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**TRABAJO DE INTEGRACIÓN CURRICULAR**

**TEMA:**

The role of AI on L2 motivation in productive skills in Bachillerato at Unidad Educativa Nuestra Señora del Cisne in Quito.

Trabajo de titulación previo a la obtención del título en Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros.

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**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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## **DEDICATION**

I sincerely dedicate this work, first of all, to my mother, whose constant support, kind words, and example have always reminded me that it is possible to move forward, even in difficult times.

Her trust in me gave me strength throughout this journey.

I also dedicate this achievement to my husband and children, who were always by my side, cheering me on, believing in me, and helping whenever I needed it. Their love and patience gave me the motivation to keep going and finish what I started.

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## RESUMEN

La producción oral y escrita del idioma inglés constituye una base fundamental para evidenciar el dominio de esta lengua, por lo que resulta esencial identificar herramientas efectivas que permitan su fortalecimiento.

Esta investigación surge ante la necesidad de mejorar dichas habilidades en los estudiantes de bachillerato de la Unidad Educativa Nuestra Señora del Cisne, considerando además el creciente uso de la inteligencia artificial (IA) entre los jóvenes, muchas veces sin una orientación adecuada. El objetivo fue establecer el impacto del uso de la IA en la motivación para desarrollar habilidades productivas en inglés, mediante el diseño de un libro digital interactivo que permite a los estudiantes practicar expresión oral y escrita con el apoyo de herramientas tecnológicas. Se empleó un enfoque metodológico mixto, con la aplicación de encuestas, entrevistas, observación de clases y registros de campo para la recolección de datos. La propuesta consistió en un workshop book estructurado en seis unidades pedagógicas, integrando herramientas como ChatGPT, DALL·E, Canva y Notion AI, alineadas con el currículo nacional, el Marco Común Europeo de Referencia y los “can do statements”. Los resultados evidenciaron un impacto positivo en la motivación de los estudiantes, reflejado en una mayor disposición a practicar el idioma y mejorar sus competencias comunicativas de forma autónoma y creativa.

**Palabras clave:** Inteligencia artificial, aprendizaje del inglés, herramientas digitales, producción lingüística, motivación, libro taller.

## ABSTRACT

Productive language skills such as speaking and writing are essential indicators of English proficiency. Therefore, it is crucial to implement effective tools that foster their development. This study addressed the need to enhance these two macro skills among high school students at Unidad Educativa Nuestra Señora del Cisne, in response to the increasing—often unstructured—use of artificial intelligence (AI) among adolescents. The main objective was to establish the impact of AI on students' motivation to improve productive language skills by designing a digital and interactive workshop book that integrates AI-supported tasks. A mixed-method approach was used, combining surveys, interviews, classroom observations, and field notes for data collection. The proposal was structured around six pedagogical units incorporating tools such as ChatGPT, DALL·E, Canva, and Notion AI, all aligned with the national curriculum, the Common European Framework of Reference (CEFR), and the “can do statements.” Results revealed a positive motivational impact on students, who showed greater willingness to engage in speaking and writing activities, boosting their autonomy, creativity, and commitment to language learning.

**Keywords:** Artificial intelligence, English learning, digital tools, language production, motivation, workshop book.

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## INTRODUCTION

### **Motivation of the Study**

The motivation for this study arises from the growing presence of artificial intelligence (AI) in educational contexts and the need to understand its real influence on the development of productive skills in English as a second language (L2), particularly among high school students in Ecuador. While AI tools are commonly used for vocabulary building, grammar support, and writing assistance, their impact on student motivation and independent language production remains uncertain. This research seeks to address that gap by exploring how AI can be effectively used not just as a support tool, but as a pedagogical resource that enhances engagement and encourages autonomous speaking and writing.

In Chapter 1, the theoretical framework outlines key concepts such as motivation in L2 learning, the role of AI in education, and the development of productive language skills.

Chapter 2 describes the research design, instruments, and participants involved in the study, and explains how data was collected and analyzed to understand students' experiences and attitudes regarding AI tools in English learning.

Chapter 3 presents and analyzes the results, highlighting key findings related to students' use of AI for productive tasks, their levels of motivation, and the benefits and limitations observed in their language development process.

Finally, Chapter 4 offers a practical response to the problem through a workshop proposal, which includes targeted tasks designed to encourage students to use AI responsibly and creatively to improve their writing and speaking abilities. The proposal promotes learner autonomy and aligns with curriculum standards aimed at achieving B1-level proficiency.

Overall, this study is motivated by a commitment to improve English education through meaningful integration of technology. It aims to contribute practical insights for teachers seeking to harness AI tools in ways that foster motivation, independence, and communicative competence in their students.

## **PROBLEM**

### **Research Problem**

Despite the widespread use of AI tools in the educational environment, there is limited evidence regarding their effects on student's motivation toward L2 and their productive skills, especially in Ecuador. This lack of knowledge highlights the need to analyze the motivational impact of AI on students' productive skills and to understand whether certain AI tools or applications are better suited for teenagers, particularly in contexts where traditional teaching methods have been the primary approach (Dewaele, 2022; Smith & Johnson, 2024).

The main problem, then, is to determine to what extent AI tools can support or hinder the development of productive L2 skills among students at Unidad Educativa Nuestra Señora del Cisne. Specifically, it is necessary to state which AI applications are most effective in fostering motivation for oral and written expression and to explore how these tools affect students' willingness to produce language independently, without relying on external aids.

### **Problem Description.**

Thinking that AI presents clear potential benefits, it is important to analyze the actual impact of AI on students' productive language skills, specifically in L2 production, which remains ambiguous, especially in developing contexts where technology integration is relatively recent and uneven.

At Unidad Educativa Nuestra Señora del Cisne, AI has become an integral part of

academic life for bachillerato students, who often use AI tools for various language learning activities. These students use AI-driven resources to help them understand complex vocabulary, improve pronunciation, and refine grammar and syntax in their writing. While these tools offer clear benefits by providing immediate feedback and reducing the cognitive load associated with language learning, they may also inadvertently reduce students' motivation to independently engage in productive language tasks. For instance, students often resort to AI for translations or sentence construction instead of developing their own responses, raising concerns about their genuine language acquisition and critical thinking skills.

### **Problem Delimitation**

This study focuses on Bachillerato students at Unidad Educativa Nuestra Señora del Cisne in Ecuador, specifically within the context of English language learning. It examines the role of artificial intelligence (AI) in enhancing motivation for productive language skills, with particular emphasis on the 2024-2025 academic year. The investigation centers on the types of AI tools currently in use, students' attitudes toward these tools, and the effectiveness of AI in promoting independent language production, particularly in oral and written forms. Additionally, the study will explore the broader implications of integrating AI tools into the classroom, assessing how these tools can be implemented in ways that support, rather than hinder, the goal of fostering autonomous language use. The findings will contribute to the growing body of research on technology-enhanced language learning, providing insights into the potential benefits and challenges of using AI in educational settings.

Recent studies suggest that AI tools can significantly impact motivation in language learning by providing personalized feedback and creating engaging learning environments (Dewaele, 2022; Zhang & Liu, 2023). Furthermore, AI's potential to aid in the development of

productive skills such as speaking and writing has been highlighted in various research, as these skills require constant practice and constructive feedback, areas where AI tools can offer substantial support (Ellis, 2021; Smith & Johnson, 2024). However, there is also concern that over-reliance on AI could limit the development of true autonomous language skills, particularly if the technology is not integrated thoughtfully (Kukulska-Hulme, 2022).

Given these considerations, the current study aims to evaluate how AI tools are being used at Unidad Educativa Nuestra Señora del Cisne, with an emphasis on student perceptions and the actual impact on their language production abilities. By focusing on both oral and written production, the study seeks to provide a comprehensive view of how AI can support diverse aspects of language learning, while also addressing the possible drawbacks of its implementation.

### **JUSTIFICATION**

In the 21st century, AI has emerged as a revolutionary tool across many fields, including education. Due to its potential to transform the teaching-learning process, it is crucial to explore how AI tools can impact motivation and productive skills in L2 learning, particularly for high school students. According to research, AI has shown great promise in enhancing learner engagement and improving language production skills (Kukulska-Hulme, 2022; Zhang & Liu, 2023).

This research focuses on the role of AI in enhancing motivation for developing productive L2 skills among high school students at Unidad Educativa Nuestra Señora del Cisne in Quito. It aims to analyze which AI tools not only support L2 teaching but also motivate teenagers to achieve a B1 level of proficiency, as stipulated by the Ministerio de Educación del Ecuador in the national curriculum.

According to the CEFR, a B1-level student in terms of language production is expected to:

### ***Spoken Interaction***

I can handle most situations likely to arise while traveling in an area where the language is spoken.

I can engage in unprepared conversations on familiar topics, personal interests, or matters relevant to everyday life (e.g., family, hobbies, work, travel, and current events).

### ***Spoken Production***

I can connect phrases in a simple way to describe experiences, events, dreams, hopes, and ambitions.

I can briefly provide reasons and explanations for opinions and plans.

I can narrate a story or summarize the plot of a book or film and describe my reactions.

### ***Writing***

I can write simple, connected texts on familiar topics or those of personal interest.

I can compose personal letters describing experiences and impressions.

This level requires students to interact in everyday situations, express opinions, and describe experiences both orally and in writing. However, pre-professional teaching experiences have revealed significant challenges in language production. A key barrier is students' lack of confidence due to limited language knowledge and practice, hindering them from meeting the curriculum goals by the end of secondary school.

The integration of AI in education offers benefits like personalized learning, enhanced feedback, and the promotion of self-learning skills. AI tools, such as writing assistants and

language apps, could motivate students to improve their L2 production. However, it remains uncertain whether these technologies truly encourage autonomous language learning or increase dependence on digital aids (Kukulska-Hulme, 2022).

This study aims to establish which AI tools are most effective in boosting motivation and enhancing L2 skills among teenagers, especially in the Ecuadorian educational context. The findings will benefit not only Unidad Educativa Nuestra Señora del Cisne but also similar institutions, offering innovative pedagogical strategies that enrich teaching and learning. Ultimately, this research seeks to develop more effective and engaging workshops that meet educational standards while equipping students to communicate confidently in a globalized world.

## **BACKGROUND**

The integration of Artificial Intelligence (AI) in education has revolutionized teaching methodologies and learning processes, particularly in language acquisition. AI's influence on second language (L2) learning, especially in fostering motivation and enhancing productive skills such as speaking and writing, has gained considerable attention in recent years.

### **AI and Language Learning Motivation**

Motivation plays a crucial role in language learning, and it is widely accepted that motivated learners are more likely to achieve success in acquiring a second language (L2). According to Dörnyei (2001), motivation in L2 learning can be categorized into intrinsic and extrinsic motivation. Intrinsic motivation stems from the learners' internal drive, such as personal interest in the language, while extrinsic motivation is driven by external factors such as rewards, grades, or societal pressures.

In this context, AI has the potential to impact both types of motivation. By using AI tools,

students can experience language learning in a more interactive and engaging manner. AI applications like chatbots, voice recognition software, and language learning apps can provide instant feedback, thereby foster a sense of achievement and reinforce motivation. Furthermore,

### **AI Tools in Productive Skills Development**

The development of productive skills, such as speaking and writing, often represents a challenge in L2 learning. These skills require active practice, real-time feedback, and often a safe environment in which students feel comfortable experimenting with the language. AI tools, including speech recognition systems and writing assistants, have shown to be effective in supporting students' development in these areas (Thorne et al., 2013).

Additionally, AI-powered platforms such as Grammarly and ProWritingAid provide real-time corrections to written language, helping learners improve their writing skills autonomously. These tools can be particularly beneficial for students who may feel apprehensive about making mistakes in front of their peers, furthermore, AI's ability to track progress over time allows students to see their improvements, reinforcing a sense of achievement and fostering further motivation.

### **AI and Student Engagement in the Ecuadorian Context**

In Ecuador, the integration of AI in education is still in the early stages, but the potential for transforming learning, particularly in English as a second language (L2), is immense. As digital literacy continues to grow among students, the introduction of AI-powered tools in high schools such as Unidad Educativa Nuestra Señora del Cisne in Quito could offer an innovative approach to L2 teaching. By using AI tools, teachers can enhance student motivation, provide personalized learning experiences, and target the development of productive skills.

Research on AI in the Ecuadorian educational context has primarily focused on how

technology can support language acquisition in general, with an emphasis on the integration of digital tools in teaching practices. However, there is a significant gap in the literature regarding the specific impact of AI tools on L2 motivation, particularly in terms of their role in enhancing productive skills such as speaking and writing. While there have been studies that explore how technology improves passive skills (listening and reading), the effects of AI on motivating students to engage actively in speaking and writing, the more complex and challenging aspects of language learning, remain underexplored (González & Mejía, 2020).

The growing interest in technology-assisted language learning among Ecuadorian students, coupled with the increasing availability of AI-driven educational platforms, presents a unique opportunity to explore the role of AI in motivating students to develop productive language skills. As students in high school are at a pivotal point in their educational journey, where language proficiency can significantly impact their academic and professional futures, fostering motivation to improve productive skills is crucial. AI tools such as interactive chatbots, speech recognition software, and writing assistants could be pivotal in bridging the gap between theory and practice, offering students the ability to practice in a more personalized, engaging, and supportive environment. These technologies can provide instant feedback, real-time corrections, and opportunities for self-directed learning, which are essential for enhancing both speaking and writing skills.

Moreover, the use of AI could help address the specific challenges faced by Ecuadorian students, such as lack of exposure to native speakers, limited opportunities for real-life language practice, and the anxiety associated with speaking in front of peers.

## **OBJECTIVES**

### **General Objective**

Establish the impact of AI on L2 motivation in the development of productive skills among high school students at Unidad Educativa Nuestra Señora del Cisne in Quito.

### **Specific Objectives**

- To describe the AI tools that promote motivation in L2 development of productive skills.
- To Identify IA tools that students consider to impact their motivation positively.
- To design AI workshops to enhance student motivation in L2 productive skills.

## Chapter I

### 1. Theoretical Framework

#### 1.1. Artificial Intelligence (AI)

##### *1.1.1. Definition and Educational Use of AI*

Artificial Intelligence (AI) refers to the capability of machines or computer systems to perform tasks that typically require human intelligence, such as problem-solving, understanding natural language, and learning from experience. In education, AI has evolved from being a static system to a dynamic and responsive assistant that tailor's educational content to individual student needs. AI-powered applications—such as chatbots, virtual tutors, and adaptive learning platforms—offer timely feedback, adaptive instruction, and scaffolding that supports the development of productive skills like speaking and writing. These systems contribute to learner autonomy and increased engagement, both of which positively influence motivation in second language acquisition (Holmes & Tuomi, 2024a).

##### *1.1.2. Coexistence of AI and Traditional Tools in Language Education*

In contemporary language education, artificial intelligence (AI) does not replace traditional tools; instead, it complements them by creating a more dynamic and personalized learning experience. Teachers often integrate AI-driven platforms—such as intelligent tutors or speech recognition systems—alongside workbooks, peer interaction, and visual media to promote productive skills like speaking and writing. This blended approach ensures that learners benefit from the structure and familiarity of conventional resources, while also receiving real-time feedback and support from AI systems (Holmes & Tuomi, 2024b).

The coexistence of both types of tools empowers educators to better meet diverse learning needs. For instance, a teacher might use a traditional writing assignment supplemented by an AI

tool that provides individualized grammar feedback. This synergy supports learner autonomy, enhances motivation, and aligns instruction with 21st-century competencies (Frontiers in Psychology, 2023).

## **1.2. Motivation in Second Language (L2) Learning**

Motivation affects how students learn, how well they learn the language, and how they engage with such an undertaking.

This theoretical frame includes three perspectives:

- L2 motivation theories that dominate a period,
- The effect of motivation on L2 study
- Aspects that impact onto motivating situations and their variables.

### ***1.2.1. Theories of Motivation in L2 Learning***

**1.2.1.1 Gardner's Socio-Educational Model of Motivation (1985a).** Robert Gardner's initial work on second language attitude and motivation shows the difference between two types of motives: integrative and instrumental.

**1.2.1.2 Integrative motivation.** This type of motivation is considered intrinsic; research has suggested it is also a way to guarantee the successful acquisition of a new language in the long term (Gardner, 1985b).

**1.2.1.3 Instrumental motivation.** This motivation is not as grounded in self. Unlike integrative motivation, it is not considered intrinsic, but it may also be successful when the learner sees its practical values (Gardner, 1985c). Its effect on L2 learning is generally seen to bring about greater persistence in language learning, more frequent practice, and better fluency.

**1.2.1.4 Self-Determination Theory (Deci & Ryan, 1985a).** In this theory, both intrinsic and extrinsic motivation influence human conduct. SDT holds that motivation is best understood through the lens of autonomy, competence, and relatedness.

**1.2.1.4.1 Intrinsic Motivation.** Learners search their own sake in language study. They consider they can enjoy it even if no one else does (Deci & Ryan, 1985b). This motivation promotes deeper engagement and leads to more effective long-term strategies.

**1.2.1.4.2 Extrinsic Motivation.** Driven by external rewards such as grades, recognition and job opportunities. Extrinsically motivated learners can initially perform well, but their engagement would decline over time if they see that their efforts control my external factors (Deci & Ryan, 1985c).

**1.2.1.5 The L2 Motivational Self System (Dörnyei, 2005a).** The L2 Motivational Self System incorporates two views: the self-determination theory and the cognitive theories of motivation. It claims that L2 motivation largely derives from the learner's future self-concept as a successful L2 user.

**1.2.1.5.1 Ideal L2 Self.** This represents the learner's vision of their future as a proficient speaker and user of the target language. When learners feel strong identification with this deal self-image, and when their ongoing learning effort are seen as a base for achieving it, motivation is highest.

**1.2.1.5.2 Ought-to L2 Self.** This statement illustrates the learner's orientation towards external requirements or expectations, perhaps from family, society, or work, which may drive them towards language learning. "Ought-to self" motivation can be very effective; however, it may not lead to long-term commitment unless aligned with the learner's personal aspirations.

**1.2.1.5.3 L2 Learning Experience.** This factor pertains to the learner's direct experience in an acquisition setting, such as the influence of instructors, peers, and learning resources. A good learning experience can significantly impact a learner's motivation.

### **1.2.2. *Impact of Motivation on L2 Learning***

Motivation is a significant aspect of second language (L2) acquisition that influences the level of time, effort, and intensity of engagement with the language

When students gain strong motivation to learn English, such as being deeply interested, they can outlast anxiety (Zhou & Yan, 2021a). Educators should create an environment that is not only free of anxiety but also rich in motivation to maximize language learning.

### **1.2.3. *Factors Affecting Motivation in L2 Learning***

Acquiring a second language is affected by various internal and external factors, and motivation is key. However, the interaction of these factors ultimately decides the success of the learning process. Following are several key motivators:

**1.2.3.1 Intrinsic and Extrinsic Motivation.** Vallerand (2020a) determines that learners who actively enjoy and take an interest in language learning are much more likely to pursue more sustained and broader engagement. Extrinsic motivation, by contrast, is driven by external rewards or pressures, like grades or the promise of future jobs.

**1.2.3.2 The role of a teacher.** Gao (2021a) emphasizes that a teacher who provides contrasted feedback, makes the learning environment supportive, and adapts teaching to students' particular needs can greatly enhance learners' motivation.

**1.2.3.3 Cultural and Social Context.** Zhou and Yan (2021a) explain that learners with a positive image of the target culture are more motivated to learn the language. Cultural background plays a significant role in shaping learners' motives as they tend to have different

goals based on their experiences.

**1.2.3.4 Action Plan.** Teng and Zhang (2022a) affirm that setting clear, measurable goals boosts learners' perception of progress and self-efficacy, thereby increasing motivation. Self-efficacy, or the belief in one's perceived ability to complete specific tasks, is directly related to learners' persistence and motivation in L2 learning (Bandura, 2020a).

**1.2.3.5 Language Anxiety.** Gkonou (2020a) explains that it can destroy motivation because learners with high anxiety demonstrate decreased motivation to encounter the language; they may avoid contact with the language due to fear of failure or making mistakes.

**1.2.3.6 Technology and Autonomy.** Benson (2011a) determined that technological tools, such as apps and online resources, have allowed learners to take more control of their learning journey. Learners who have more agency over how and when they learn are more motivated.

**1.2.3.7 Social Interaction and Peer Influence.** Noels (2021a) argues that motivation is influenced by social factors like interaction with peers and teachers. By learning in peer support and group learning environments, we create a community that fosters motivation.

### **1.3. The Common European Framework of Reference for Languages (CEFR) and the**

#### **Development of Productive Skills**

The Common European Framework of Reference for Languages (CEFR) provides an internationally embraced framework to evaluate an individual's highest or latest level of performance in a second language (L2). It is the world standard for measuring linguistic ability. It serves as a reference book for various fields such as language teaching, curriculum development, and establishing proficiency test specifications that language instructors must

adhere to.

### **1.3.1. CEFR Levels and Their Descriptions**

CEFR divides language ability into six levels: A1, A2, B1, B2, C1, and C2.

The scale goes from beginners' competence (A1) to mastery of the language (C2), assessing competencies such as listening comprehension, reading skills, writing skills, and speaking, along with the test-taker's overall performance across these categories.

#### **1.3.1.1 A1 – Breakthrough /Beginner. At this level, learners can:**

- Identify and use everyday expressions and very short sentences to get by in simple, everyday situations.
- Introduce oneself and others and ask and answer about personal facts.
- Talk simply, if the other person speaks slowly and clearly and is ready to help.

#### **1.3.1.2 A2 - Elementary (Waystage). At the A2 level, learners can:**

- Comprehend utterances and common phrases about topics of current relevance, such as personal and family information, shopping, local geography, and employment.
- Engage in uncomplicated and ritualized activities needing the unambiguous transmission of information.
- Describe, in simple language, elements of their historical context, environment around them, and issues related to areas of urgent need.

#### **1.3.1.3 B1 - Intermediate (Threshold). At the B1 level, learners can:**

- Comprehend texts composed predominantly of everyday, frequent, ordinary words about workplace, education, leisure, etc.

- Cover most situations that may occur while traveling in a region where the language is spoken.
- Generate coherent written text on subjects that are known or of personal significance.
- Express experiences, events, hopes, expectations, and goals while giving an apparent reason and opinion.

**1.3.1.4 B2 - Upper Intermediate (Vantage). At the B2 level, learners can:**

- Identify the main ideas of complex texts on concrete and abstract topics.
- Communicate with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Generate articulate and comprehensive written content on diverse topics pertinent to their interests or area of expertise.
- Provide an opinion on a current issue by discussing the pros and cons of different options.

**1.3.1.5 C1 - Advanced (Effective Operational Proficiency). At the C1 level, learners can:**

- Produce well-structured, clear, detailed writing on specialized subjects of their choice.
- Communicate fluently and spontaneously with no apparent searching for words.
- Apply language with versatility and effectiveness within social, educational, and work settings.
- Write coherent, detailed text on complicated topics with controlled use of

organizational patterns, connectors, and cohesive devices.

### **1.3.1.6 C2 - Proficient (Mastery). At the C2 level, learners can:**

- Understand easily nearly everything one hears or reads.
- Synthesize information from various oral and written sources, recasting arguments and narratives in a logical explanation.
- Use spontaneous, highly fluent, and precise language, making more subtle distinctions of meaning even in more complex contexts.
- Create well-written, flowing prose with an acceptable style.

### ***1.3.2. Productive Skills in the CEFR: What Is Expected in Speaking and Writing for students from 2<sup>nd</sup> and 3<sup>rd</sup> year of Bachillerato***

The CEFR contains explicit descriptions of the productive skills of speaking and writing, stating precisely what the learners should be capable of doing at every level. Therefore, the following are what the B1 and B2 students can anticipate regarding their writing and speaking:

#### **1.3.2.1 Speaking Skills.**

**1.3.2.1.1 B1 Level.** Students should be able to manage everyday discussions and explain experiences, events, and plans using simple language. They can conduct simple discussions and give opinions on everyday issues but might sometimes find it difficult to maintain fluency.

**1.3.2.1.2 B2 Level.** Students should be able to speak fluently and at length, provide a variety of information, and present opinions in arguments and debates. At this level, students can speak fluently without hesitation and handle complicated topics in discussions with ease.

#### **1.3.2.2 Writing Skills.**

**1.3.2.2.1 B1 Level.** Writing at this level involves producing explicit, straightforward texts

on familiar subjects, e.g., reports or personal letters. The students are expected to express ideas clearly, although typical mistakes could still influence their writing in grammar and vocabulary.

**1.3.2.2.2 B2 Level.** At B2 level, the students are expected to produce extended writing on various topics. Their writing should reflect an organized structure, demonstrating proper use of connectors with a greater range of grammatical and vocabulary structures. These students can write essays, reports, and formal letters expressing complex ideas logically.

### **1.3.3. *The Relationship Between Linguistic Competence and Motivation***

Motivation is necessary for a language learner to move from one CEFR level to the next. The more motivated students are, the more they will use language outside the classroom and practice more often, which is beneficial to language.

**1.3.3.1 Motivation in the Classroom.** Educators can enhance students' motivation by establishing a positive, welcoming classroom atmosphere in which students feel comfortable making mistakes, taking risks and learning from their educators will help boost their motivation.

For bachelor's degree students, the acquisition of productive skills requires continuous feedback, appropriate tasks, and authentic language use opportunities. Students also associate their sense of efficacy with motivation, believing they can attain the language proficiency levels required by the CEFR.

## **1.4. The Role of Technology and Artificial Intelligence in Education: Implications for L2**

### **Learning**

Blin (2020a) asserts that, in the past several years, advances in Artificial Intelligence (AI) and educational technologies have radically transformed the dynamics of second language (L2) learning. Many new tools have emerged on the market, enabling language

learning through methods never previously imagined and equally unimaginable.

Following of AI- driven tools, AI's benefits for L2 learners and their learning acquisition in languages, where it has been used effectively for college students in particular.

#### ***1.4.1. Definition and Types of AI Tools Used in Language Learning***

AI learning tools are programs and systems that use algorithms to mimic human intellectual processes. They can reason, learn, think, and solve problems.

Such as technologies are integrated into the language learning environment and provide a personalized learning experience, they also support you with instant feedback and dynamic interaction.

There are several AI-based tools utilized in language learning including:

**1.4.1.1 Applications of Speech Recognition.** These applications study and interpret oral communication, allowing students to practice speaking exercises immediately while providing constructive criticism.

Given below are some of the most commonly used applications available to us:

- Google Assistant, Siri, and Amazon Alexa: These voice-enabled learning amenities allow users to practice basic conversation and pronunciation.
- Speechling: An AI-powered tool that assists learners in developing their fluency, pronunciation and intonation by comparing their speech with native speakers.
- Rosetta Stone: Uses speech recognition to help students develop correct pronunciation from the start of learning to target language, contrasting the pronunciation with that of native speakers.

These tools help students speak more confidently, free from fear of judgment. This allows for a comfortable language practice that is tension-free and fear-free (Huang & Lin,

2021a).

**1.4.1.2 Grammar and Style Checkers.** Grammar and style checkers read text for grammatical and stylistic mistakes and can improve sentence structure. They are necessary to improve writing capability.

Some notable examples are:

- Grammarly: Is a computer program made to detect grammar mistakes, fix them on the spot, and offer real-time alternatives for reformulation?
- Ginger Software: An alternative grammar checked which fixes sentence's structure problems and provides help in turning awkward phrasing into something friendlier to the reader's eye.

These tools provide students with immediate feedback on their language production, enabling them to amend errors and develop their writing ability autonomously without a teacher or peer (Kormos & Csizér, 2020a).

**1.4.1.3 Chatbots and Intelligent Tutors.** They can simulate human-like conversation, personalizing the experience for each learner. They are still in their early stages but have great promise for language learners.

- Duolingo: This app uses AI algorithms for language learning and a gamified approach. It tracks learners' progress and adjusts the level of difficulty of exercises based on one's performance to make it suitable for learners at every level.
- Mindsnacks: A Chabot based on learning as a game and utilizing interactive dialogue-driven application to practice language skills in context.
- ChatGPT: OpenAI's large language model offers students in various languages learning platforms learning content optimized for dialogue, so that the students can

engage in real-time conversations with it as though they were communicating back and forth with another human being in real-life speaking scenarios.

These sophisticated systems can adapt to students' performance levels and provide real-life language use situations to elicit authentic interaction and unconditioned conversation (Li & Zeng, 2022a).

#### **1.4.2. Benefits of AI in Second Language Learning**

Artificial intelligence tools will give language learners many positive things, especially productive skills.

Here are a few key ones:

**1.4.2.1 Personalized Learning.** AI tools can create an individual learning experience, and one-on-one tutoring is the best example of that benefit. Every student is swiftly treated as his or her own teacher and personal tutor.

This service makes great use of artificial intelligence. The adaptive learning platform recognizes each user's current situation and provides service, including performance level and task degree of difficulty, and provides assistance to these individual problems. This lets the learner always be tested and pushed to his or her limit while providing a composition of essay-like levels that are never too difficult.

- In programs like Duolingo, exercises are adjusted based on an individual learner's strengths and weaknesses, making the learning experience more effective and targeted (Bennett & Lockyer, 2019a).

**1.4.2.2 Immediate Feedback.** Because students can see immediately if they have made a mistake, AI tools give immediate feedback to learners, which can be the difference between success and failure in speaking and writing. These real-time correction processes transform

students from passive consumers of external knowledge to their own providers and advocates of correction, actively calling for self-corrected actions.

- For example, Grammarly and Google's voice recognition system immediately suggest ways to improve writing and speaking skills, thus improving the quality of learner output (Tharp & Piro, 2020a).

**1.4.2.3 Anxiety Reduction.** Many language acquisitions, especially in the case of AI tools used to write or speak for the user, like chatbots and speech recognition software, allow the learners to enjoy practice without being judged. This reduces the pressure of needing them to get it right immediately and encourages them to make a reasonable effort to succeed.

- For instance, Speechling, which allows learners to speak with a virtual tutor and receive corrections privately, helps alleviate the anxiety of speaking in front of colleagues (Zhao & Wang, 2021a).

## **1.5. Studies on the Impact of AI on Motivation and Language Learning, Especially for Adolescents**

Several studies have examined the effect of AI on learners' motivation, especially in adolescents. In doing so, the studies discussed crucial affordances to positively engage young learners exhibiting motivation and sustained interest through AI-powered tools.

One AI-based platform, Duolingo and Babbel, teaches a lesson about motivation via AI. In their case, AI-assisted systems have made participation, or in other words, engagement, more interesting and interactive. They have positively impacted a learner's remaining by increasing, for example, the extent to which learners engage in out-of-class study or practice time.

The immediate feedback offered by AI enables students to feel expressive about their

continuous progression, leading to increased motivation.

### ***1.5.1. Reducing Barriers for Adolescent Learners.***

Overcoming Adolescent Learner Challenges. Artificial Intelligence technology allows adolescent learners to overcome time restrictions, resource availability, and hesitation in attending conventional classroom instruction. Furthermore, the learners can pursue language learning at a pace and schedule that best suits them. This is especially useful for adolescents with numerous commitments and cannot allocate a big block of uninterrupted time.

Li and Zeng (2022b) point out that artificial intelligence instruments can potentially help students from remote or disadvantaged communities gain easier access to high-quality language study materials, significantly opening up the possibility of language study.

### ***1.5.2. Development of Productive Skills in L2***

The development of productive skills—writing and speaking—is highly important for L2 learners, and AI technologies have developed novel solutions for boosting productive skills and opening the door to native-like spontaneous language production. AI-powered language learning tools offer real-time feedback, making learning more interactive, fun, and practical.

#### **1.5.2.1 Voice Recognition Tools and Their Impact on Pronunciation and Fluency.**

Voice recognition software is one of the most useful AI tools for pronunciation and fluency L2 skills. It enables learners to practice speaking in a less stressful setting and receive instant feedback.

Some examples of this are:

- Voice-activated technology, like Google Assistant, provides short dialogues for students to listen and practice correct pronunciations, thus promoting the acquisition of more native-like speech habits.

- Duolingo, a reputable language learning app, uses speech recognition technology to evaluate the correctness of users' pronunciation in its speaking exercises. The app gives real-time feedback by comparing users' speech with that of a native speaker, thus improving pronunciation and enhancing learners' fluency.

With the integration of these technologies, students experience personalized practice tailored to their individual capabilities. This promotes incremental development and reduces the anxiety of failure (Huang & Lin, 2021b).

**1.5.2.2 Writing Tools and Their Influence on Writing Skills Development.** The writing of L2 learners has been revolutionized by AI writing software.

These tools provide real-time corrections and feedback on structure, style, and grammar, giving the learners a chance to develop their skills through ongoing practice.

Some of the most popular tools used for this are:

- Grammarly is an artificial intelligence-powered writing assistant that identifies problems with grammar, spelling, punctuation, and style.
- Hemingway Editor. It helps L2 writers improve their writing by highlighting excessively complex sentences, excessive use of passive voice, and hard-to-read sentences, thus facilitating effective and clear communication.

These tools are significant for second language (L2) learners; one benefits explicitly individuals doing academic or creative writing. Research indicates that such tools notably improve sentence structure and grammar (Kormos & Csizér, 2020b).

### ***1.5.3. Immediate and Personalized Feedback***

One of the greatest strengths of language learning through artificial intelligence software is that they can offer instant and individualized feedback which encourages a greater sense of

intrinsic motivation since the learners can see and feel their progress and improvement.

AI-based platforms, such as Duolingo and Speechling, can offer personalized feedback that is responsive to the learner's individual needs. Duolingo adapts the difficulty level of tasks based on the learner's capacity to perform them, thereby ensuring a pace of progress that is in harmony with the individual's learning rate.

Timely feedback encourages growth thinking, where students see mistakes as a chance to grow instead of failure. Scaffolding encourages independent students who are responsible for their learning results (Tharp & Piro, 2020b).

## Chapter II

### Materials and methods

#### 2. Types of Research

This study employs a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the impact of Artificial Intelligence (AI) on students' motivation and the development of productive language skills (speaking and writing) in English as a foreign language.

This research is also descriptive and non-experimental, as it does not manipulate variables but observes and analyzes existing conditions (Anguera et al., 2020). Furthermore, it is cross-sectional, collecting data at a single point in time to identify current practices, perceptions, and outcomes regarding AI usage in English education at Unidad Educativa Nuestra Señora del Cisne.

#### 2.1. Methods, Techniques and Instruments

##### 2.1.1. *Methods*

This research utilizes a combination of inductive, deductive, and synthetic methods, selected strategically to suit the nature of the instruments applied and the mixed-methods research design.

- Inductive Method:

The inductive method is actually relevant for analyzing qualitative data obtained through semi-structured interviews with school authorities and the English area coordinator. This method allows the researcher to build general insights and patterns about the institutional use of Artificial Intelligence (AI) in language learning, based on specific experiences and perspectives expressed during interviews (Proudfoot, 2023).

- Deductive Method:

This method is applied in the quantitative analysis of survey responses from students and English teachers. By using structured questionnaires, the study tests hypotheses about the impact of AI on student motivation and language skill development, validating or challenging existing theories in educational technology (Vebrianto et al., 2020).

### **2.1.2. Techniques**

To collect and analyze relevant data, the following research techniques were employed:

- **Survey:**

The survey is used as a quantitative instrument to gather opinions from students and English teachers about their experiences with AI in language learning.

- **Interview:**

Semi-structured interviews were applied to school authorities and the English area coordinator to collect qualitative data. This technique was chosen for its flexibility.

### **2.1.3. Instruments**

The following instruments were designed, adapted, and validated for this study:

- **Questionnaire for Students:**

A structured instrument consisting of 10 close-ended questions, some using a Likert scale (e.g., Much – Little – None). It was intended to assess students' motivation, familiarity with AI tools, and preferences for AI-assisted language learning.

- **Questionnaire for English Teachers:**

This instrument featured 9 multiple-choice and Likert-scale questions aimed at assessing teachers' perceptions of AI's effectiveness, usage frequency, and preferred devices. It also explored teachers' interest in using AI and their observations regarding student motivation.

- **Interview Guide for Authorities and Area Coordinator**

A question guide addressed to the principal and to the coordinator, focusing on institutional decisions, support structures, exploring classroom-level implementation, AI-related outcomes, and challenges faced by English instructors, perceived benefits, and future strategies for AI integration.

All instruments were reviewed by a foreign language teacher assigned to ensure content validity.

## **2.2. Participants and Population**

The population for this study was drawn from Unidad Educativa Nuestra Señora del Cisne, located in the southern area of Quito, Ecuador. It included both students and educational staff members directly involved in English language instruction.

The student participants consisted of a total of 104 learners from 2nd and 3rd year of Bachillerato, with ages ranging between 16 and 18 years old. Specifically, 44 students belonged to the 2nd year and 60 to the 3rd year, including all students from both parallel classes at each level. This full participation provided a solid base for analyzing the impact of Artificial Intelligence (AI) tools on language learning motivation and productive skills development.

The staff participants included four English teachers, the English area coordinator, and the school principal, whose roles offered valuable insights into institutional decision-making, pedagogical strategies, and perceptions regarding AI integration in English teaching.

The sampling method was non-probabilistic and intentional, based on convenience and relevance to the study's objectives. These participants were selected because of their direct engagement in the English learning process and their exposure to digital educational tools, making them ideal for examining the role of AI in speaking and writing development.

## Chapter III

### 3. Results and Discussion

This chapter presents the findings derived from both quantitative and qualitative instruments applied during the research process. The initial section outlines the results obtained from surveys administered to English teachers and students in the second and third years of high school. Following this, insights were gained from semi-structured interviews with two school authorities, the school principal and the head of the English department.

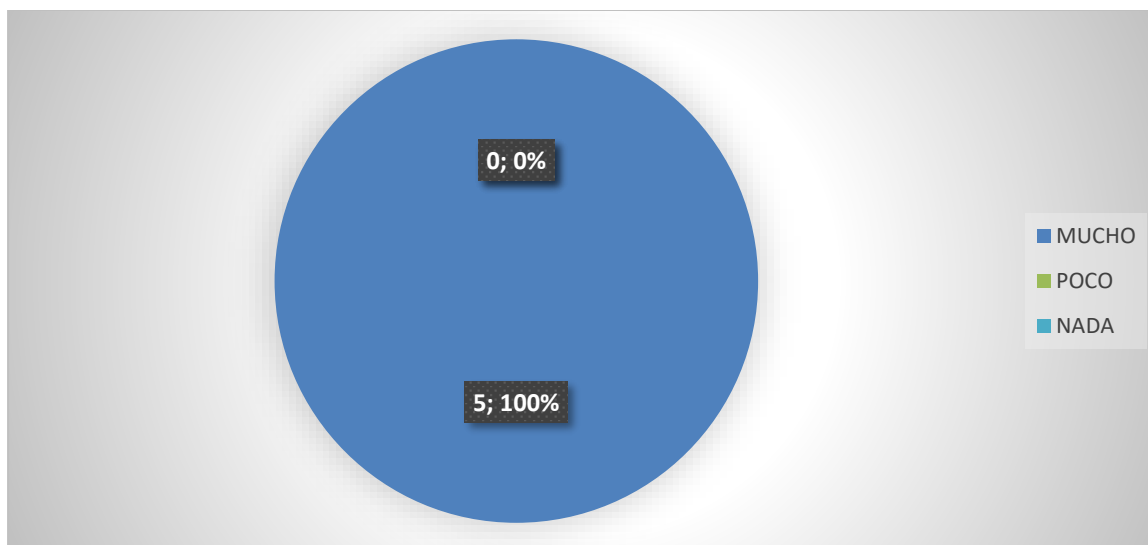
The purpose of this section is to analyze how artificial intelligence (AI) technological tools influence or could influence the development of English productive skills based on the perceptions and experiences of the participants.

#### 3.1. Analysis and Discussion of Results

##### 3.1.1. *English Teachers Survey Results*

#### Figure 1

*¿Cree Usted Que La Utilización De IA Ayuda A Mejorar El Proceso Enseñanza- Aprendizaje De Los Estudiantes?*



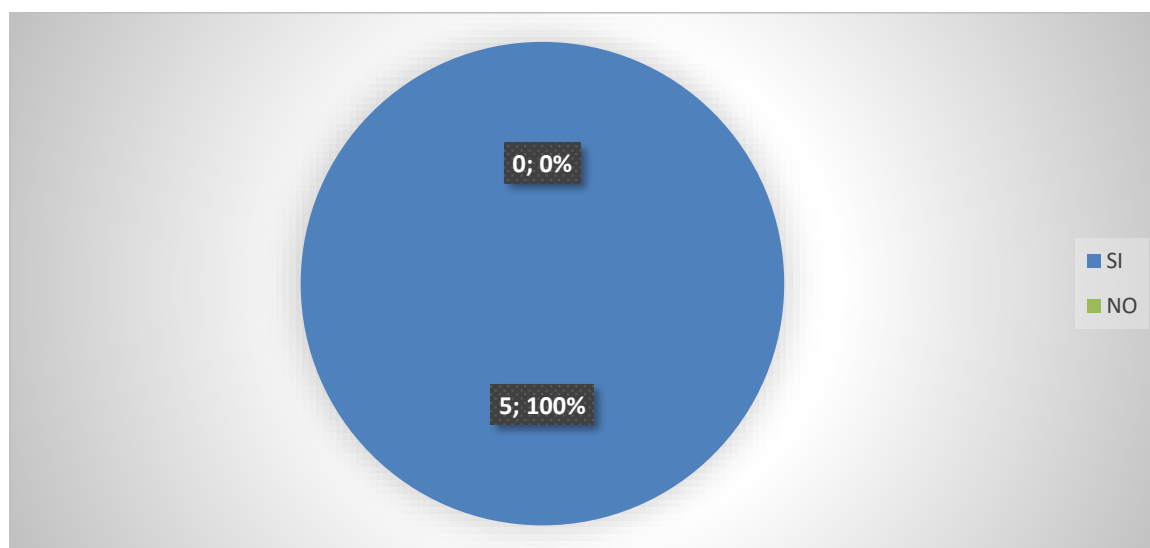
*Note.* Created by the author based on survey results (2025)

All five teachers surveyed responded positively, indicating that AI greatly supports the educational process. This unanimous agreement reflects a shared conviction among educators regarding the effectiveness of artificial intelligence in improving classroom practices and student outcomes.

These findings align with recent studies that highlight how AI-driven tools can create more engaging and adaptive learning experiences (Zawacki-Richter et al., 2020). The perception that AI has a positive impact on the learning process suggests an increasing openness among educators to incorporate technological innovation into instructional design.

## Figure 2

*¿Sabe Usted Que Es Un Material Didáctico Virtual?*



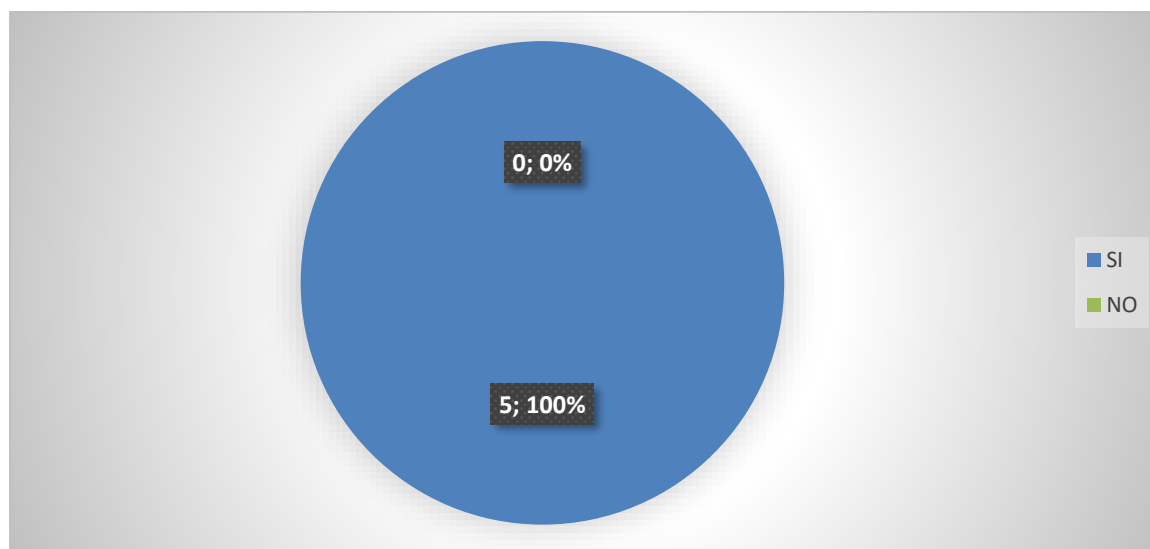
*Note.* Created by the author based on survey results (2025)

All participants indicated awareness of what constitutes virtual didactic material. This indicates a baseline level of digital literacy among the English teachers surveyed, which is essential for the effective integration of AI-based resources.

This level of awareness corresponds with research suggesting that teacher familiarity with digital materials is a prerequisite for the effective implementation of educational technologies (Bond et al., 2021). It also reflects that professional development in digital pedagogy has reached many educators.

### Figure 3

*¿En Calidad De Maestro Responsable Le Gustaría A Usted Impartir Sus Clases Usando IA?*



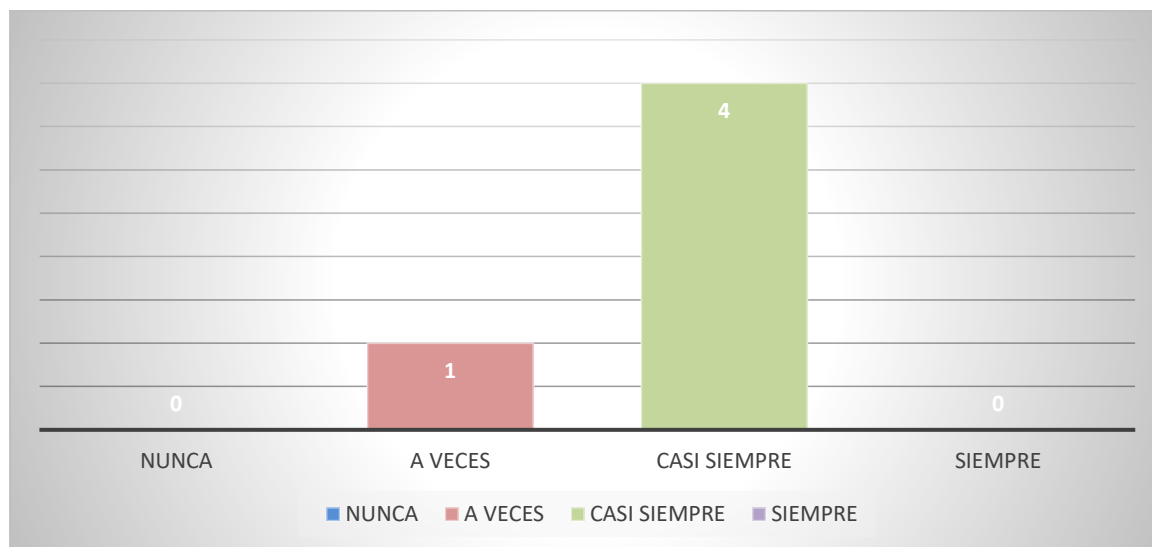
*Note.* Created by the author based on survey results (2025)

All participants indicated interest using Artificial Intelligence AI like a tool to implement on their English classes. This indicates the importance of the adaptation of educators, but also their predisposition to adopt those practices and improve the methodology used commonly.

The reception of AI like an effective class instrument, suggest the capacity of adaptability from English teachers on this educational institution, and shows also the advance about the use of educational technologies, making from the English learning an innovative process, which will be changing continuously and the educative system with it.

**Figure 4**

*¿Con Qué Frecuencia Desearía Enseñar La Escritura Del Idioma Inglés Mediante Materiales Didácticos Virtuales?*



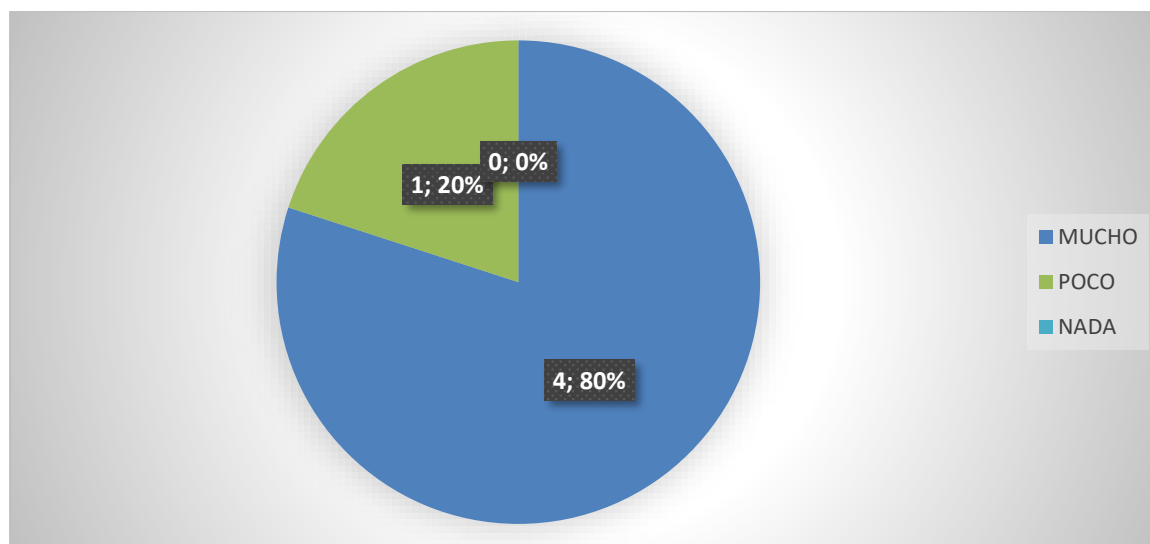
*Note.* Created by the author based on survey results (2025)

Four teachers responded "almost always," and one responded "sometimes." This indicates a high level of interest in using virtual materials, although slight variability in preference suggests differing levels of confidence or access to resources.

This finding is consistent with the literature, which indicates that while many teachers are eager to use technology, their adoption levels may vary depending on the context, training, and infrastructure (Younas et al., 2022). Consistent support and tools can help increase the frequency of usage.

**Figure 5**

*¿Piensa Usted Que Le Motivaría Al Estudiante Aprender A Escribir Y Hablar En El Idioma Inglés Si Usted Utiliza Actividades En IA Para El Efecto?*



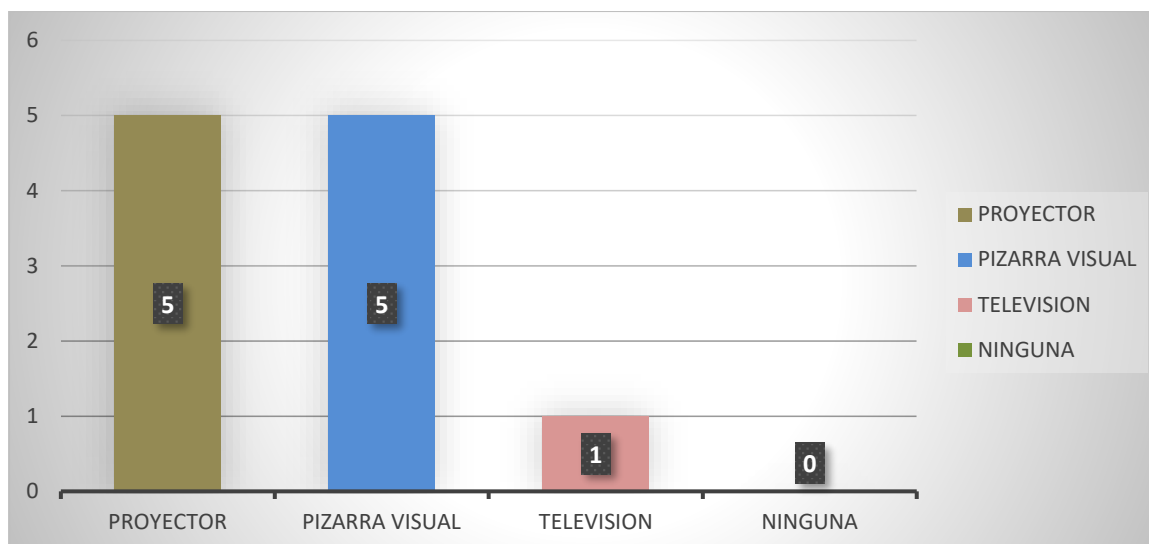
*Note.* Created by the author based on survey results (2025)

Four teachers believe that AI would significantly increase student motivation, while one expressed skepticism. This majority suggests that most teachers see AI as a motivational tool, although not unanimously.

This partial agreement supports studies indicating that AI can raise learner motivation by making tasks more interactive and personalized (Chiu et al., 2021). However, the dissenting view also highlights the need for thoughtful implementation and evaluation of actual learner engagement.

### **Figure 6**

*¿Qué Dispositivos Considera Usted Más Efectivo Para La Enseñanza De La Producción Del Idioma Inglés?*



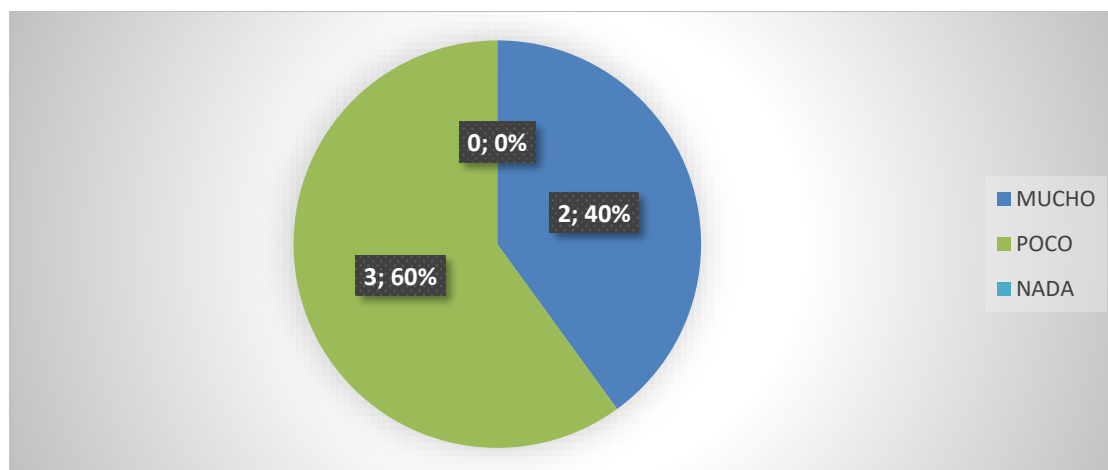
*Note.* Created by the author based on survey results (2025)

All five teachers identified the projector and the visual whiteboard as the most effective devices, while one also mentioned television. These results highlight a preference for visual, large-display tools.

Visual aids are crucial in L2 instruction, particularly for productive skills, as they support contextual understanding and student interaction (Zhang & Yu, 2020). These devices are also compatible with AI applications, supporting blended teaching approaches.

### **Figure 7**

*¿Cree Usted Que El Tipo De Material Didáctico Que Ha Venido Utilizando Ha Desarrollado Las Destrezas De Producción Del Idioma Inglés En Sus Estudiantes?*



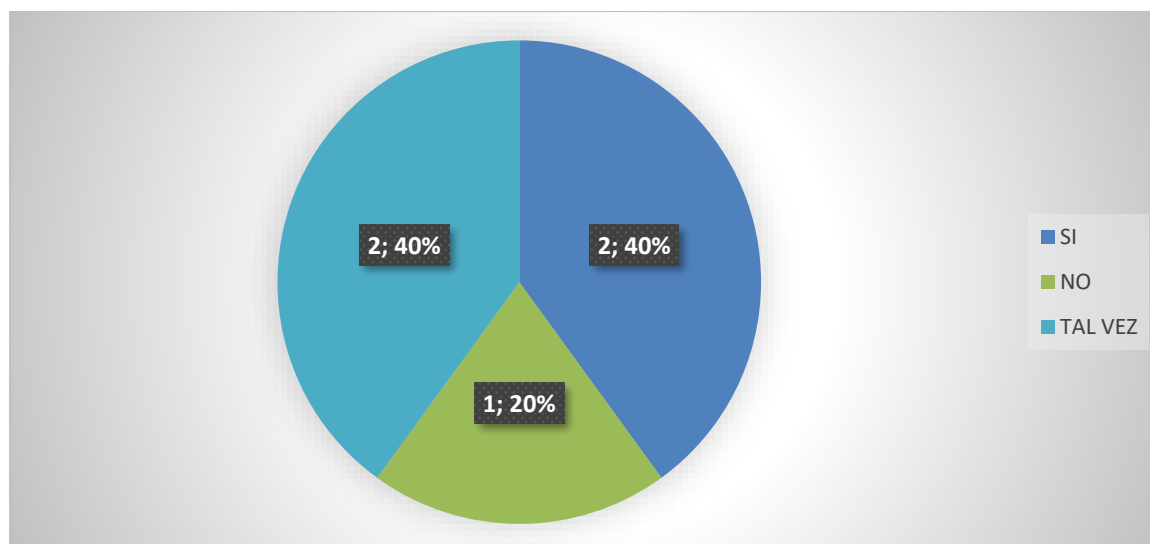
*Note.* Created by the author based on survey results (2025)

Two teachers responded affirmatively, while three expressed that the impact has been limited. This shows a general concern about the effectiveness of traditional materials in fostering productive language skills.

This reflects findings in the literature that traditional didactic approaches may not adequately support spontaneous language use or individualized practice (Lin & Wang, 2021). The result suggests a potential area where AI can complement instruction by providing targeted feedback and adaptive support.

### **Figure 8**

*¿Considera Usted Que Las IA's Son Importantes Para Lograr Que Se Efectivice El Proceso Enseñanza-Aprendizaje De La Producción Del Idioma Inglés Y Su Habilidad En Los Estudiantes?*



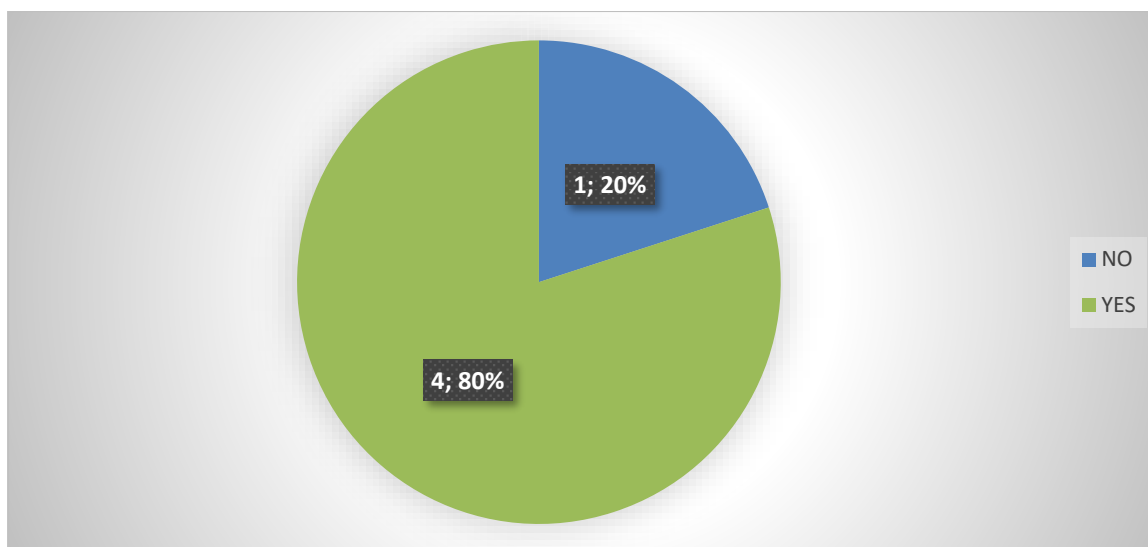
*Note.* Created by the author based on survey results (2025)

Two teachers responded affirmatively, one responded negatively, and two were uncertain. This reflects a divided perception regarding the role of AI in language instruction.

Such variability is not uncommon, as AI integration often depends on a teacher's experience, training, and perceived control over technology (Scherer et al., 2021). Professional development programs can help alleviate uncertainty by enhancing teacher confidence and competence in utilizing AI.

### **Figure 9**

*¿Piensa Usted Qué Se Elevaría A Un Nivel Superior La Habilidad De Los Estudiantes En Referencia A La Producción Del Idioma Inglés Si Utiliza Una Enseñanza Activa Basada En IA?*



*Note.* Created by the author based on survey results (2025)

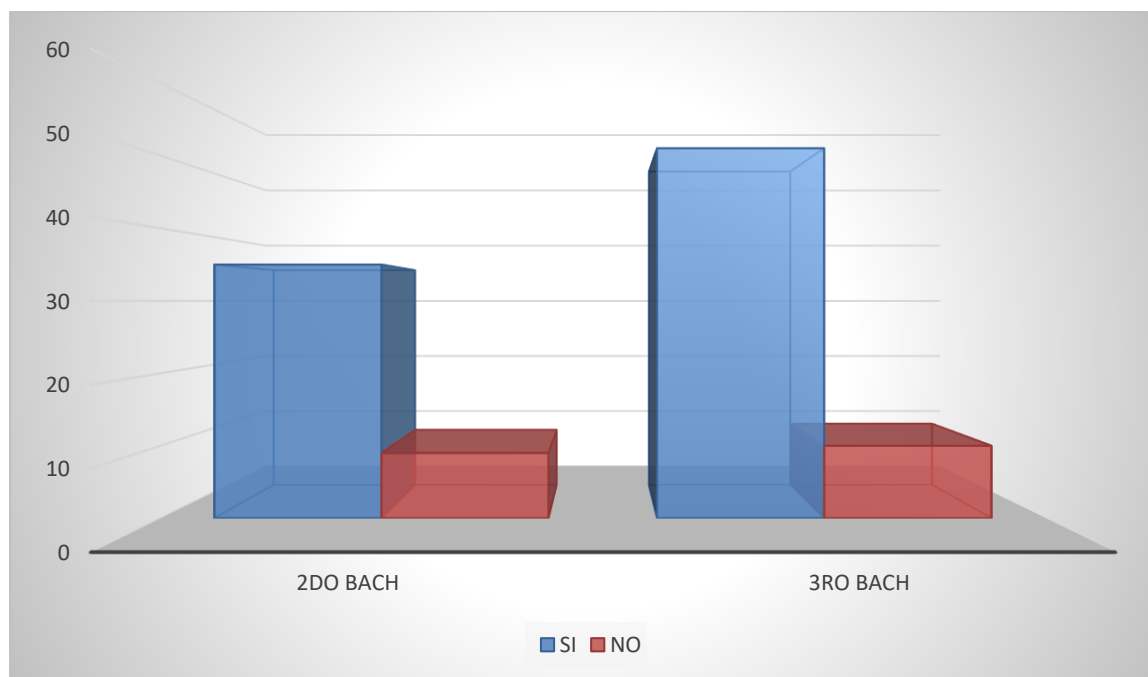
Four teachers agreed, and one disagreed. This indicates that the majority perceive AI-based active methodologies as beneficial to skill development.

The finding aligns with recent evidence that AI can enhance language production through personalized feedback, scaffolding, and learner autonomy (Luo & Zhang, 2022). Nonetheless, its success depends on thoughtful integration into pedagogy and curriculum.

### ***3.1.2. Students survey results.***

#### **Figure 10**

*¿Cree Usted Que La Utilización De La Ayuda A Mejorar El Proceso Enseñanza- Aprendizaje De Los Estudiantes?*



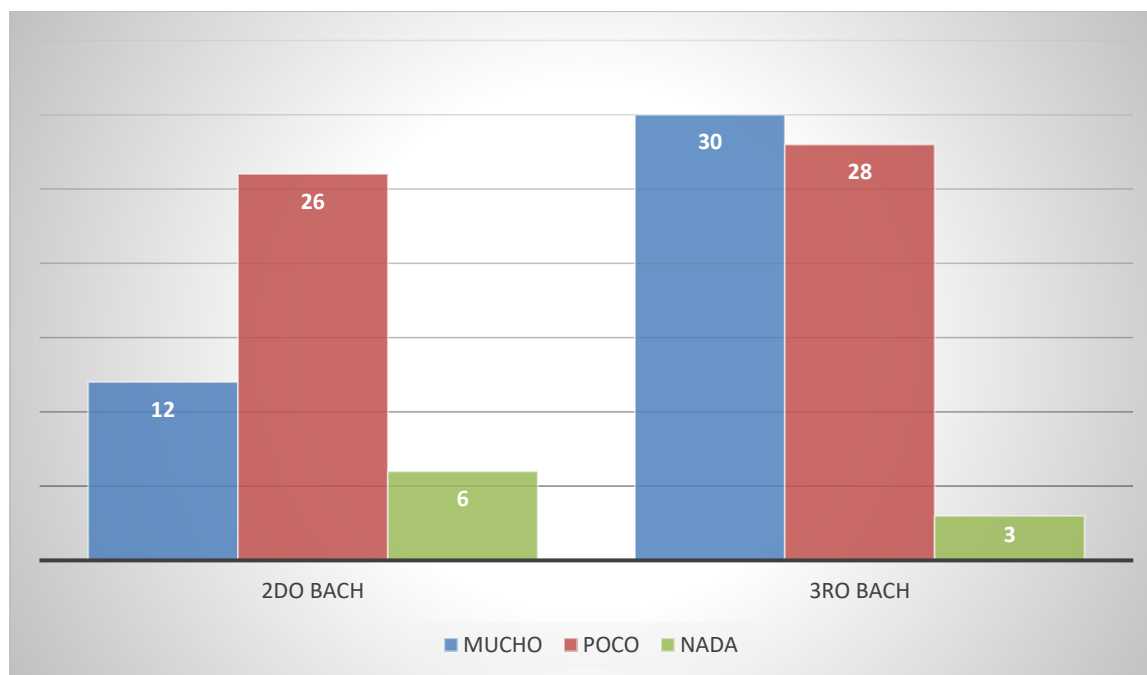
*Note.* Created by the author based on survey results (2025)

Among second-year students, 35 affirmed that AI improves the learning process, while nine disagreed. In the third year, 51 responded positively and 10 negatively. These results indicate a broadly favorable perception of AI's role in enhancing learning, particularly in higher grades where students may have had more exposure to technology.

This overall agreement reflects current trends in education, where students increasingly associate AI with personalized and efficient learning support (Chen et al., 2023). The small portion of dissenters may point to gaps in access, understanding, or personal preferences regarding traditional methods.

### **Figure 11**

*¿Considera Importante La Utilización De IA Para Mejorar Su Proceso De Aprendizaje Del Idioma Inglés?*



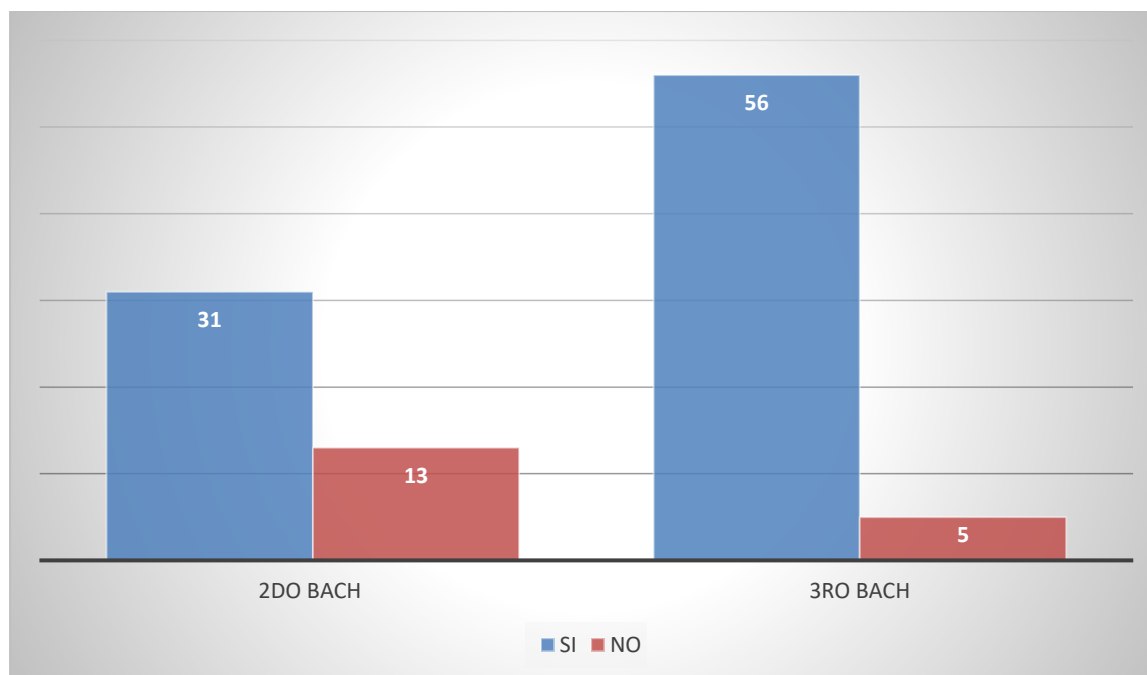
*Note.* Created by the author based on survey results (2025)

Of second-year students, only 12 rated AI as highly important, while 26 chose "a little" and six said "not at all." Among third-year students, 30 found it very important, 28 found it important, and only three found it not at all important. This suggests that while AI is viewed as a helpful tool, many students may not fully grasp its potential for language acquisition, especially among younger cohorts.

The increased positive responses from third-year students may stem from greater academic maturity or experience using technology. These findings are consistent with the literature, which indicates that student attitudes toward AI evolve with familiarity and relevance to their academic goals (Kim & Song, 2021).

### **Figure 12**

*¿Conoce Usted Que Es El Material Didáctico Virtual?*



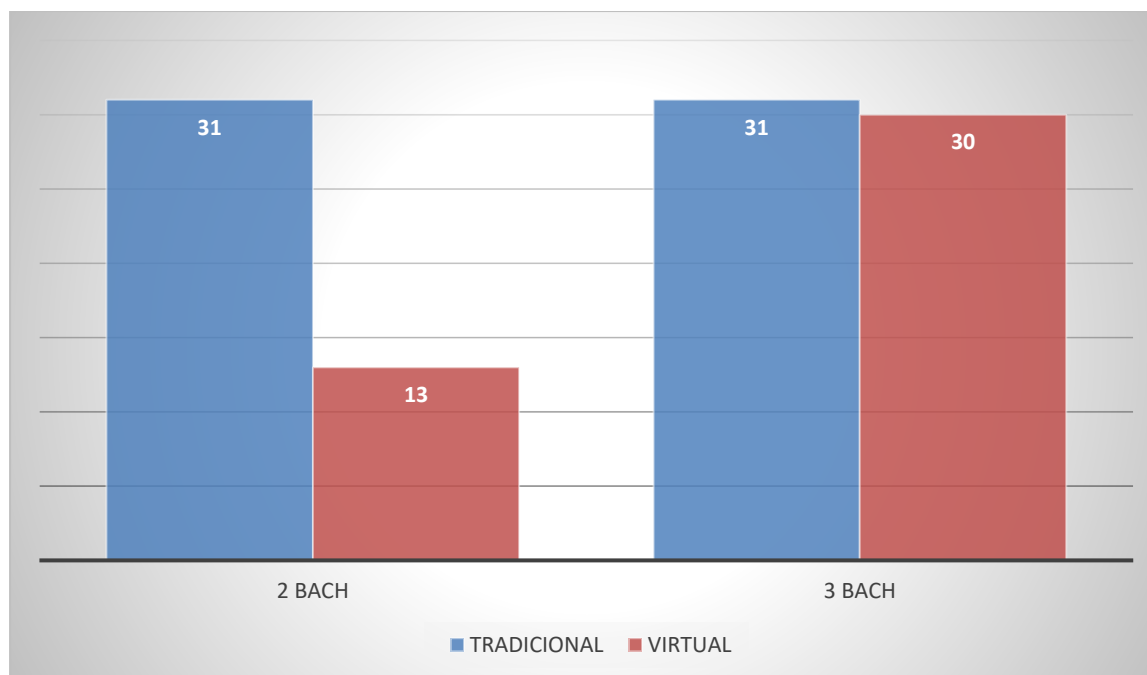
*Note.* Created by the author based on survey results (2025)

Among second-year students, 31 responded affirmatively, while 13 did not. In contrast, 56 third-year students responded affirmatively, and only five responded negatively. This notable difference indicates a developmental gap in digital literacy between the two grades.

This finding supports the idea that continued exposure and academic progression improve students' understanding of digital educational tools (Gao et al., 2022). The high awareness in third-year students implies that such materials are more commonly used or better explained in later educational stages.

### **Figure 13**

*¿Qué Tipo De Material Utiliza Su Maestro Del Idioma Inglés A La Hora De Impartir Sus Clases?*



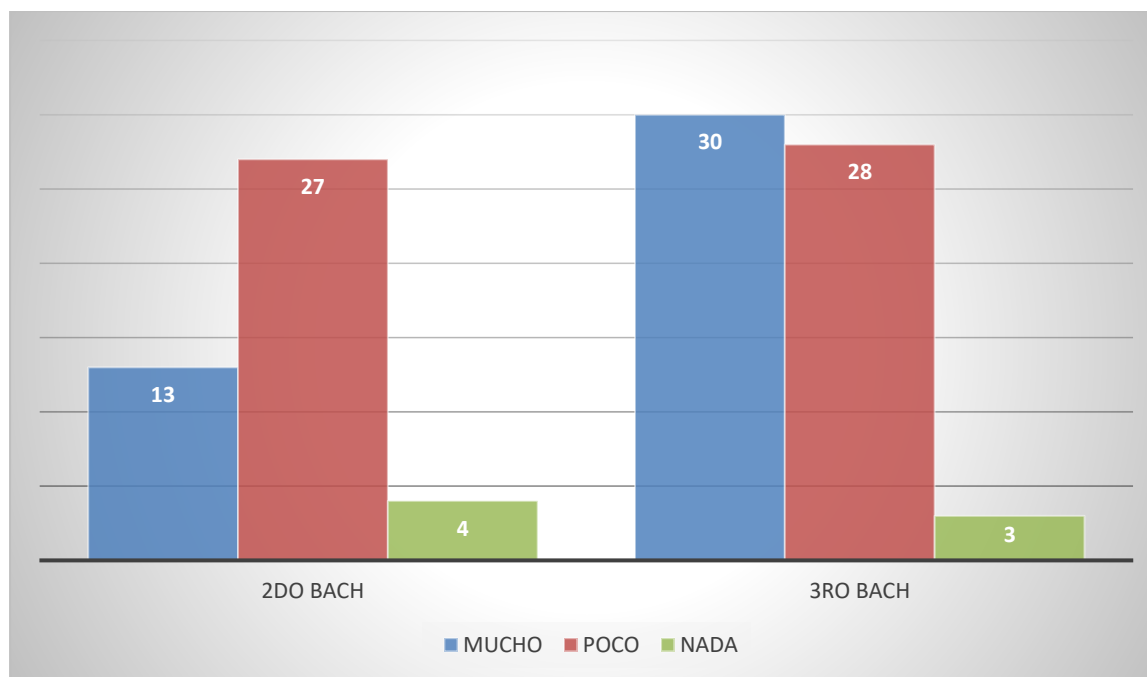
*Note.* Created by the author based on survey results (2025)

In the second year, 31 students reported using traditional materials, and 13 noted using virtual tools. In the third year, responses were more balanced: 31 traditional and 30 virtual. This progression suggests a shift toward blended learning in upper grades.

This aligns with studies showing that educators often start integrating digital resources more gradually as students advance (Xu & Chen, 2020). Greater use of virtual tools in third-year classes may reflect either teacher adaptation or curriculum directives responding to modern learning needs.

#### **Figure 14**

*¿En Calidad De Estudiante Le Gustaría Aprender La Escritura Del Idioma Inglés Usando IA?*



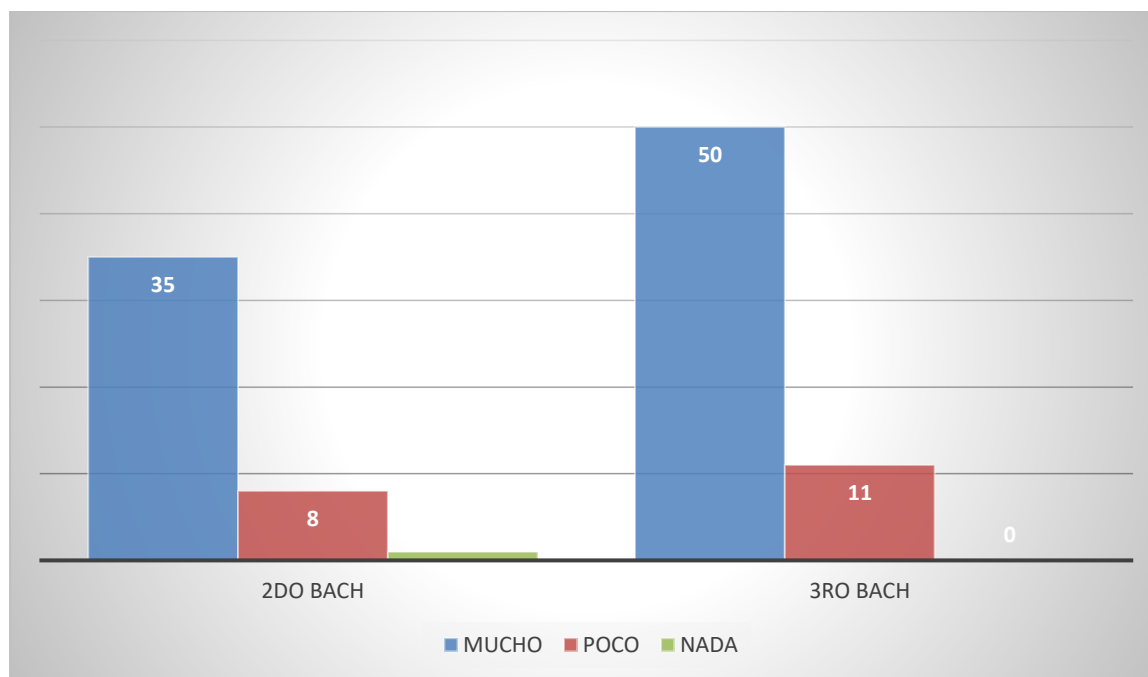
*Note.* Created by the author based on survey results (2025)

In the second year, 13 students were very interested, 27 were somewhat interested, and four were not at all. Among third-year students, 30 expressed high interest, 28 showed somewhat interest, and 3 indicated no interest at all. Interest increases with grade level, possibly due to better comprehension of AI benefits.

This progression in student receptivity not only highlights the increasing interest in AI but also underscores the potential of AI to engage learners more deeply over time. The consistent group with moderate or low interest may reflect uncertainty about AI's relevance or a lack of engaging examples in class; however, the overall trend is promising (Luo & Zhang, 2022).

### Figure 15

*¿Le Motivaría A Usted Aprender El Idioma Inglés Mediante Juegos Interactivos?*



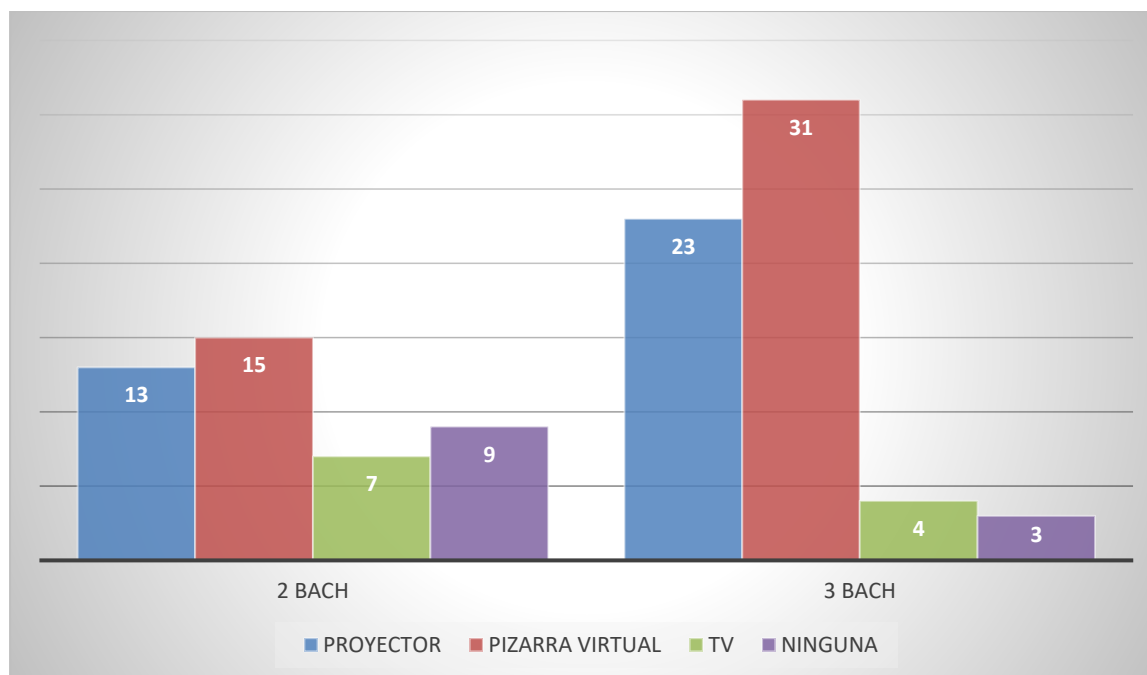
*Note.* Created by the author based on survey results (2025)

The majority in both groups responded positively: 35 in the second year and 50 in the third year said they would feel very motivated. This suggests that gamified learning is a universally appealing strategy, regardless of grade level.

Gamification's positive influence on motivation is well supported in the literature (Wang & Tahir, 2020). The minimal resistance indicates strong potential for integrating game-based AI applications to enhance participation and interest.

### **Figure 16**

*¿Mediante Qué Medios Tecnológicos Cree Usted Que Le Ayudaría A Aprender A Escribir Y Hablar De Forma Correcta El Idioma Inglés?*



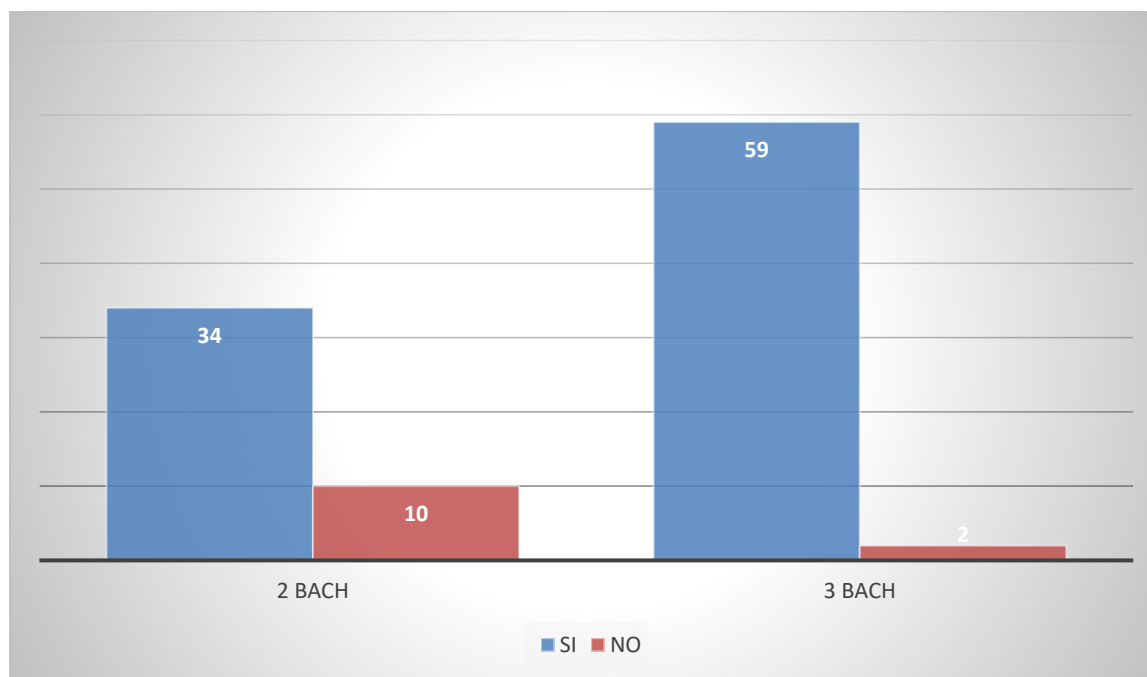
*Note.* Created by the author based on survey results (2025)

In the second year, 13 chose the projector, 15 the virtual whiteboard, seven the TV, and 9 said none. In the third year, 23 chose the projector, 31 chose the whiteboard, four chose the TV, and three said none. This shows a clear preference for interactive visual tools, especially in higher grades.

These preferences align with evidence that visual and interactive media support engagement and comprehension in language production tasks (Zhang & Yu, 2020). Students' reliance on these tools reflects their utility in fostering dynamic, multimedia-rich learning environments.

### **Figure 17**

*¿El Tipo De Material Didáctico Que Utiliza Su Maestro Del Idioma Inglés Le Ayuda A Hablar Y Escribir Correctamente?*



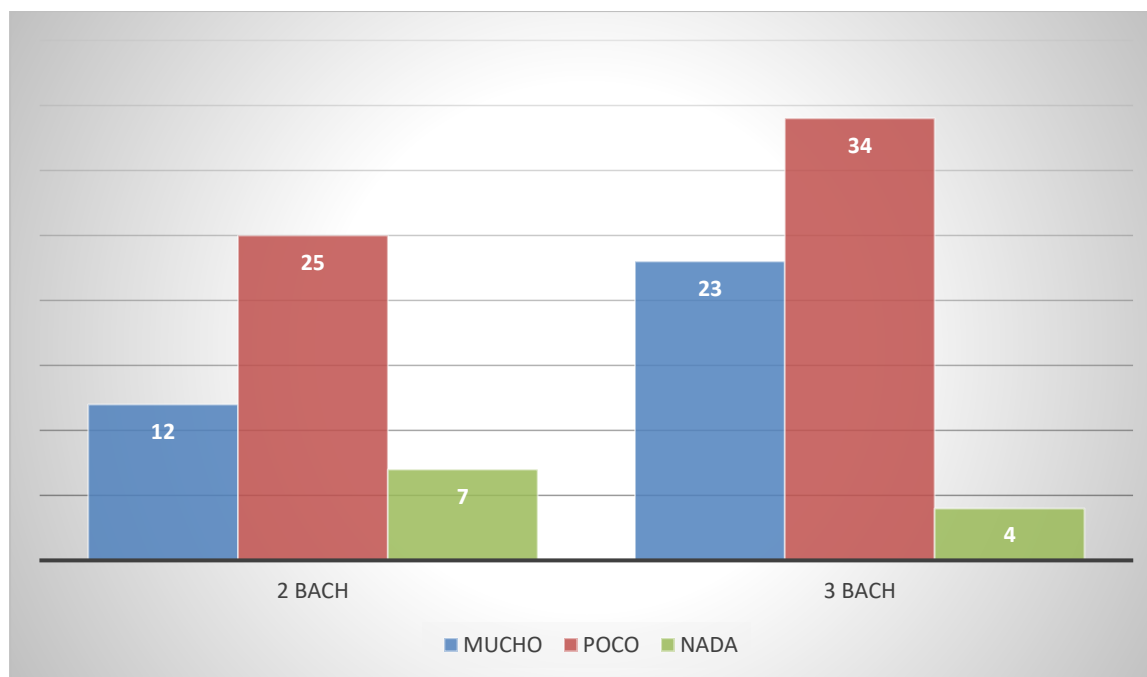
*Note.* Created by the author based on survey results (2025)

In the second year, 34 students responded affirmatively, and 10 responded negatively. In the third year, 59 answered yes, while only two said no. These results suggest strong overall confidence in instructional materials, particularly in higher grades.

This confidence may relate to teachers incorporating more effective or diversified strategies over time. Literature also shows that the perceived relevance of materials significantly affects learner satisfaction and performance (Nguyen et al., 2021).

### **Figure 18**

*¿Considera Usted Que Su Destreza En Hablar Y Escribir En El Idioma Inglés Mejoraría Si Su Maestro Le Enseñará De Forma Activa Basada En IA?*



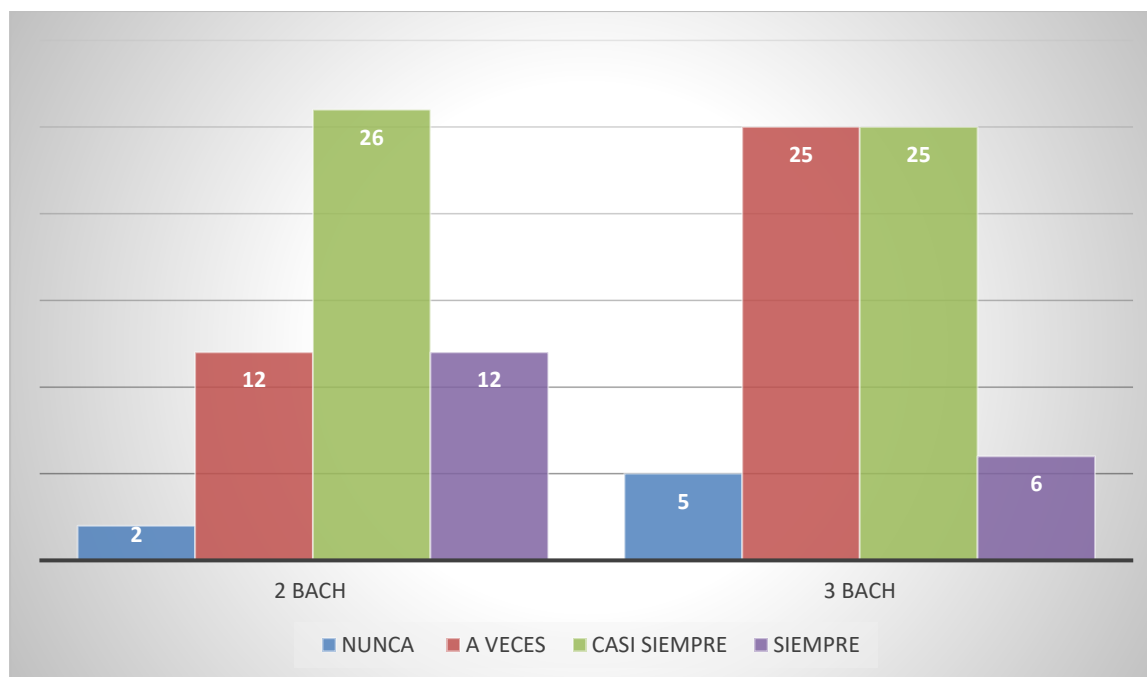
*Note.* Created by the author based on survey results (2025)

In the second year, 12 students responded “very much,” 25 “a little,” and 7 “not at all.” In the third year, 23 answered “very much,” 34 “a little,” and 4 “not at all.” Although enthusiasm is present, many students remain cautious or uncertain about the impact of AI on learning.

This mixed response reflects the importance of framing and exposure. Studies note that learners are more open to AI when they experience its benefits directly (Sánchez-Prieto et al., 2022). To fully realize gains, active and meaningful AI integration is not only beneficial but also essential in today's educational landscape.

### **Figure 19**

*¿Con Que Frecuencia Le Gustaría Que Su Maestro Aplique IA Para Mejorar Su Habilidad De Hablar Y Escribir En El Idioma Inglés?*



*Note.* Created by the author based on survey results (2025)

In the second year, two said 'never,' 12 said 'sometimes,' 26 said 'almost constantly,' and 12 said 'always.' In the third year, five said 'never,' 25 said 'sometimes,' 25 said 'almost constantly,' and six said 'always.' These results show significant interest in AI-assisted learning, with moderate variability.

The balance between "almost always" and "sometimes" suggests that while many students favor frequent AI use, others may prefer it as a supplementary method. Such preferences are consistent with research advocating for blended, flexible approaches that combine traditional and digital instruction (Tondeur et al., 2021).

### **3.2. Qualitative Results: Interviews with School Authorities**

To complement the survey data, individual interviews were conducted with two key members of the institution's leadership: the principal and the head of the English department.

These conversations offered an institutional perspective on the integration of AI into English language teaching, as well as the potential benefits and challenges that such

implementation may entail. The authorities discussed the preparedness of the teaching staff, institutional openness to innovation, and the importance of ongoing professional development in digital environments. (See Appendix A and Appendix B).

## Chapter IV

### 4. Proposal

#### 4.1. Proposal Title

WORKSHOP DIGITAL BOOK -" THE AI ENGLISH LAB; CREATE, SPEAK, WRITE!" –  
SPEAKING AND WRITING SKILLS PRACTICE

#### 4.2. Objectives

##### 4.2.1. *General Objective*

To design and use a digital workshop-based book that integrates AI tools and technologies to enhance students' motivation and performance in L2 productive skills (speaking and writing).

##### 4.2.2. *Specific Objectives*

- To select AI-based digital tools that support the development of speaking and writing skills in an engaging and student-centered way.
- To design and use task-based activities across six thematic units that promote real-world language use and creativity in L2 production through AI-enhanced platforms.
- To enhance students' self-confidence and autonomy by incorporating interactive feedback and self-assessment features powered by artificial intelligence (AI).

#### 4.3. Introduction

At Unidad Educativa Nuestra Señora del Cisne, students from Bachillerato 2<sup>nd</sup> and 3<sup>rd</sup> receive eight hours of English instruction per week. Despite this significant allocation of instructional time, observations and assessments reveal that many students do not reach the expected levels of productive language skills, specifically in writing and speaking by the end of the academic year.

According to the Common European Framework of Reference for Languages (CEFR), and the Ministerio de Educación of our country. Their performance often falls short of achieving the B1 level in productive skills.

This situation highlights the urgent need to implement engaging and innovative teaching strategies that not only support language development but also align with students' current interests and technological realities.

In response to this challenge, the proposed pedagogical product is a digital workshop book titled "*The AI English Lab: Create, Speak, Write!*" This material is designed to enhance student motivation and performance in productive language skills through the integration of Artificial Intelligence (AI) tools and digital platforms.

The workshop book is structured into six thematic units, each containing four to five carefully designed activities per unit that emphasize speaking and writing practice. The activities incorporate AI-based tools to provide instant feedback, encourage experimentation without fear of making mistakes, and reduce anxiety—ultimately increasing motivation. Students will engage with AI-generated tips and interactive exercises that promote autonomous practice while also supporting teachers in and beyond the classroom.

The proposal considers accessibility: the technological tools chosen are user-friendly and do not require advanced digital literacy. Both students and teachers can easily navigate them, fostering inclusive participation. Additionally, because AI is already present in students' daily lives, this project aims to guide them toward responsible and pedagogically meaningful uses of AI as part of their language learning journey.

This proposal ultimately seeks to bridge the gap between curriculum goals and students' actual language production outcomes, highlighting the role of AI not only as a tool for practice

but also as a driver of motivation and transformation in language education.

#### **4.4. Justification**

The increasing integration of Artificial Intelligence (AI) in education offers a strategic opportunity to enhance language teaching practices in ways that are interactive, student-centered, and aligned with digital literacy demands. At Unidad Educativa Nuestra Señora del Cisne, students in the 2nd and 3rd years of Bachillerato continue to experience difficulties in meeting productive language skill standards, particularly in speaking and writing.

This proposal responds to that challenge by introducing “*The AI English Lab: Create, Speak, Write!*” a digital workshop book designed to strengthen productive language skills through AI supported tasks. Recent studies confirm that AI based educational tools can provide real time feedback, support learner autonomy, and create personalized learning experiences, all of which directly enhance second language acquisition outcomes (Cai et al., 2021; Huang et al., 2022).

The digital workshop is structured around six thematic units that promote active engagement through speaking and writing tasks powered by intelligent technologies. These tasks are built upon task-based learning principles, now widely adopted in AI-integrated environments to promote meaningful communication (Kukulska-Hulme & Lee, 2020).

Targeted at students aged 15 to 18, the resource responds to their cognitive and digital profiles by offering interactive activities that reduce anxiety, increase engagement, and foster self-regulated learning behaviors. As learners interact with AI powered feedback, they develop greater confidence and competence in producing language in authentic contexts (Bai & Wang, 2023).

From the teacher's perspective, the material provides an accessible and easy-to-implement

tool, aligned with recent calls for AI-enhanced resources that do not require advanced technological training but still promote pedagogical innovation (Zou et al., 2022). The simplicity of the platform ensures that both students and teachers can fully engage with the tool without barriers of digital exclusion.

Ultimately, this proposal contributes not only to closing the performance gap in productive skills but also to aligning teaching practices with global educational trends where AI acts as a motivational driver and a pedagogical facilitator (Heil et al., 2021). Its design is sustainable, inclusive, and adaptable characteristics necessary for addressing the evolving needs of 21st-century learners.



# Welcome!



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**DO YOU SPEAK English?**

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## Task 1: AI Warm-up

Objective: To practice speaking and goal-setting by interacting with AI in a personal, purposeful way.

 **Step 1: Get Inspired**  
*How to Set Smart Goals*



**Step 2:**  
**Talk to ChatGPT – Brainstorm with AI**

Talk to ChatGPT about your English learning goals and write a summary.

<https://chatgpt.com/>



 Prompt suggestion to copy-paste:  
"Hi ChatGPT, I want to write about my personal goals. Can you help me with questions or vocabulary?"

**Writing Tips**  
Start like this:

"My name is \_\_\_ and my goals are..."

In the future, I want to...

**Mention time:**  
short-term / long-term

Think about areas: school, career, life, language

Use connectors: because, and, but, so

**Vocabulary Helper:**

improve - challenge - learn - career - dream - goal - future - motivation

**Step 3: Start Writing!**

Write a paragraph about your goals, then share your ideas with your partners.

Extra !! let's talk about your common goals.

2

## Task 2: My Learning Plan

### My English Plan with [Notion AI](#)

**OBJECTIVE:** To develop self-regulated learning by creating a personalized study plan with AI assistance.

#### Listen



#### Reading: Plan Your Way to English Success

Learning English is easier when you have a plan! Instead of feeling lost or forgetting to practice, a good plan helps you stay on track. You can set small goals like learning new words or writing short texts, and watch your progress grow every week.

With [Notion AI](#), planning gets even better. It helps you create a smart study plan, gives you ideas, and keeps everything organized. It's like having a personal coach that's always ready to help you reach your English goals!

#### VERB FOR YOUR ENGLISH GOALS

B	N	F	I	V	F	N	G	P	K	D	P	U	I	T
T	R	E	H	M	R	P	R	Y	Z	C	N	R	B	Y
K	B	Z	S	A	P	A	Q	I	H	K	S	E	Y	F
A	Z	L	E	J	C	R	U	I	Z	X	G	Q	T	H
S	Y	L	R	T	V	R	O	E	M	U	T	T	M	V
U	Y	W	I	W	Y	K	U	V	F	A	Q	T	G	S
C	D	C	M	E	D	Y	U	K	E	S	P	E	A	K
O	E	W	Q	K	Y	W	Y	M	Y	Z	B	H	U	D
F	G	O	A	L	L	E	E	V	Y	T	M	G	Y	E
Y	C	Q	E	N	I	X	T	N	X	J	A	D	K	D
O	Q	R	B	E	S	R	C	I	E	M	U	T	X	S
U	K	D	J	J	T	F	Z	N	R	T	C	F	O	Q
J	R	S	B	X	E	M	S	F	S	W	A	B	R	F
F	D	F	K	X	N	P	F	O	D	D	A	E	R	P
I	W	C	F	X	M	Z	E	U	G	L	K	A	L	K



**GLUES**

# Time to create !!

## Step 1: Open Your Digital Workspace

Go to [www.notion.so](https://www.notion.so) and create your account or log in.

## Step 2: Ask the AI for Help

- Click on "Ask AI" and type this:

**Example:** "Help me create English learning plan for speaking, writing, reading, and vocabulary activities. I have 3 hours per week."

**Bonus tip:** You can ask for a checklist or table!

## Step 3: Customize It!

✏️ Add your personal goals, favorite tools (like ChatGPT, Duolingo), and choose which days you'll study.

💡 *Tip:* Use emojis and colors to make it yours!



## Step 4: Share Your Plan

Click "Share to web" → Copy the link → Submit it to your teacher.



Good afternoon, Monica Martinez de la Vega

Build a custom database...

Add Search Build

Recently viewed

- English Learning Plan
- Planificador para...
- Biología

### English Learning Plan

Weekly Schedule By Category All Properties

**Monday**

As Activity Day Duration

Present Perfect vs Past Simple Practice Monday 30 min

+ New Item

**Tuesday**

As Activity Day Duration

Conditional Sentences Exercise Tuesday 30 min



### Task 3: Share & React

Share your plan on Padlet and give feedback to classmates.

Objective: To practice reading and writing skills in a collaborative and reflective environment.

#### Step 1: Go to Padlet

- Open [www.padlet.com](http://www.padlet.com) and log in (use your school email) or create a free account.
- Join the Class Wall  
<https://padlet.com/monicasevile1/my-plan-for-learning-with-ia-8zbknzt8ry8e6rq3>

#### Step 2: Share your plan

- Choose 2 classmates' posts.
- Write a kind, helpful comment in English.  
Example: "Your plan looks great! I like how you focus on speaking."



#### USEFUL PHRASES

"I like how you..."

"This is very organized!"

"Great idea to use..."

"Maybe you could also try..."

"I think your plan will help you a lot!"

#### Step 3: Comment on Two Posts

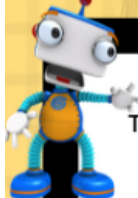
- Paste your Notion AI link and add a short title.
- Write a small description:  
"This is my personal English learning plan for this year!"
- Personalize your post (color, picture, etc)

## Task 4: Vocabulary Workshop

OBJECTIVE: To build topic-based vocabulary through digital creation and peer sharing.

### Designing My English Learning Poster!

*Share information about your journey as a language learner.*



#### Grammar Focus: Talking About

##### Tense to Use:

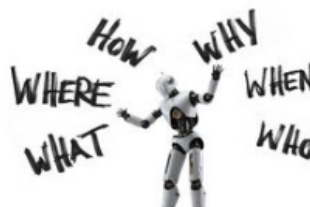
- **Simple Past** (*I started, I learned, I practiced...*)
- **Present Perfect** if you mention experiences or progress: (*I have improved, I have used AI tools, I have written...*)

##### Useful Structures:

- I started learning English when...
- At first, I didn't know how to...
- Then I practiced using...
- My biggest challenge was...
- I learned to... thanks to...
- I felt proud when...

##### Time Expressions and Connectors:

- First / Then / After that / Finally
- In the beginning
- Last semester / Last year
- Recently / So far / Since
- A few months ago / At that time



USE THE INFORMATION GIVEN AND WRITE 4 SENTENCES

CREATE A VOCABULARY ACTIVITY USING [WORDWALL](#) AND SHARE

# 2 TWO

## THROUGH MY EYES: DESCRIBING MY WORLD



TASK	ACTIVITY	AI / TOOL	OBJECTIVE
<b>Task 1: Descriptions with Imagination</b>	Use DALL·E to generate an image based on your ideas. Place the image and describe it in detail.	DALL·E	To develop descriptive skills in English by creating and describing an ideal place using artificial intelligence.
<b>Task 2: AI vs. Reality</b>	Describe an image out loud, then recreate it with DALL·E and compare both versions.	ChatGPT + DALL·E	To improve speaking and writing skills through oral descriptions and comparison with AI-generated visuals.
<b>Task 3: What's Outside My Window?</b>	Record a description of what you see through your window and share it.	Bookaroo	To practice spoken descriptive skills using personal, real-world references.
<b>Task 4: My Favorite Season</b>	Write about your favorite season and improve the paragraph with Grammarly.	Grammarly	To develop writing skills by describing your favorite season and using AI to enhance grammar and spelling.



**REMEMBER**

When making descriptions in English, it's important to use the correct grammatical structures. Some of the most common include:

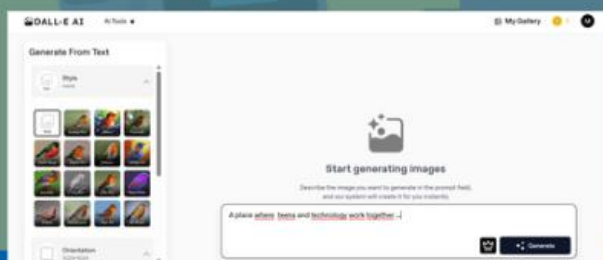
- The verb "to be" with adjectives to describe people or things (e.g., *She is smart. The city is big.*).
- "There is" / "There are" to indicate the presence or existence of something (e.g., *There is a library next to my house.*).
- "Have" / "Has" to describe possessions or physical features (e.g., *He has brown eyes. The car has four doors.*).
- The present simple tense to describe routines or general facts (e.g., *She works at a hospital. The sun rises in the east.*).



**Use these structures as a guide to write clear and accurate descriptions in your activity.**

**Task 1: DESCRIPTIONS WITH IMAGINATION**  
**Use DALL-E to generate an image of your ideal place then describe it.**

**OBJECTIVE:** To develop descriptive skills in English by creating and describing an ideal place using artificial intelligence (DALL-E).



**DESCRIPTION**

This is a perfect place for a teacher who likes to use technology and creativity in class.

There is a girl and a robot sitting at a desk. They are wearing headphones and look focused and happy. The robot has blue eyes and a friendly face. The girl has long dark hair and is wearing a red sweater.

On the desk, there are some books, notebooks, pencils, and a cup. There is also a nice background with stars and planets, which makes the place look fun and interesting.



**ACTIVITY:**

UPLOAD IN THIS PAGE: **"YOUR IDEAL PLACE"**

1. YOUR COMMAND IN DALL-E SCREENSHOT
2. YOUR GENERATED PICTURE
3. YOUR WRITING DESCRIPTION

## Task 2: AI vs Reality

### Describing and Recreating a Visual with AI

**OBJECTIVE:** Improve speaking and writing skills through oral description of visual information, and compare AI-generated output with the original.

#### Step 1: Observation

- Look carefully at the image
- Take notes of important details: colors, people, objects, setting, mood, position of elements, etc.



#### Step 2: Dictate the Description to ChatGPT

- Open [ChatGPT](#).
- Activate the microphone (or use speech-to-text if available).
- Start dictating your description.
- Wait for ChatGPT to generate a written description.
- Revise if needed to make sure it reflects what you meant to say.

#### Step 3: Copy the Text to DALL-E

- Copy the written description from ChatGPT.
- Open [DALL-E](#)
- Paste the description into the prompt box.
- Click **Generate** and wait for the image to appear.



**Step 4: Share and Compare**

- Paste and show your dictation and your AI-generated image to the class.
- As a group, compare it with the original image.
- Discuss:
  - What is similar?
  - What is different?
  - Was your description accurate?
  - What could you change in the wording to get a closer result?



PASTE YOUR  
IMAGE HERE

### Task 3: What is outside my window? What's Outside My Window?

OBJECTIVE: To practice spoken description skills by describing in English what you see through your window using Vocaroo.

#### LET'S PLAY

Warm-up Activity – Fill in the missing letters to complete the words related to things you might see through your window.

- |                    |                      |
|--------------------|----------------------|
| 1. _ l _ _ d ( 🍌 ) | 6. _ r _ _ ( 🌳 )     |
| 2. _ o _ _ e ( 🏠 ) | 7. _ _ _ ny ( 🌞 )    |
| 3. _ _ r ( 🚗 )     | 8. _ e _ _ _ e ( 🍌 ) |
| 4. _ _ g ( 🐶 )     | 9. _ i _ _ ( 🍷 )     |
| 5. _ _ _ _ r ( 🌸 ) | 10. _ _ _ e _ ( 🚶 )  |



Now Record Your Voice in  
**VOCAROO**– What Can You See?

Now go to your window and observe. Use the vocabulary from above and describe what you see in English. Then copy the link of your recording and share to your teacher

**Task 4:**  
**Write about your favorite season**



**OBJECTIVE:** To develop writing skills by describing your favourite season and using AI (Grammarly) to correct and improve your grammar and spelling.



**WINTER**



**FALL**



**SUMMER**



**SPRING**

**1. Write at least 2 paragraphs about your favourite season!**

**2. Use [Grammarly](#) to Check Your Writing and paste here your result**



### 3 THREE

## Once Upon a Prompt: Storytelling 2.0



ASK	ACTIVITY	AI / TOOL	OBJECTIVE
Task 1: Spark the Fantasy	Prompt ChatGPT to create the beginning of a fantasy story. Students complete the ending.	ChatGPT	To develop narrative writing skills and expand vocabulary using AI-generated prompts.
Task 2: Comic Creators	Create a 4-panel comic strip based on their story, including dialogues and scene descriptions.	Pixton or StoryboardThat	To reinforce sequence, coherence, and creativity in written storytelling.
Task 3: Story Feedback Loop	Read a classmate's story and record an audio comment with constructive feedback.	Book Creator (voice comments)	To enhance speaking skills and peer interaction through oral reflection.
Task 4: Avatar Narrator	Record and narrate the story using an animated avatar and share the link.	Voki	To improve fluency, pronunciation, and oral performance in a fun and low-anxiety format.
Task 5: Fable Maker	Write and illustrate a short fable with a moral, then publish it digitally.	Book Creator	To integrate writing and creativity in a fully developed self-directed storytelling task.



**14**



## Task 1: Spark the Fantasy

**OBJECTIVE:** To develop narrative writing skills and expand vocabulary using AI-generated prompts.

Prompt [ChatGPT](#) to create the beginning of a fantasy story. Students complete the ending.

Use [Padlet](#) access given for your teacher to complete at least two stories.

Padlet



Monica Martinez de la Vega · 1m

### MY FANTASY STORY

CREATE YOUR BEGINNING



#### Story Starter: "The Forest of Echoes"

Last Saturday, Emma found an old map inside a dusty book at her grandmother's house. The map showed a hidden forest called **The Forest of Echoes**, not far from the town where she lived.

Curious and a little nervous, Emma followed the directions on the map. After walking for an hour, she finally reached the edge of the forest. The trees were tall and

#### STUDENT A :

Suddenly, the forest lit up with a soft green light. Emma followed the sound and found a small glowing creature sitting on a rock. It looked like a fairy with silver wings. The fairy said, "You have entered the forest of secrets. Only brave hearts can find the crystal of truth." Emma smiled. She didn't understand everything, but she knew this adventure was just beginning.

#### STUDENT B

Emma walked deeper into the forest. The trees seemed to whisper, and the path disappeared. Then, she saw a shadow moving quickly between the trees. She called, "Who's there?" but there was no answer. Suddenly, she tripped over a root and fell. When she opened her eyes, a boy with a lantern was standing in front of her. "You shouldn't be here," he said seriously.



## Task 2: Comic Creators

**OBJECTIVE:** To reinforce sequencing, coherence, and creativity in L2 through visual storytelling.

Use [Pixton](https://www.pixton.com) and design a 4-panel comic strip based on their story. Add dialogues and descriptions.

### Step 1: Plan Your Comic

- Reread the story you wrote in Task 1.
- Choose **4 important moments** in your story (e.g., beginning, problem, action, ending).
- Write short **dialogues** and **scene ideas** for each panel.

*Tip: Use past tense and keep your language clear.*



### Step 2: Log In to Pixton

1. Go to <https://www.pixton.com>
2. Log in or create a free account.
3. Select **"Create a comic"**.



### Step 3: Create Your Characters

- Design your **main character** (e.g., Emma).
- Add any other characters (a fairy, a boy with a lantern, a parrot, etc.).
- Choose clothes, expressions, and poses that match your story.

### Step 4: Build Each Panel

- Create **4 panels** (or "cells").
- Add:

**Backgrounds** (forest, house, treehouse, etc.)

**Speech bubbles** with short dialogues

**Text boxes** for descriptions or narration (e.g., "Suddenly, the forest glowed...")



### Step 5: Review and Submit

- Check spelling and make sure the story flows well.
- Save your comic. Click "Export" or "Share" and copy the **link or image**.
- Upload your comic in a new page from your digital book.



### Task 3 : Story Feedback Loop

**OBJECTIVE:** To enhance speaking skills and peer interaction through oral reflection.

Use [Book Creator](#) tools and read a classmate's story and record an audio comment with constructive feedback.

**Remember!**



Giving feedback is not just correcting mistakes – it's helping your classmate improve!



#### 1. Be Kind and Respectful

Use polite words. Imagine how you would like someone to talk about your work.

- 🗣️ "I really liked your story!"
- 🗣️ "Great idea!"



#### 2. Be Specific

Mention one or two clear things you liked or that could be better.

- 🗣️ "Your ending was very creative."
- 🗣️ "Maybe you can add more detail in the middle part."



#### 3. Use These Helpful

##### Phrases:

##### Positive feedback:

- *I enjoyed your story because...*
- *Your character was interesting.*
- *You used great vocabulary.*



## Task 4: Avatar Narrator

**OBJECTIVE:** To improve fluency, pronunciation, and oral performance in a fun and low-anxiety format.

Use [Voki](https://www.voki.com) to record and narrate the story using an animated avatar and share the link.

### Step 1: Prepare Your Script

- Use the story you wrote in Task 1.
- Choose 6–10 important sentences to record (not too long).
- Make sure your story has a clear beginning, middle, and end.

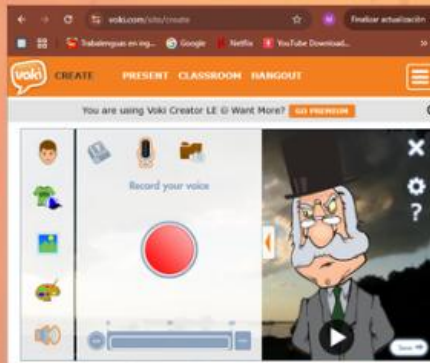


### Step 2: Go to Voki

1. Open your browser and go to: <https://www.voki.com>
2. Click **“Create”** or **“Try it now”**.
3. Register with an email or sign in as a guest (if allowed).

### Step 3: Create Your Avatar

- Choose a character (person, robot, animal, etc.).
- Make it look fun or similar to the character in your story.



### Step 4: Add Your Voice

- Click on **“Voice”** or **“Add Voice”**
- Choose: **Record your voice**
- Speak slowly and clearly
- Re-record if you need

### Step 5: Save and Share

- Click **“Publish”**.
- Copy the **shareable link and share**
- *Important:* Check that your link works before submitting!



## Task 5: Fable Maker

**OBJECTIVE:** To integrate writing and creativity in a fully developed self-directed storytelling task.

**Write and illustrate a short fable with a moral, then publish it digitally. Use [Book Creator](#)**

### Let's Learn About Fables!

**What is a fable?**  
A fable is a short story that teaches a lesson.

- ✓ The characters are usually **animals** that speak and act like people.
- ✓ Fables end with a **moral** – a short sentence that gives advice or a life lesson.

**How to Write a Fable:**

1. Choose two or three animals with opposite personalities.
2. Create a small conflict or problem.
3. Show what each animal does and what happens in the end.
4. Finish with a moral.

**Your Challenge:**

- Use past tense
- Be creative!
- Keep your story short (50–80 words)
- use images to illustrate your story

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*Fun Warm-up Game: **Moral Match!***

**SITUATION**

- A lion is kind to a mouse, and later the mouse saves him.
- A turtle walks slowly but never stops. He wins against a fast rabbit.
- A frog wants to be as big as an ox and explodes trying to copy him.
- A fox tells a lie to win, but in the end nobody trusts him.
- A small crow puts stones in a jar to raise the water and drink.




**POSSIBLE MORAL**

- Don't judge others by their appearance.
- A lie has no legs.
- Little by little, you can achieve a lot.
- Slow and steady wins the race.
- Don't try to be someone you're not.

**NOW LETS CREATE YOR FABLE IN THE NEXT PAGE !!**





# 4 FOUR

## Speak Up! My vVoice, My Opinion, My Tech

ASK	ACTIVITY	AI / TOOL	OBJECTIVE
Task 1: Social Media Wall	Post your opinion about social media (positive or negative) and reply to two classmates.	Padlet	To practice expressing and justifying opinions in a written, interactive format.
Task 2: Opinion + AI Review	Watch a short video, write your opinion, then use ChatGPT to revise or improve your ideas.	YouTube + ChatGPT	To develop argumentation skills and refine writing through AI feedback.
Task 3: Debate Time!	Pair up with a classmate and record a short debate using Flipgrid. Choose a tech-related topic.	Flipgrid	To build oral fluency, confidence, and persuasive speaking in a structured exchange.
Task 4: Speak Your Script	Use speech-to-text to convert your spoken ideas into written form. Edit the script and share it.	Google Docs (voice typing)	To connect speaking with writing and improve idea organization through dictation tools.

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## Task 1: Social Media Wall

**Objective:** To practice expressing and justifying opinions in a written, interactive format.

Use [PADLET](#) and post your opinion about **Social Media** (positive or negative) and reply to two classmates.

**Before start, open [CHATGPT](#) as support.**

Type: "Can you help me write a short opinion about social media for school?"

OR "Give me arguments for and against social media in student life."

Use the response to **get ideas** or **build your argument**.

### Reply to Two Classmates

- Read at least two classmates' posts.
- Leave a short, respectful reply:
- "I agree because..." / "Interesting point! I think..." / "I have a different opinion because..."



**Task 2:**  
**Opinion - AI Review**

**Objective:** To develop argumentation skills and refine writing through AI feedback.

Watch a short video in [YouTube](#), write your opinion, then use [ChatGPT](#) to revise or improve your ideas.

YOUR OPINION



CHATGPT REVIEW



### Task 3: Debate Time!

**Objective:** To build oral fluency, confidence, and persuasive speaking in a structured exchange.

Use [FLIPGRID](#) to pair up with a classmate and record a short debate using Flipgrid. Choose a tech-related topic.

#### What Is a Debate?

A debate is a formal conversation where two people or two groups talk about opposite opinions on the same topic. One side is "for" (they agree with the idea), and the other side is "against" (they disagree with the idea). In a debate, each person gives reasons to support their opinion. They try to explain why their point of view is better or more correct.

Debates help you:

- Practice speaking clearly
- Use persuasive language
- Learn to listen and respond
- Respect different opinions



#### Useful Phrases for Debating:

- *In my opinion...*
- *I believe that...*
- *One reason is...*
- *I disagree because...*
- *That's a good point, but...*

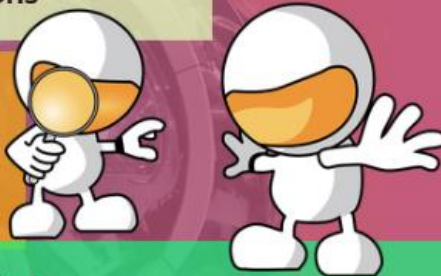


## LET'S WORK WITH A PARTNER !!

### Step-by-Step Instructions

#### Step 1: Choose a Debate Partner

- Work in pairs (your teacher will assign).
- Decide who will be "for" and who will be "against" the topic.



#### Step 2: Pick a Tech-Related Topic

Choose one of these suggested debate topics:

- Should mobile phones be allowed in school?
- Does AI help or harm education?
- Is online learning better than face-to-face?
- Should students use [ChatGPT](#) for writing homework?

*Tip:* Use [ChatGPT](#) to help you brainstorm arguments, vocabulary or sentence starters.

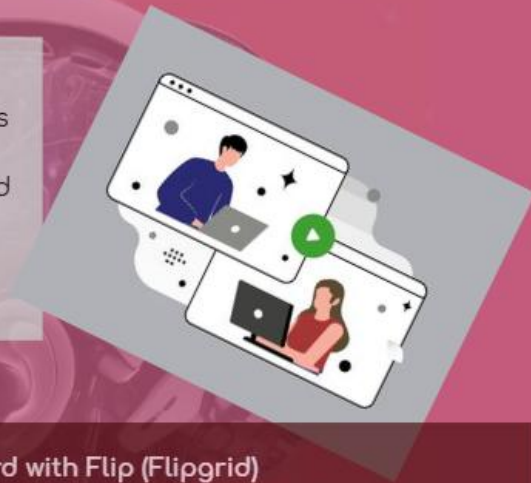
#### Step 3: Plan Your Arguments

- Each student prepares 2-3 strong points (in favor or against).
- Think of simple connectors: *First, also, but, however, because, for example...*
- Use ChatGPT to check grammar or improve your ideas.



#### Step 4: Practice Your Debate

- Practice together using a timer (1-2 minutes per person).
- Help each other correct pronunciation and improve fluency.
- Remember: Be respectful, even if you disagree!



#### Step 5: Record with Flip (Flipgrid)

1. Go to your teacher's Flip topic link.
2. Click "Add Response".
3. Record your video together (side-by-side or take turns).
4. Use the text or emoji tools to decorate if you want!
5. Submit the video.

*Optional:* Watch another pair's debate and leave a kind comment.

### Task 4: Speak Your Script

**Objective:** To connect speaking with writing and improve idea organization through dictation tools.

**Use SPEECH TO TEXT (Google Docs/ voice typing) to convert your spoken ideas into written form. Edit the script and share it.**

#### What to Talk About?

Share your honest opinion! Use your voice to describe:

- What AI or digital tools did you try?
- What did you learn or enjoy the most?
- Would you recommend these tools to a friend?



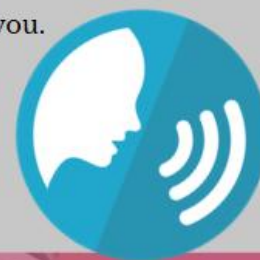
#### Quick Tips for a Good Speech-to-Text Comment:

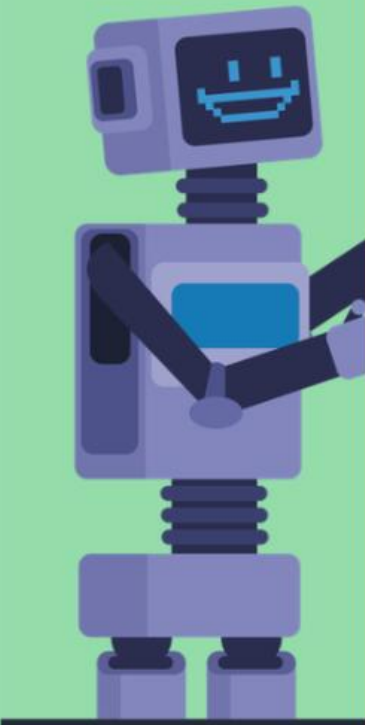
**Speak clearly and slowly** – The microphone needs to understand you.

**Use past tense** – Talk about what you did and felt.

**Structure your comment**

- 👉 Start with: *“Last week, I used...”*
- 👉 Then say: *“It helped me to...”*
- 👉 End with: *“In my opinion, it was...”*





**5  
FIVE**

## This Is Me: My Roots, My Story

TASK	ACTIVITY	AI /TOOL	OBJECTIVE
<b>Task 1: Speak a Tradition</b>	Create a Voki avatar and record a short description of an Ecuadorian tradition or festivity.	Voki	To describe cultural practices using oral English and enhance pronunciation through digital storytelling.
<b>Task 2: Culture Quiz</b>	Design an interactive quiz with fun facts or details about your tradition.	Quizizz	To reinforce vocabulary and cultural knowledge through question creation and peer participation.
<b>Task 3: Family Interview</b>	Interview a family member about a tradition, story, or value (audio or video).	Phone/Video + optional AI transcription (Otter.ai, Google Docs)	To practice listening and speaking skills while connecting personal identity with language use.
<b>Task 4: Podcast: "My Roots"</b>	Record a short podcast episode reflecting on your family, place of origin, or meaningful tradition.	Vocaroo or Podbean	To build narrative fluency and confidence through creative oral production.

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## Task 1: Speak a Tradition

**OBJECTIVE:** To describe cultural practices using oral English and enhance pronunciation through digital storytelling.

### TRADITIONAL ECUADORIAN FESTIVAL

#### Inti Raymi – Festival of the Sun

**Inti Raymi** is an ancient Andean celebration that honors **Inti**, the sun god. It takes place every year around **June 21st**, during the **summer solstice**, when the sun is at its highest point.

In Ecuador, the festival is especially important in indigenous communities, like in **Otavallo**. People wear traditional clothes, play music, and dance in circles to thank the sun for the harvest and life. The celebration includes food, water rituals, and sometimes symbolic battles. Inti Raymi is not only a party. It's a moment of **spiritual connection with nature, culture, and community**.



UPLOAD YOUR VOICE  
READING



### Día de los Difuntos – Day of the Dead

Día de los Difuntos is celebrated in Ecuador on November 2nd. It is a special day to honor and remember loved ones who have passed away.

Families visit cemeteries to clean graves, decorate them with flowers, and spend time together. They bring traditional foods like **colada morada** (a purple fruit drink) and **guaguas de pan** (bread shaped like babies) to share.

This day is not sad — it's a time to **celebrate life, family, and memories**. It mixes **indigenous traditions** with **Catholic beliefs**, showing Ecuador's rich cultural identity.



### Mama Negra – A Colorful Cultural Parade

La Mama Negra is a famous traditional festival celebrated in **Latacunga**, Ecuador, in **September** and **November**. It honors the **Virgin of Mercy** and is a mix of **indigenous, Spanish, and African traditions**.

The main attraction is a big parade with people in colorful costumes, music bands, dancers, and characters. The most famous figure is **La Mama Negra**, a man dressed as a Black woman who throws candy and milk to the crowd.

This celebration is full of **joy, color, and cultural pride**. It shows the diversity and creativity of Ecuadorian identity.



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UPLOAD YOUR VOICE READING



**LET'S PLAY**  
**Guess the Festival! (Riddles)**

I come in November, I'm quiet, not loud,  
 Families remember their loved ones proud.  
 Colada morada and guaguas you'll see,  
 Flowers and candles are part of me.  
 What festival am I?

I'm full of music and bright colors too,  
 A man in a dress might throw candy at you.  
 I mix cultures — African, Spanish, and native  
 In Latacunga, I'm fun and creative!  
 What festival am I?

I celebrate the sun up high,  
 With dances, music, and spirits that fly.  
 Thanking nature is what we do,  
 An Andean tradition, old but true.  
 What festival am I?

**TIME TO CRATE:**

Create a [Voki](#) avatar and record a short description of an Ecuadorian tradition or festivity, then share with your class



## Task 2: Culture Quiz

**OBJECTIVE:** To reinforce vocabulary and cultural knowledge through question creation and peer participation.

Design an interactive quiz with fun facts or details about your tradition.  
Use [WAYGROUND](#)

### Let's create Step-by-Step

#### Step 1: Choose Your Tradition

- Use the tradition you presented in Task 1.
- You will turn this information into a fun digital quiz or activity.

#### Step 4: Build Your Activity

- Include images, emojis, or short videos if possible.
- Make sure each question is clear, and include only one correct answer.



#### Step 2: Review Key Information

Make sure you answer about these details:

When ,Where,What , Why

#### Step 3: Go to [wayground.com](https://wayground.com)

1. Sign up or log in with your account.
2. Click "Create New Activity".
3. Select a **template** (e.g., quiz, flashcards, matching, multiple choice, etc.).

### Task 3: Family Interview

**OBJECTIVE:** To practice listening and speaking skills while connecting personal identity with language use.

Interview a family member about a tradition, story, or value (audio or video). Then analyze the transcription done with Google Docs and correct according to the instructions given by the teacher.



#### *Before You Start: Read These Interview Tips*

**\*Choose the right person:**

Ask someone who knows about the topic.

**\*Prepare your questions in advance:**

Think about what you want to know.

**\*Be respectful and curious:**

Listen carefully, don't interrupt, and thank them for sharing.

**\*Use open-ended questions:**

Ask questions that need more than just "yes" or "no."

**\*Test your recorder or phone:**

Make sure the sound is clear before you start!



#### *Useful Phrases to Start Your Questions*



- *Can you tell me about...*
- *What do you remember about...*
- *Why is this tradition important to our family?*
- *How did people celebrate it in the past?*
- *What values did you learn from this experience?*



**Task 4:**  
Podcast: "My Roots"

**OBJECTIVE:** To build narrative fluency and confidence through creative oral production.

P O D C A S T G V L  
H I S T O R Y A E A  
E R O O T S M N L L  
R A M E M O R Y U U  
I D L Y N I E T T E  
T I N T R A D I T I  
A E T R A E E A E R  
G R V A L U E S V V  
E L T F A M I L Y I  
I A N G U A G E E E  
H E R I T A G E W W

Use [Vocaroo](#) to record a short podcast episode reflecting on your family, place of origin, or meaningful tradition.

1. Use [ChatGpt](#) dictation tool.
2. Correct with [Grammarly](#)
3. Use [Vocaroo](#) to record
4. Share with your teacher and partners

Find the 12 hidden words related to podcasting and cultural identity for using in your podcast. Words go **horizontally, vertically, and diagonally.**

Listen



# 6 SIX

## We Wrote a Book! The Final AI Challenge

TASK	ACTIVITY	AI /TOOL	OBJECTIVE
<b>Task 1: Meet My Characters</b>	Present your story characters and plot using Voki avatars (group work).	Voki	To build speaking fluency and creativity by describing invented characters through avatars.
<b>Task 2: Chapter 1 - The Beginning</b>	Write the first chapter of your story with support from ChatGPT.	ChatGPT	To plan and write a story introduction using AI as writing support.
<b>Task 3: Chapter 2 - The Problem</b>	Collaborate in groups to write the second chapter using Google Docs.	Google Docs	To co-write creatively and practice digital collaboration in English.
<b>Task 4: Chapter 3 - The Ending</b>	Write the final chapter and create one illustration using Canva.	Canva	To complete the story and visualize it using digital storytelling tools.
<b>Task 5: AI Reflection Video</b>	Record a short video reflection: "My Year with AI in English."	Flip or Loom	To reflect on personal learning and progress using AI throughout the year.

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## Task 1: Meet My Characters

**OBJECTIVE:** To build speaking fluency and creativity by describing invented characters through avatars.

Present your story characters using [Voki](#), and plot using [ChatGpt](#) corrections (group work).

- Each group add a page for your task.

### Characters



### Plot

#### Short Story Plot Example

Title: *The Secret of the Blue Forest*

#### Plot:

Three teenagers – Luna, Nico, and Sara – find a mysterious map hidden inside an old library book. The map leads them to a magical forest near their town. In the forest, strange things happen: animals talk, and time moves differently.

**GROUP #** \_\_

*Characters*

*Plot*

## Task 2: Chapter 1 – The Beginning



**OBJECTIVE:** To plan and write a story introduction using AI as writing support.

Write the first chapter of your story with support from [ChatGPT](#).



### Tips to Start Chapter 1

1. **Introduce your main character(s):**  
Tell the reader who the story is about.  
👉 *Example: "Luna was a curious girl who loved books"*

2. **Describe the setting:**  
Where and when does the story happen?

👉 *"She lived in a quiet town near a forest."*



3. **Show something unusual or interesting:**  
Create a small mystery or surprise to catch the reader's attention.

👉 *"One day, Luna found a strange glowing key inside an old book."*

4. **Use action or dialogue to begin:**  
Start with movement or a conversation to make it more dynamic.

👉 *"Hurry up!" shouted Nico. "We have to check out what's in the attic!"*



### Bonus Tip:

You can use [ChatGPT](#) to:

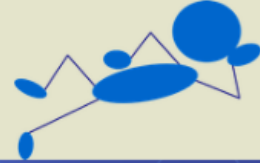
- Get ideas for the setting or first sentence
- Ask for help correcting grammar
- Expand a sentence with more details

### Task 3: Chapter 2 – The Problem

**OBJECTIVE:** To co-write creatively and practice digital collaboration in English.

Collaborate in groups to write the second chapter using Google Docs.

- In a table each student add by voice ideas for the chapter 2 using a shared document
- Join the ideas and use [ChatGPT](#) for improving the text.
- Build the chapter 2 in [Voki](#) and share with the class.



#### 🗣️ Speaking Task – Share Your Story Summary!

Use [Vocaroo](#) to record a 1-minute audio where you explain what your story is about.

What to include in your summary?

- The title of your story
- The main characters
- The setting (place and time)
- The main idea or problem

Then copy the link and share it with your teacher or class group



## Task 4: Chapter 3 – The Ending

**OBJECTIVE:** To complete the story and visualize it using digital storytelling tools.

### TIPS FOR ENDING WRITING

- ✓ **Solve the problem clearly**  
Your story must have a proper ending. If you're not sure how to close it, ask [ChatGPT](#) for ideas.  
*"Can you help me finish my story? The problem is..."*
- ✓ **Show what the characters learned**
- ✓ **Keep the same tone**  
If your story is funny, magical, or serious.
- ✓ **Improve your writing with Magic Text ([Canva](#))**  
Paste your final chapter into Canva's Magic Text and select "Improve Writing" to fix grammar and style.
- ✓ **Check grammar & clarity**  
Ask [ChatGPT](#) to proofread your chapter or suggest better vocabulary.

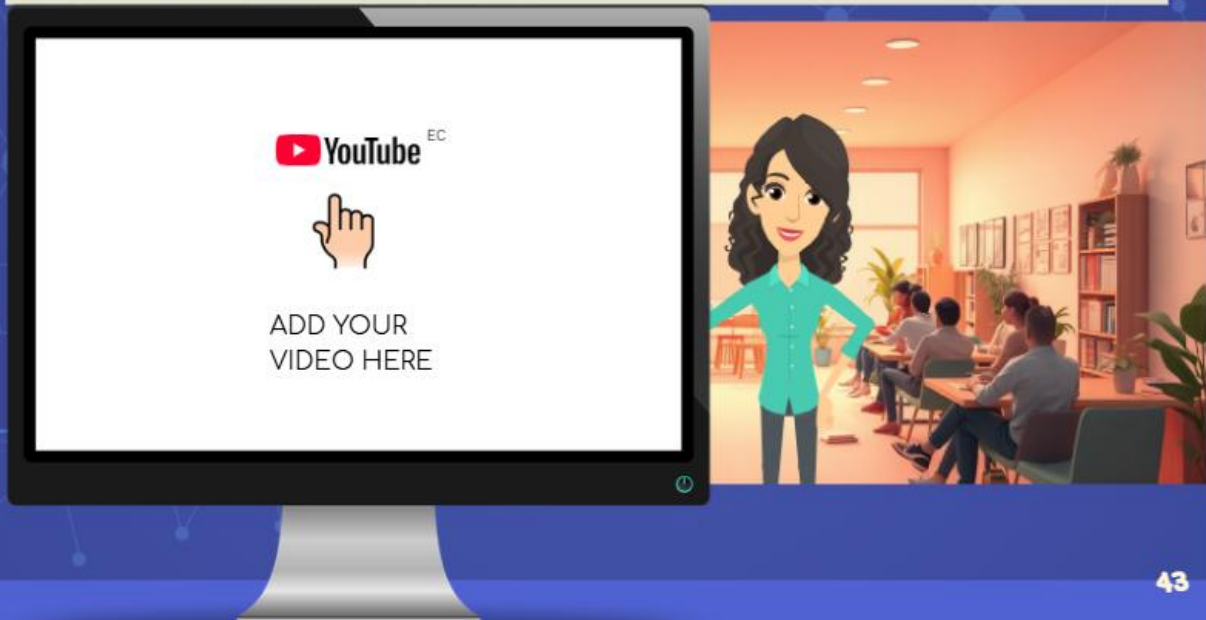


Now write the final chapter and create an illustrated summary using [Canva](#).  
(Don't forget to apply "Magic text" for improving your writing).

### Task 5: AI Reflection Video

**OBJECTIVE:** To reflect on personal learning and progress using AI throughout the year.

Use [ANIMAKER](#) to record a short video reflection with your voice: "My Year with AI in English." Then convert in [Youtube](#) and share.





#### 4.5. Access link

<https://app.bookcreator.com/l/-OQAG8RcXkO-j0ldw0zy?c=ZYLDK67>

#### 4.6. Impacts

In this proposal the linguistic, academic and affective impact will be analyzed, according to the following numerical values.

**Table 1**

*Numerical impact levels*

-3	<i>High negative impact</i>
-2	<i>Medium negative impact</i>
-1	<i>Low negative impact</i>

0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from Posso (2013)

The formula to gather the final result is:

$$\text{IL (Impact level)} = \frac{\sum \text{Indicators}}{\text{Number of items}} = \text{xx}$$

#### 4.6.1. Linguistic Impact

**Table 2**

*Linguistic Impact Indicators*

		<i>IMPACT LEVELS</i>						
		<i>-3</i>	<i>-2</i>	<i>-1</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>1</i>	Applying discourse markers to organize writing in formal and informal contexts						<i>x</i>	
<i>2</i>	Using a wide range of vocabulary appropriately in writing and speaking tasks using AI tools.							<i>x</i>
<i>3</i>	Producing coherent paragraphs on topics involving AI-assisted language learning.							<i>x</i>
<i>4</i>	Delivering effective oral presentations on different subjects, with appropriate speech						<i>x</i>	
<i>5</i>	Engaging spoken interactions using AI tools, demonstrating fluency						<i>x</i>	
<i>6</i>	Improving pronunciation through guided AI feedback.							<i>x</i>
	<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>9</b>

*Author. Mónica Martínez de la Vega*

$$\text{Linguistic Impact} = \frac{\quad}{6} = 2.5 / 3$$

**4.5.1.1 Analysis.** The analysis of linguistic impact, which falls between levels 2 and 3, allows for a projected positive effect regarding the competencies expected to be developed through the use of the proposed material. It anticipates satisfactory levels in key areas, supported by the integration of AI-powered tools designed to provide guided, personalized, and adaptive practice.

#### 4.6.2. Academic Impact

**Table 3**

*Academic Impact Indicators*

		<i>IMPACT LEVELS</i>						
		<i>-3</i>	<i>-2</i>	<i>-1</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>1</i>	Developing a study plan using AI tool, demonstrating basic autonomy in educational contexts.							<b>x</b>
<i>2</i>	Describing places, daily routines, and personal experiences in oral or written form.							<b>x</b>
<i>3</i>	Create short, coherent narratives in written or multimodal formats, with logical structured ideas.							<b>x</b>
<i>4</i>	Express opinions on social and technological topics using a variety of digital platforms to support their viewpoints.							<b>x</b>
<i>5</i>	Engage in collaborative interactions (feedback, debates, and interviews), showing comprehension and appropriate responses in tech environments.					<b>x</b>		
<i>6</i>	Integrate various communicative formats (text, audio, video, and image) in final projects.							<b>x</b>
	<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>		<b>15</b>

*Author. Mónica Martínez de la Vega*

$$\text{Academic Impact} = \frac{\quad}{6} = 2.666 / 3$$

**4.5.2.1. Analysis.** The projected academic impact of the proposed AI-integrated workshop book is high, with an average score of 2.66 out of 3. Most of the indices maxed out, suggesting that there is a good potential to generate its key competencies: learner autonomy, creative production, and digital communication. Collaborative interaction scored a little less but still represents a positive signal. Overall, the material is expected to meaningfully support academic development through engaging and technologically based tasks guided by CEFR objectives.

#### 4.6.3. *Affective Impact*

**Table 4**

*Affective Impact Indicators*

		<i>IMPACT LEVELS</i>						
		<i>-3</i>	<i>-2</i>	<i>-1</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>1</i>	Show increased motivation to learn English.						<i>x</i>	
<i>2</i>	Confidence when expressing personal ideas.						<i>x</i>	
<i>3</i>	Expressing pride and emotional connection when talking about their identity and culture in English.					<i>x</i>		
<i>4</i>	Positive attitude toward collaborative learning when interacting with peers.							<i>x</i>
<i>5</i>	Reduced anxiety and greater willingness to communicate through guided AI support.							<i>x</i>
<i>6</i>	Showing sustained interest and engagement throughout the learning process							<i>x</i>
	<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>4</b>	<b>9</b>

*Author. Mónica Martínez de la Vega*

$$\text{Academic Impact} = \frac{\quad}{6} = 2.33 / 3$$

**4.5.3.1. Analysis.** With an average score of 2.33 out of 3, the AI-supported workshop book is projected to have a moderately positive effect on students' motivation, confidence, and attitudes toward learning English. While most tasks foster collaboration, emotional bonding, and anxiety reduction, some units may need further development to enable participation from all learners. Overall, the material could sustain interest and promote willingness to communicate.

## Conclusions

- Communicating is a productive skill. The theoretical framework agreed that the production of language improves when learners engage in communicative tasks based on situations derived from life because such activities will promote relevance and learner engagement in the English class.
- The proposal was supported by theories of motivation and learner autonomy, showing that AI tools encourage active participation and self-directed learning when combined with clear language goals and interactive resources.
- The instructional design was based upon task-based principles and CEFR descriptors, and the structure affirmed a coherent progression of authentic tasks, with each unit targeting specific communicative skills.
- The mixed-methods approach gave deeper insight into the effects of the project by gathering quantitative scores and student feedback, thus corroborating the effects AI-enriched tasks have on language development and learner perception.
- The data collected showed that most students could plan their own studies using Notion AI, demonstrating higher levels of independence and awareness in planning their English learning schedules.
- Through AI-facilitated tasks, the learners enhanced their writing and speaking abilities, especially in vocabulary, sentence structure, and coherence, culminating in productive skill enhancement.

- These proposals had emotional implications because they motivated students, boosted their creativity, and their confidence with tasks that blended personal expression with a digital tool.
- The workshop indeed highlighted that creative digitalization in education ensues from the flexible, editable, and interactive nature of Book Creator, and it helped teachers or students to interact with the content dynamically. Students and teachers could adapt materials in line with their classroom house setting to encourage active student participation.
- While an overwhelming majority of students had shown a good disposition towards these ultramodern AI tools and digital platforms during the pilot, yet a relatively small group stayed tricked into being underenthusiastic towards such tools, meaning there are still a few not motivated by technology. Some students, taking advantage of the technology, would simply use AI to complete a task rather than engaging in any meaningful language production.
- Other characteristics, like a lack of internet connectivity at home, maintained the full impact of the workshop as some students could not participate or practice outside of class, thus limiting the higher possibility that the digital resources engaged would impact them.

### **Recommendations**

- **It is recommended to continue developing communicative tasks that connect English learning to learners' real objectives and passions in an effort to improve engagement and meaningful use of language.**
- **Teachers need to integrate AI tools into language instruction in a scaffolded way, resulting in learner autonomy and agency through tailored virtual environments.**
- **Ahead, materials need to keep being aligned with CEFR descriptors and "can do" statements so that each task directly contributes toward a specific language outcome.**
- **Researchers are encouraged to apply mixed-methods approaches in similar investigations in order to gain a deeper and broader insight into the pedagogical impact of new proposals.**
- **Educational institutions need to encourage the use of planning instruments like Notion AI so that students can take charge of their learning process through systematic self-control.**
- **One should still promote interactive and innovative AI-aided language exercises because they prove highly useful in improving students' writing and speaking fluency and accuracy.**

- **Language courses should include other affective elements—such as student voice, creativity, and technology-enabled personalization—to boost learners' motivation and confidence.**
- **Future learning content should be taken up with editable and interactive areas that support co-creation, allowing learners and educators to edit content together as they require.**
- **Instructors should give instructions to students on how to responsibly and effectively utilize AI tools, with clear instructions and reflective tasks to foster authentic language production rather than technology-based passivity.**
- **Institutions of education should aim to provide equitable access to digital technology and internet facilities so that all students can benefit from the benefits of advanced learning techniques, both in and out of the classroom.**

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## Annexes

### Annex 1. Surveys and Interviews

**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**INTERVIEW FORMAT FOR HIGH AUTHORITIES AT ESCUELA PARTICULAR**  
**“NUESTRA SEÑORA DEL CISNE”**

**Objetivo:** Establecer el impacto de la IA en la motivación para el desarrollo de las habilidades de producción de la lengua extranjera entre los estudiantes de la Unidad Educativa Nuestra Señora del Cisne in Quito.

Esta encuesta busca recoger su valiosa opinión sobre cómo las IA's influyen en la motivación de los estudiantes y en el desarrollo de sus habilidades productivas (hablar y escribir). Su colaboración será fundamental para conocer los beneficios y desafíos asociados con el uso de IA en el aula, así como para guiar posibles mejoras en la implementación de estas herramientas. Agradecemos de antemano su tiempo y disposición para compartir su experiencia y perspectiva.

1. ¿Cuál ha sido su experiencia como rector / vicerrector y su conocimiento sobre el uso de la Inteligencia Artificial en la educación?
2. ¿La institución ha comenzado a integrar herramientas basadas en IA para la enseñanza de lenguas extranjeras? Si es así, ¿qué tipo de herramientas se están utilizando actualmente?
3. En su opinión, ¿cuáles son los principales beneficios que puede ofrecer la IA en el proceso de aprendizaje de una segunda lengua? ¿Hay algo que se destaque particularmente?
4. Por otro lado, ¿ha enfrentado algún desafío o dificultad en la implementación de la IA en el aula? Si es así, ¿cómo ha manejado la institución esos problemas?

5. ¿Cree que el uso de IA en el aprendizaje de idiomas ayuda a personalizar el proceso educativo para los estudiantes?
6. ¿Ha notado que los estudiantes prefieren trabajar con herramientas de IA en lugar de los métodos tradicionales, o existe alguna combinación de ambos que parece ser más efectiva?
7. ¿Cree que los maestros reciben la suficiente formación o apoyo para utilizar estas herramientas y motivar a los estudiantes?
8. Desde su perspectiva, ¿cuál considera que es el factor más importante para motivar a los estudiantes a seguir aprendiendo un idioma a través de la IA?
9. Finalmente, ¿cuál considera que debería ser el siguiente paso para mejorar el uso de la IA en el aprendizaje de lenguas extranjeras en su institución?
10. ¿Hay algún otro aspecto relacionado con el uso de IA en la enseñanza que le gustaría compartir o que considere relevante para esta investigación?

**GRACIAS POR SU COOPERACIÓN**

**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem.  
 De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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.....

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD  
 EDUCATIVA NUESTRA SEÑORA DEL CISNE**

**Objective.** Establish the impact of AI on L2 motivation in the development of productive skills among high school students at Unidad Educativa Nuestra Señora del Cisne in Quito.

Thank you for participating in this interview. According to this research objective your expertise as the English Area Coordinator will provide valuable insights into this process.

1. **Can you describe how AI tools are currently being used in the English department to support language learning?**
2. **How do you think AI tools have influenced student motivation to learn English, particularly in terms of speaking and writing?**
3. **Have you noticed any improvements in students' productive skills (speaking and writing) since incorporating AI tools? Could you give some examples?**
4. **What specific benefits do you think AI offers in helping students develop their speaking and writing skills?**
5. **In your experience, how do students respond to AI-based learning tools compared to traditional methods of language learning?**
6. **What challenges have you faced in implementing AI tools in the English curriculum? How have you addressed these challenges?**
7. **Do you believe that AI can fully replace traditional methods of language instruction, or is there a need for a balance between the two? Why?**
8. **Looking forward, what improvements or additions would you suggest to better integrate AI into language teaching at the school?**

**THANK YOU FOR YOUR COOPERATION**

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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem.  
 De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Todas las preguntas a mi manera de ver están bien solo que me queda una inquietud, ¿se tiene conocimiento que en la Institución se está utilizando IA en el aprendizaje del idioma inglés? que de ser posible yo sugeriría que se añada una pregunta en donde se enfoque en eso, porque todas las preguntas están indicando que existe el uso de IA. Porque en las preguntas a la autoridad recién se le está investigando si es que la Institución va a implementar IA en el proceso de enseñanza del idioma Inglés



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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA**  
**NUESTRA SEÑORA DEL CISNE**

**Objective.** Establish the impact of AI on L2 motivation in the development of productive skills among high school students at Unidad Educativa Nuestra Señora del Cisne in Quito.

Estimado docente para contestar, lea con atención las preguntas planteadas y luego marque la respuesta que mejor refleje su criterio, procure ser objetivo/a en sus apreciaciones.

1¿Cree usted que la utilización de IA ayuda a mejorar el proceso enseñanza- aprendizaje de los estudiantes?

Mucho                  Poco                  Nada

2¿Sabe usted que es un material didáctico virtual?

Sí                          No

3¿En calidad de maestro responsable le gustaría a usted impartir sus clases usando IA?

Sí                          No

4¿Con qué frecuencia desearía enseñar la escritura del idioma Inglés mediante materiales didácticos virtuales?

Nunca                  A Veces                  Casi Siempre                  Siempre

5¿Piensa usted que le motivaría al estudiante aprender a escribir y hablar en el idioma Inglés si usted utiliza actividades en IA para el efecto?

Mucho                  Poco                  Nada

6¿Qué dispositivos considera usted más efectivo para la enseñanza de la producción del idioma Inglés?

Pizarra Virtual Proyector TV Ninguno

7¿Cree usted que el tipo de material didáctico que ha venido utilizando ha desarrollado las destrezas de producción del idioma Inglés en sus estudiantes?

Mucho                  Poco                  Nada

8¿Considera usted que las IA's son importantes para lograr que se efectivice el proceso enseñanza-

aprendizaje de la producción del idioma Inglés y su habilidad en los estudiantes?

Sí          No          Tal Vez

9¿Piensa usted que se elevaría a un nivel superior la habilidad de los estudiantes en referencia a la producción del idioma Inglés si utiliza una enseñanza activa basada en IA?

Sí          No

GRACIAS POR SU COOPERACIÓN



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem.  
 De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....

.....



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE SEGUNDO Y  
 TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA NUESTRA  
 SEÑORA DEL CISNE**

**Objetivo:** Establecer el impacto de la IA en la motivación para el desarrollo de las habilidades de producción de la lengua extranjera entre los estudiantes de la Unidad Educativa Nuestra Señora del Cisne in Quito.

Estimado/a estudiante,

Estamos realizando una investigación sobre el impacto de las herramientas de Inteligencia Artificial (IA) en el aprendizaje del inglés, específicamente en el desarrollo de las habilidades de hablar y escribir. Tu opinión es muy importante para comprender cómo estas herramientas afectan tu motivación y tu rendimiento en las clases de inglés. Agradecemos mucho tu tiempo y participación.

Esta encuesta es anónima y confidencial.

INSTRUCCIONES:

\*Subraye la respuesta correcta

**ENCUESTA**

1. ¿Piensa usted que el uso de la tecnología le facilitará el desarrollo del aprendizaje en la escritura y la comunicación oral del idioma Inglés?

Sí No

2. ¿Considera importante la utilización de IA para mejorar su proceso de aprendizaje del idioma Inglés?

Mucho Poco Nada

3. ¿Conoce usted que es el material didáctico virtual?

Sí No

4. ¿Qué tipo de material utiliza su maestro del idioma Inglés a la hora de impartir sus clases?

Tradicional Virtual

5. ¿En calidad de estudiante le gustaría aprender la escritura del idioma Inglés usando IA?

Mucho Poco Nada

6. ¿Le motivaría a usted aprender el idioma Inglés mediante juegos interactivos?

Mucho Poco Nada

7. ¿Mediante qué medios tecnológicos cree usted que le ayudaría a aprender a escribir y hablar de forma correcta el idioma Inglés?

Proyector Pizarra Virtual Televisión Ninguna

8. ¿El tipo de material didáctico que utiliza su maestro del idioma Inglés le ayuda a hablar y escribir correctamente?

Sí No

9. ¿Considera usted que su destreza en hablar y escribir en el idioma Inglés mejoraría si su maestro le enseñará de forma activa basada en IA?

Mucho Poco Nada

10. ¿Con que frecuencia le gustaría que su maestro aplique IA para mejorar su habilidad de hablar y escribir en el idioma Inglés?

Nunca A veces Casi Siempre Siempre

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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUANTITATIVO</b>				
<b>CRITERIOS DE EVALUACIÓN</b>				<b>OBSERVACIONES</b>
<b>Ítem</b>	<b>Dejar</b>	<b>Modificar</b>	<b>Eliminar</b>	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



Firma del Evaluador

C.C.: 0400937496

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<b>Fecha de envío para la evaluación del experto:</b>	28/02/2025
<b>Fecha de revisión del experto:</b>	03/04/25

Annex 2. Interview to Msc Miguel Núñez – Director UENSC



o

Annex 3. Interview to Area Coordinator



## Annex 4. Survey application to English teachers



## Annex 5. Survey applied to students by forms

Copia de UTN / FECYT (respuestas) ☆ 📄 🌐

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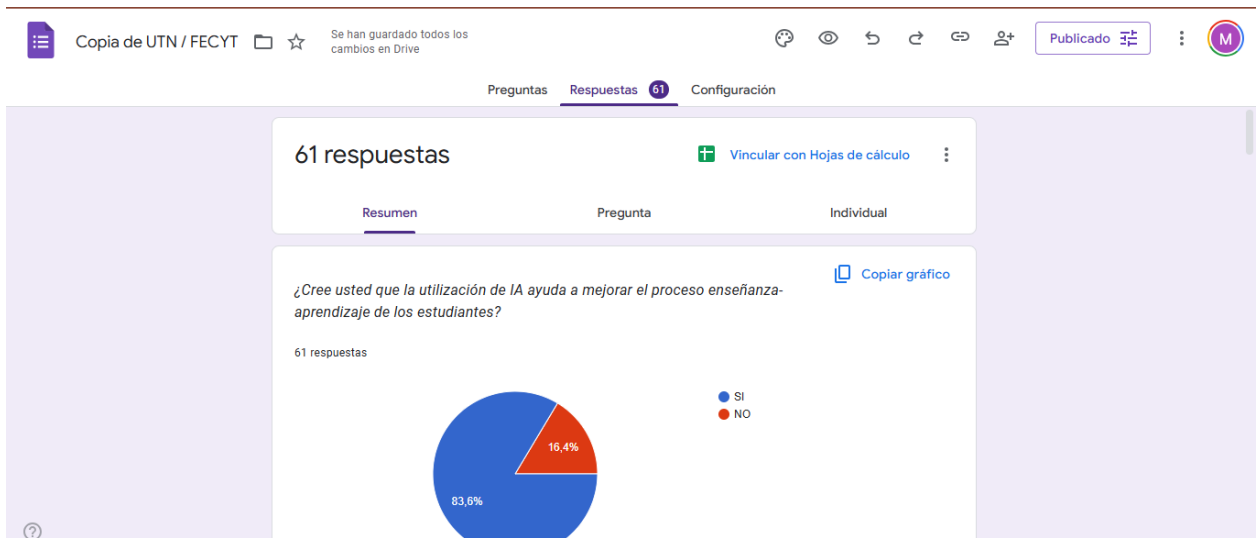
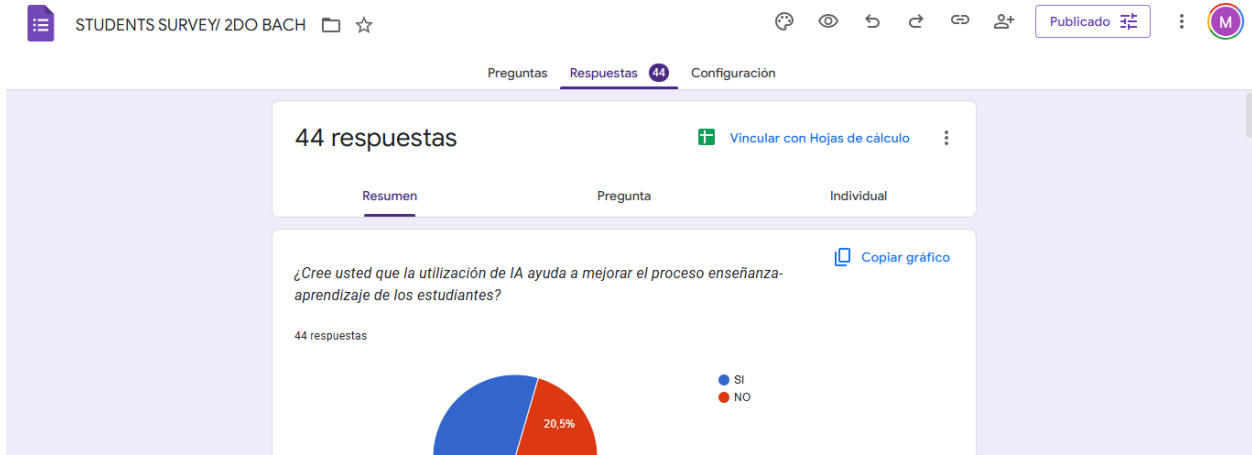
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A1 Marca temporal

	A	B	C	D	E
	Form_Respuestas				
1	Marca temporal	¿Cree usted que la utilización de IA ayuda a n	¿Considera importante la utilización de IA pa	¿Conoce usted que es el material didáctico v	¿Qué tipo de material utiliza su maestro d
2	9/05/2025 8:25:33	SI	POCO	SI	VIRTUAL
3	9/05/2025 8:29:05	SI	MUCHO	SI	VIRTUAL
4	9/05/2025 8:30:26	SI	POCO	SI	VIRTUAL
5	9/05/2025 8:48:11	NO	POCO	SI	TRADICIONAL
6	9/05/2025 8:54:51	NO	NADA	SI	VIRTUAL
7	9/05/2025 9:02:29	SI	MUCHO	SI	TRADICIONAL
8	9/05/2025 9:04:08	SI	POCO	SI	TRADICIONAL
9	9/05/2025 10:46:44	SI	MUCHO	SI	TRADICIONAL

[https://accounts.google.com/SignOutOptions?hl=es&continue=https://docs.google.com/spreadsheets/d/1U6S10xh7vYpYdSI0mCkkoxb5Xl8QM2kEfmTE/edit#31Eresource%26res%3Dforms\\_web\\_h%26res%3Dinitiallink&res=GBBAmyd](https://accounts.google.com/SignOutOptions?hl=es&continue=https://docs.google.com/spreadsheets/d/1U6S10xh7vYpYdSI0mCkkoxb5Xl8QM2kEfmTE/edit#31Eresource%26res%3Dforms_web_h%26res%3Dinitiallink&res=GBBAmyd)



STUDENTS SURVEY/ 2DO BACH (respuestas)

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A1	A	B	C	D	E
1	Form_Responses	¿Cree usted que la utilización de IA ayuda a n	¿Considera importante la utilización de IA pa	¿Conoce usted que es el material didáctico v	¿Qué tipo de material utiliza su maestro d
2	9/05/2025 8:17:20	SI	POCO	SI	VIRTUAL
3	9/05/2025 8:17:47	SI	NADA	SI	VIRTUAL
4	9/05/2025 8:18:03	SI	MUCHO	SI	TRADICIONAL
5	9/05/2025 8:18:31	SI	POCO	NO	TRADICIONAL
6	9/05/2025 8:18:39	SI	MUCHO	SI	TRADICIONAL
7	9/05/2025 8:18:47	SI	POCO	SI	TRADICIONAL
8	9/05/2025 8:18:52	SI	MUCHO	SI	VIRTUAL
9	9/05/2025 8:18:57	SI	POCO	SI	VIRTUAL

Respuestas de formulario 1

## Annex 6 Proposal Socialization

**Task 3: Share & React**  
Share your plan on Padlet and give feedback to classmates.

**Objective:** To practice reading and writing skills in a collaborative and reflective environment.

**Step 1: Go to Padlet**

- Open [www.padlet.com](http://www.padlet.com) and log in (use your school email) or create a free account.
- Join the Class Wall!  
<https://padlet.com/menicozevile1/mv-plan-for-learning-with-ia-84bnrt8n5a6m3>

**Step 2: Share your plan**

- Choose 2 classmates' posts.
- Write a kind, helpful comment in English.  
Example: "Your plan looks great! I like how you focus on speaking."

**Step 3: Comment on Two Posts**

- Paste your Notion AI link and add a short title.
- Write a small description:  
"This is my personal English learning plan for this year!"
- Personalize your post (color, picture, etc)

**USEFUL PHRASES**

- "I like how you..."
- "This is very organized!"
- "Great idea to use..."
- "Maybe you could also try..."
- "I think your plan will help you a lot!"

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