	Limited vocabulary and grammar, with frequent errors that make understanding difficult.	Vocabulary and grammar are inappropriate or insufficient, making the text incomprehensible.	/5
				Total Score	/15

This instrument is adapted from:

Cambridge University Press & Assessment. (2024). Assessing writing for Cambridge English Qualifications: A guide for teachers. A2 Key for Schools. Cambridge University Press & Assessment.

Verification Certificate of Data Collection Process in the Institution



UNIDAD EDUCATIVA PARTICULAR "JIM IRWIN"

IESPUERZATE Y SÉ VALIENTEL NO TENGAS MIEDO NI TE DESANIVESI PORQUE EL SEÑOR TU DIOS TE ACOMPAÑARÁ A DONDE QUERA QUE VAVAS, OSUE 1.9

Quito, D.M., 29 de enero de 2025

# CERTIFICADO

A petición del interesado tengo a bien certificar que el señor JONATHAN PAUL BOADA GUERRÓN con cédula de ciudadania N0. 1723727846, estudiante de la Universidad Técnica del Norte, realizó el proceso correspondiente para la OBTENCIÓN DE DATOS para su trabajo de titulación: THE ROLE OF AI IN THE DEVELOPMENT OF L2 WRITING SKILLS (LEVEL A2) IN 10TH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR JIM IRWIN.

El interesado puede hacer uso del presente documento.

Atentamente. Carrera CTORA



Dirección: Panamericana Sur Km. 10%, detrás del Mega Santamaría, Calle S45 E E2-15 y OE1E Telfs.: 02 2691 236 / 02 2691 200 / 02 2697 968 \* QUITO - ECUADOR

Certificate of Proposal Socialization in the Institution



UNIDAD EDUCATIVA PARTICULAR "JIM IRWIN"

ESFLURZATE Y SÉ VALENTE (NO TENSAS MEDO NI TE DESAN MESI PORQUE EL SEÑOR TU DIOS TE ACOVRAÑARÁ A DONDE QUERA QUE VARAS JUSUE TR

Quito, D.M., 29 de enero de 2025

# CERTIFICADO

A petición del interesado tengo a bien certificar que el señor JONATHAN PAUL BOADA GUERRÓN con cédula de ciudadania N0. 1723727846, estudiante de la UTN, realizó el proceso de SOCIALIZACIÓN DE LA PROPUESTA: A GUIDELINE BOOKLET FOR AI TUTORING IN ACADEMIC WRITING, en los 10mos años de Educación General Básica en la Unidad Educativa Particular JIM IRWIN.

El interesado puede hacer uso del presente documento.

Atentamente, D'AFRZ andra Carrera REC

Dirección: Panamericana Sur Km. 10%, detrás del Mega Santamaría, Calle S45 E E2-15 y OE1E Telfs.: 02 2691 236 / 02 2691 200 / 02 2697 968 \* QUITO - ECUADOR
# Annex 12

Photographic Evidence of the Proposal Socialization with 10th-grade



*Note:* Figure created by the author. Source: pictures of survey applied to 10th-grade students.

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### APPENDICES

#### Appendix 1

Google Forms 10th-grade Students Survey <u>https://docs.google.com/forms/d/e/1FAIpQLSdW9B0zU0SorDQLfNPSqoI2b5ZdhuGuB4ZW4TctS</u> <u>L5WiPnK2Q/viewform?usp=sharing</u>

#### Appendix 2

Google Forms 10th-grade Students Survey Observation Checklist

https://docs.google.com/forms/d/e/1FAIpQLSchly1oF3DHWfzPJiPCGZWzvIWAnHk4JrXQ67q

VGHxevxoOoQ/viewform?usp=sharing

# Appendix 3

Google Forms 10th-grade Students Pre-test Email Task

https://docs.google.com/forms/d/e/1FAIpQLSc\_qn5ULsZM8YkV60Xfgjw6PttTzKm7PI12HjEr

OilF-idTCw/viewform?usp=sharing

# Appendix 4

Google Forms 10th-grade Students Impact Survey

https://docs.google.com/forms/d/e/1FAIpQLSfIhW6zXE0xZ1ACWxSFDAbJWG7f75B8jMJpA

Er5WSqD-OrLKQ/viewform?usp=sharing