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"AI- based chatbots for spoken interaction in 6th and 7th years of E.G.B at U.E Miguel Ángel Zambrano**"**

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AUTOR:

Estefania Noemi Rosero Santana

DIRECTOR:

MSc. Marcia Lucia Mantilla Guerra

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APELLIDOS Y NOMBRES:	Rosero Santana Estefania Noemi

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EL AUTOR:

Estefania Noemi Rosero Santana

CERTIFICACIÓN DEL DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Marcia Mantilla

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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C.C.: 1711539690

DEDICATION

I dedicate my thesis from the bottom of my heart to my sons, Austin and Martin. Their love and my desire for them to see their mother become a professional motivates me every day. Just seeing them was enough to keep me going and not give up.

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I would like to express my deepest gratitude to all the people who made this work possible.

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RESUMEN

La presente investigación analiza la efectividad del uso de chatbots basados en inteligencia artificial como herramienta pedagógica para fortalecer la interacción oral en inglés en estudiantes de sexto y séptimo año de Educación General Básica de la Unidad Educativa "Miguel Ángel Zambrano", durante el período académico 2025–2026. El estudio surge a partir de la limitada carga horaria destinada a la asignatura de inglés (dos horas semanales), lo cual restringe significativamente las oportunidades de práctica comunicativa y el desarrollo de la competencia oral en los estudiantes. El objetivo general fue analizar el impacto del uso de chatbots en la mejora de la interacción oral en inglés, considerando aspectos como fluidez, pronunciación, vocabulario y confianza al comunicarse. Para ello, se empleó un enfoque metodológico mixto que combinó técnicas cuantitativas y cualitativas. Se aplicó un diseño cuasi-experimental con pretest y postest a un grupo de estudiantes, complementado con encuestas, observación directa y una entrevista semiestructurada dirigida a la docente de inglés. La población estuvo conformada por 184 estudiantes, de los cuales se seleccionó una muestra de 125 participantes mediante fórmula de población finita. Los resultados evidenciaron que un alto porcentaje de estudiantes reconoce la importancia del inglés para su futuro académico y profesional; sin embargo, también manifiestan dificultades al comunicarse oralmente en el aula, principalmente relacionadas con inseguridad, limitada fluidez y escaso vocabulario. Asimismo, se observó una actitud favorable hacia el uso de herramientas tecnológicas como los chatbots para practicar el idioma. Tras la implementación de sesiones estructuradas con chatbots, se identificaron mejoras en la participación oral, mayor disposición para comunicarse en inglés y un incremento en la confianza de los estudiantes. Los hallazgos sugieren que los chatbots pueden constituirse en una estrategia complementaria eficaz para ampliar las oportunidades de práctica

fuera del tiempo limitado de clase, promoviendo un aprendizaje más dinámico, autónomo y motivador. Se concluye que la integración pedagógica de chatbots basados en inteligencia artificial puede contribuir significativamente al desarrollo de la interacción oral en contextos educativos con recursos limitados, siempre que su uso esté orientado por criterios didácticos claros y bajo la supervisión del docente. Esta investigación aporta evidencia relevante para la incorporación responsable de tecnologías emergentes en la enseñanza del inglés como lengua extranjera en el nivel básico.

Palabras clave: inteligencia artificial, chatbots, interacción oral, enseñanza del inglés, competencia oral, tecnología educativa, aprendizaje autónomo, educación básica.

ABSTRACT

This research analyzes the effectiveness of artificial intelligence–based chatbots as a pedagogical tool to strengthen oral interaction in English among sixth- and seventh-grade students of Basic General Education at "Miguel Ángel Zambrano" Educational Unit during the 2025–2026 academic period. The study arises from the limited number of hours allocated to the English subject (two hours per week), which significantly restricts opportunities for communicative practice and the development of students' oral competence. The general objective was to analyze the impact of chatbot use on the improvement of oral interaction in English, considering aspects such as fluency, pronunciation, vocabulary, and communicative confidence. To achieve this, a mixed-methodological approach was employed, combining quantitative and qualitative techniques. A quasi-experimental design with pre-test and post-test was applied to a group of students, complemented by surveys, direct observation, and a semi-structured interview conducted with the English teacher. The population consisted of 184 students, from which a sample of 125 participants was selected using a finite population formula. The results showed that a high percentage of students recognize the importance of English for their academic and professional future; however, they also experience difficulties when communicating orally in the classroom, mainly related to insecurity, limited fluency, and restricted vocabulary. Additionally, a favorable attitude toward the use of technological tools such as chatbots for language practice was observed. After the implementation of structured sessions with chatbots, improvements were identified in oral participation, greater willingness to communicate in English, and increased student confidence. The findings suggest that chatbots

can serve as an effective complementary strategy to expand practice opportunities beyond limited class time, promoting more dynamic, autonomous, and motivating learning.

It is concluded that the pedagogical integration of artificial intelligence–based chatbots can significantly contribute to the development of oral interaction in educational contexts with limited resources, provided that their use is guided by clear didactic criteria and supervised by the teacher. This research provides relevant evidence for the responsible incorporation of emerging technologies in the teaching of English as a foreign language at the basic education level.

Keywords: artificial intelligence, chatbots, oral interaction, English language teaching, oral competence, educational technology, self-directed learning, basic education.

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INTRODUCTION

Topic: AI-based chatbots for spoken interaction in 3rd and 4th years in E.G.B at U.E Miguel Ángel Zambrano.

Problem

Problem description

In Ecuador's educational system, learning English in public schools faces several obstacles, especially in developing speaking skills. The "U. E Miguel Ángel Zambrano," which is in an area with limited access to technology, clearly shows this situation. At this school, students in the 6th and 7th years of Basic General Education (E.G.B.) have 2 hours of English classes each week, which greatly reduces their chances to practice speaking and engage in real communication using the language.

Because of this, students struggle to build their interaction skills in the English language, mainly in speaking skills. The low exposure to the language, the absence of interactive tools, and the focus on traditional teaching methods slow down students' language development and make it harder for them to stay motivated to learn. In this context, the use of modern tools like AI-based chatbots appears to be a hopeful option for encouraging spoken interaction in a way that is personal, easy to access, and independent.

Still, these kinds of technologies are not widely used yet in public schools, and their use and success need to be studied in more detail, taking into account the school environment, students' level of language and thinking development, and the resources that are available.

Delimitation of the problem

This research will focus specifically on students in the 6th and 7th years of Basic General Education at the public school "*U.E Miguel Ángel Zambrano"*, during the academic year 2025–2026. The study will examine how the use of artificial intelligence-based chatbots

influences students' spoken interaction in English, considering the current school schedule and the technological tools available at the institution.

Other language skills, such as reading, listening, and writing comprehension, will not be part of this study, nor will other educational levels outside the ones mentioned be taken into account. In addition, the research will not explore the technical development of the chatbots themselves, but rather their educational use and the impact they have on students' oral communication in English.

Problem formulation

How does the use of AI-based chatbots affect English-speaking interaction in 6th and 7th-year Basic General Education students at the public school "*U.E Miguel Ángel Zambrano"*, considering the 2 class hours per week and the available technology during the 2025–2026 school year?

Justification

The current demands of English language learning, especially in oral interaction, require innovative approaches that effectively complement traditional classroom instruction. In Ecuador, particularly in public institutions such as the "Unidad Educativa Miguel Angel Zambrano", students in the sixth and seventh year of General Basic Education (E.G.B.) receive a total of two hours of English classes per week, which significantly restricts the opportunities to practice oral skills, taking into account that also outside the classroom, access to the English language is limited. According to British (2020), for a student to progress from one level to another, between 120 and 200 hours of formal instruction are required, and a minimum of 3 to 5 hours per week is recommended to achieve significant progress in young students. This situation hinders the development of communicative competence in English, a crucial skill in today's globalized world.

In this context, the integration of AI-based chatbots presents a promising, accessible, and cost-effective technological tool. These virtual agents, equipped with artificial intelligence, can simulate authentic conversational scenarios, offering students immediate, individualized, and unbiased practice. Unlike traditional methods, which rely heavily on teacher-student interactions in time-constrained environments, chatbots offer flexible, repetitive, and engaging practice opportunities outside of regular class time, which may increase learners' exposure to and confidence in spoken English.

This research is relevant not only because it explores a contemporary and scalable solution to a well-known educational challenge, but also because it directly addresses the specific reality of public schools in Ecuador, where access to native English speakers, practice time, and advanced educational resources is often restricted. By analyzing the effectiveness of AI chatbots in improving oral interaction, this study aims to provide practical insights for teachers and curriculum designers, particularly in the context of early EFL (English as a Foreign Language).

In addition, this research aligns with current technology tools that may become an important lynchpin in personalized learning and the integration of technology to foster new language acquisition. The results will provide evidence of how these tools can be strategically applied in public schools with limited access to native speaker environments or adequate time for proper English language immersion. This breakthrough could guide future educational policies and investments.

In summary, this study is based on an evident educational need, on the limitations of the current school context, and on taking advantage of the potential offered by chatbots based on artificial intelligence. Their contributions can not only strengthen the development of oral interaction in English but also promote more inclusive, dynamic, and effective learning environments. In this way, the research aims to generate a positive and sustainable impact on

the teaching of English at the basic level, both in the “Unidad Educativa Miguel Ángel Zambrano”.

Background

Artificial Intelligence.

There are several factors in which artificial intelligence can positively influence performance within the learning process. According to Acosta (2025) in his thesis, the purpose of that study was to suggest that teachers use ChatGPT as a resource to stimulate creativity and streamline planning in the teaching of Natural Sciences at “Unidad Educativa Jacinto Collahuazo”. The research was conducted using a mixed-method approach, using surveys that allowed us to identify teachers' level of knowledge, perception, and willingness to use this tool. It was concluded that this tool not only contributes to the development of creativity in the classroom but also allows for more efficient management of teachers' time.

On the other hand, Suntaxi (2024) focuses his study on analyzing how artificial intelligence (AI) influences the academic performance of third-year high school students in Ecuador. To this end, a study was conducted with a group of students, using a data collection instrument that allowed us to identify the percentage of students who use AI-based tools and their frequency. The study concludes that artificial intelligence has the potential to significantly improve student performance, while highlighting the importance of responsible and conscious use of these technologies.

Spoken interaction

In the field of oral interaction, Lemus (2025) conducted research focused on the implementation of innovative strategies and technological tools to strengthen oral skills in the English language in eighth-year students of Basic General Education. Among the main

results, a positive effect of the use of Information and Communication Technologies (ICT) in the educational process is evident. Likewise, it is highlighted that the flipped classroom methodology represents an effective option to enhance the teaching of English as a foreign language, especially regarding communicative skills. Similarly, Morocho (2024) proposed that the purpose of his study was to analyze how conversational artificial intelligence can influence the improvement of students' oral expression. This bibliographic-documentary work was based on the compilation of recent studies through academic platforms such as Google Scholar and ResearchGate. The findings led to the conclusion that chatbots are valuable tools that provide students with real-world speaking practice opportunities and can serve as complementary resources for teachers in the English language teaching and learning process.

Chatbots

Chatbots are computer programs designed to simulate conversations with humans, specifically to support learning. Therefore, the study by Gonzabay (2024) is relevant, as it analyzes in detail their use as a tool for personalized teaching, aiming to strengthen English reading skills. The research focuses on the implementation of teaching guides for English teachers. To this end, a mixed-method approach was used, combining surveys and interviews to obtain information from both students and teachers. The findings reveal that chatbots can significantly contribute to individualized learning, making the reading process more dynamic and efficient.

Objectives

General Objective

To analyze the effectiveness of the use of chatbots based on artificial intelligence as a tool to improve oral interaction in English in the 6th and 7th years in E.G.B at “Unidad Educativa Miguel Angel Zambrano”.

Specific objectives

To identify the current level of oral interaction skills in English among 6th and 7th-year E.G.B. students at "Unidad Educativa Miguel Ángel Zambrano".

To implement AI-based chatbot sessions designed to promote oral interaction in English through structured communicative tasks.

To evaluate the impact of chatbot use on students' oral interaction by comparing pre- and post-intervention performance and gathering student and teacher feedback.

Materials and methods

This research proposal is developed under a mixed-methods approach, as it integrates both quantitative and qualitative techniques with the aim of comprehensively analyzing the influence of artificial intelligence–based chatbots on oral English interaction among sixth- and seventh-grade students of Educación General Básica at Unidad Educativa Miguel Ángel Zambrano. From the quantitative perspective, a survey was administered to students to gather information about their perceptions, experiences, and level of familiarity with the use of technological tools in English language learning. The instrument was designed using short questions and age-appropriate language for the participants, who were between 10 and 11 years old, allowing the collection of measurable data suitable for statistical analysis. The survey was distributed through the Google Forms platform and completed by 126 students; a number considered representative of the total population. In parallel, the qualitative approach made it possible to explore aspects that cannot be fully captured through numerical data alone, thus providing a broader understanding of the pedagogical impact of the implemented technological tool.

Regarding the research design, a quasi-experimental approach was adopted to assess changes in students' oral English interaction before and after the implementation of the chatbots, without disrupting the natural dynamics of the school environment. This design is appropriate for a real educational context in which full control of variables and random

assignment of participants are not feasible. Additionally, the deductive method was employed, drawing on previously established theoretical foundations of artificial intelligence in language teaching and contrasting them with the results obtained in the specific context of the study. As complementary techniques, direct observation was conducted using a structured observation guide that allowed the recording of behaviors, levels of oral participation, and attitudes toward technology during classroom activities.

Furthermore, a semi-structured interview was carried out with the English teacher of the selected grades to collect her professional perspective on the pedagogical usefulness of chatbots, as well as their potential advantages and limitations. The study population consisted of 184 sixth- and seventh-grade students and one English teacher, from which a sample of 125 students was selected using a finite population sampling formula, ensuring the validity and reliability of the data collected.

Chronogram of activities

List of Activities	October				November				December			
Time in weeks	1	2	3	4	1	2	3	4	1	2	3	4
1. Research plan presentation												
2. Research plan approval												
3. Chapter 1 Theoretical framework												
4. Chapter 2 Diagnose												
5. Chapter 3 Research methodology												
6. Proposal												
7. Impacts, conclusions and recommendations												

Resources and Budget

The estimated budget for the research titled "AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B. at U.E. Miguel Ángel Zambrano" amounts to $120 USD and includes the following resources: human resources consisting of a principal investigator and collaborating teachers, which does not require a budget as such; technological tools such as an AI-based chatbot platform, recording software and cloud storage ($40); didactic materials such as guides, booklets and school supplies ($40); transportation and logistics for visits to the institution and refreshments ($20) since the researcher does not have to travel a considerable distance; and an amount for contingencies ($20). This budget is expected to last approximately four months.

CHAPTER I: FRAMEWORK

1.1 Fundamentals of Artificial Intelligence.

1.1.1 Definition and evolution of artificial intelligence (AI).

Education, as a fundamental part of our society, is constantly adapting to new technological trends, so it is essential to incorporate artificial intelligence to develop certain skills in the classroom. Below, we will explore some important points about this emerging tool. According to Cárdenas (2023), AI refers to a set of learning and predictive computer systems. An AI makes decisions based on predictions, using the count data it has been trained on and other data it acquires in actual use. For example, an autonomous car decides where and

how to drive based on stored big data and data coming from its cameras. That is to say that what is sought is that machines may perform activities that often only human beings can.

Table 1.

Evolution of Artificial Intelligence since its beginnings.

Year	Author	Contribution
1842	Ada Lovelace	From numbers to poetry—she was the first to see the potential of computers beyond mathematics.
1921	Karel Čapek	A playwright released his science fiction play "Rossum's Universal Robots", introducing the term 'robot' from the word 'robota' (slave).
1943	Warren McCulloch and Walter Pitts	Artificial neurons emerge, with the first mathematical model of the neuron.
1950	Alan Turing	Proposed a test to determine whether a machine exhibits intelligent behavior.
1956	John McCarthy	AI is born: the term 'artificial intelligence' is coined at Dartmouth University.
1956	Allen Newell, Herbert Simon, and Cliff Shaw	Co-authors of Logic Theorist, the first AI computer program.
1961	George Devol	Invented Unimate, the first industrial robot used in manufacturing.
1964	Joseph Weizenbaum	Developed ELIZA, the first chatbot capable of conversing in English.
1969	Marvin Minsky and Seymour Papert	Explored strengths and limitations of perceptrons, notably their inability to perform XOR.
1974–1980	AI Winter	Funding and interest in AI research declined due to unmet expectations.
1986	Rumelhart, Hinton, and Williams	Popularized the backpropagation algorithm to

		train multilayer neural networks.
1987–1993	Second AI Winter	AI interest and funding declined again.
1997	Garry Kasparov	IBM's Deep Blue defeated the world chess champion, Garry Kasparov.
2002	Roomba	First commercially successful home robot vacuum.
2009	Fei-Fei Li	Launched ImageNet, a 14-million-image database used to train neural networks.
2012	Superhuman Vision	Neural networks surpassed human performance in the ImageNet competition.
2014	Alexa	Amazon launched Alexa, a smart voice assistant.
2015–2016	TensorFlow and PyTorch	Open-source ML libraries made deep learning more accessible.
2017	AlphaGo	Google's AI defeated Go world champion Ke Jie.
2018	GPT-2 / BERT	BERT introduced bidirectional unsupervised language representation; GPT-2 advanced language generation.
2019–2020	DeepSpeed & GPT-3	Microsoft and OpenAI released powerful tools for high-quality language generation.
2020–2023	Codex & ChatGPT	OpenAI launched Codex and ChatGPT, transforming programming and communication.

Note: Adapted from Abeliuk and Gutiérrez (2021), based on data from Martínez and Medina (2020).

1.1.2. Applications of AI in education.

Greir (2024) explains that regardless of whether teachers feel enthusiastic, uncertain, or indifferent about artificial intelligence, its widespread presence is inevitable and permanent. Consequently, educational institutions will need to transform their practices to adjust to this disruptive technology that is influencing all sectors. Educators must not only

reflect on how AI will be integrated into their lessons and content, but also on the broader implications it may have on students' preparedness for the job market.

We must not demonize the new technologies, we must be clear that it is essential to learn to use it, to be able to program it and above all to keep in mind that AI is not a magic tool that will do all our work, as teachers we have the responsibility to properly guide students, and take Artificial Intelligence as an ally in the learning process of our students.

1.1.3 Advantages and challenges of implementing AI in school contexts.

Within this context, it is very important to clarify that, as well as there are several advantages when we talk about artificial intelligence, there are also some challenges that we must take into account in this research.

In this context, Guan (2023) indicates that, in general terms, the positive part of this new tool is that we can encourage personalized education. As teachers, we may implement enriched educational resources as well as obtain accurate and timely data on learning when providing pedagogical feedback, which is totally beneficial in an educational process, especially in language teaching.

On the other hand, the same author does not indicate that the challenges we have to keep in mind is that artificial intelligence, as a new product in modern society, requires a continuous support of discoveries and advanced knowledge for its exploration and development, therefore, it has a high cost, additionally the vague legal framework and specific legislation hinder the development of the Internet education industry; and finally there is the possibility of information leakage which is the challenge that we should prioritize the most because it worries both students and teachers in a big way.

1.2. Development of oral interaction in English language learning

1.2.1 Importance of oral interaction in learning a foreign language.

Oral interaction plays a fundamental role in foreign language learning, as it allows students to develop their communicative competence through the active use of the language in real or simulated contexts. Through verbal exchange, learners not only practice linguistic structures but also gain confidence, improve their fluency, and strengthen their ability to negotiate meaning and resolve misunderstandings during communication. Moreover, oral interaction promotes collaborative learning and fosters continuous exposure to the language, which contributes to the development of both receptive and productive skills. Almohizea (2018) explains that interaction in the English as a Foreign Language classroom encourages students' active participation and constitutes a key element for improving communicative language use.

1.2.2 Components of oral proficiency: pronunciation, fluency, and vocabulary.

From the perspective of language didactics, oral proficiency is shaped as a complex construct in which successful performance results from the synergy among pronunciation, fluency, and appropriate vocabulary. Pronunciation must be viewed as a functional element that entails not only phonetic accuracy but also the effective management of suprasegmental features, such as intonation and stress, which are crucial for intelligibility and for preventing communicative fatigue in the listener (Bastanzuri et al., 2013).

Vocabulary provides the semantic richness and discursive precision required for message complexity. Nevertheless, fluency is the component that often reflects advanced proficiency, as it implies a speaker's ability to articulate their discourse in a continuous, coherent, and natural manner. This skill extends beyond mere speed, representing the capacity to execute planning and expression processes almost simultaneously, thus marking the highest point in oral language mastery in a second language (Grasso, 2024).

1.2.3 Common difficulties in oral production in elementary school students.

As pointed out by Almohizea (2018), one of the main difficulties in oral production among English as a Foreign Language students lies in the lack of active participation during communicative activities, which limits their oral development. The study reveals that many learners rely excessively on the teacher, frequently use their mother tongue, and exhibit insecurity or anxiety when speaking in English, especially when they fear making mistakes. Likewise, the author highlights those students face problems related to pronunciation, limited vocabulary, and lack of fluency—factors that hinder effective communication and reduce opportunities for meaningful interaction in the classroom. These challenges underscore the need to create more participatory learning environments, where errors are viewed as part of the learning process and confidence in spontaneous communication is actively encouraged.

1.3 Pedagogical Approach for the Use of Chatbots in Elementary Education.

1.3.1 Didactic principles for the implementation of emerging technologies.

The effective implementation of emerging technologies, such as artificial intelligence, in language teaching necessitates the integration of didactic principles that ensure a truly pedagogical and student-centered educational process. These didactic principles must guide technological integration towards fostering student autonomy and critical thinking, moving beyond mere instrumental novelty. It is essential to promote personalized learning, leveraging technology to offer content and activities tailored to individual paces, styles, and needs, thereby strengthening metacognition and the development of 21st-century skills such as collaboration and digital communication. Furthermore, any strategy must be geared towards authentic and meaningful learning, connecting digital tools with real-world problems and contexts to enhance the academic performance and professional competencies of future graduates (Aparicio-Gómez et al., 2024).

1.3.2 Role of the teacher in the use of chatbots in elementary education.

Posso-Pacheco (2025) indicates that the elementary education teacher assumes a crucial and transformative role with the integration of Artificial Intelligence (AI) chatbots, acting not merely as a technological facilitator but as a pedagogical curator and ethical guide. The primary responsibility of the teacher is to carefully design and select chatbot interactions to ensure they promote authentic learning and critical thinking over superficial responses. The core function involves personalizing learning by interpreting AI-generated data on individual student progress, enabling the adjustment of didactic interventions to address weaknesses while fostering digital literacy so students understand the limitations and responsible use of these tools. Essentially, the educator maintains instructional control, guaranteeing that the technology serves as a support for their mentorship and does not replace the human interaction vital for children's socio-emotional development.

1.3.3 Role of the teacher in AI-mediated environments.

The arrival of Artificial Intelligence (AI) in the classroom is radically changing what we, as teachers, do. We are no longer just the ones "handing out" content, but are transforming into guides who teach key skills and values for the future (Posso-Pacheco, 2025). Since AI can take over tasks like providing information and giving instant feedback, this frees up our time to focus on the students' comprehensive development, specifically, on cultivating their critical thinking, creativity, and soft skills (socio-emotional skills), thereby maintaining the human side of education.

For AI to work well in the classroom, teachers must take on a new, more ethical and pedagogical role. This means it is highly significant that we stay modernized and continuously train ourselves to understand these tools. The key is to use the technology in a critical and humanistic way, ensuring it is fair for everyone and culturally relevant. The teacher must be the leader of the implementation, always maintaining control and ensuring

that technology is only a means to achieve deeper learning objectives with a meaningful purpose.

1.4 Chatbots in L2 learning.

1.4.1 Conceptualization of chatbots.

The function of a chatbot lies in its capacity to maintain a fluid dialogue through a user interface. "A Chatbot is a computer program that interacts with users across an organization's website, telephone, and social media platforms and conducts written and/or oral conversations" (Deepika et al., 2019).

This design not only seeks to simulate human interaction but also converts the chatbot into a ubiquitous and automated point of contact for organizations, allowing communication, regardless of the language or modality, which can be synchronous or asynchronous, to remain efficient and constant, thus transcending the barriers of space and time that limit traditional human interaction (Jurafsky & Martin, 2023).

1.4.2 Types of chatbots and their basic operation.

The Dumb Chatbot, also known as Interactive Text Response (ITR), represents the most basic form of conversational agent on the market (Torres & Cruz, 2020). Its design is based on rigorously directed interaction, eliminating the need for advanced Artificial Intelligence (AI). Instead, this system operates through a sequence of pre-established commands and predefined buttons that guide the conversation, thus simulating a dialogue. The main utility of this technology lies in its effectiveness in capturing leads through conversational landing pages, given its simplicity and linear approach (Torres & Cruz, 2020).

Smart Chatbots (also known as cognitive chatbots) are advanced systems that use Artificial Intelligence (AI) and Machine Learning to manage conversational interactions.

Unlike simpler models, these chatbots use natural language to interpret the user's intent. Being contextual and cognitive, the technology allows them to continuously learn from previous interactions. Thanks to this learning, their responses are significantly more dynamic, authentic, and personalized, resulting in a more realistic conversational experience for the user (Torres & Cruz, 2020)

The chatbot that uses "Word-Spotting" technology is positioned as an intermediate functionality model between basic Text Interaction Response (ITR) systems and advanced cognitive chatbots (Torres & Cruz, 2020). Its interaction mechanism is based on identifying keywords within the user's dialogue to trigger preconfigured responses. However, its main limitation is that it only processes these keywords without being able to interpret the overall context or the user's underlying intention, which restricts its usefulness for performing more complex tasks (Torres & Cruz, 2020).

1.4.3 Pedagogical use of chatbots in language teaching.

Pedagogical chatbots provide concrete opportunities to expand students' communicative practice beyond the classroom, especially in EFL contexts where real-life language use is limited. According to Klímová & Seraj (2023) the reviewed literature indicates that chatbots promote oral practice and immediate feedback, while also enhancing motivation and learning accessibility by allowing interaction "anytime, anywhere". Chatbots give students a chance to practice speaking without pressure, helping them feel more confident and fluent even if they don't often speak English outside the classroom.

It is also important to acknowledge certain limitations: content accuracy, the need for pedagogical design aligned with learning objectives (rather than technology for technology's sake), and ethical issues such as privacy and fair assessment. As stated by the authors of a review on EFL, "chatbots are ideal for informal settings since they provide authentic context and can be used anytime and anywhere" (Klímová & Seraj, 2023, p.6). This suggests that,

from a pedagogical perspective, chatbots are more effective when incorporated into short, authentic learning activities such as dialogue simulations or pronunciation drills and when their implementation is supervised by teachers to enhance rather than substitute human interaction.

1.5 Integration of Chatbots in Oral Interaction Development.

1.5.1 Chatbots as a tool to improve oral expression.

The use of chatbots as a complementary tool in English language learning has proven to be an effective resource for enhancing students' oral skills, promoting clear improvements in fluency, pronunciation, vocabulary, and discourse complexity. These results confirm the potential of artificial intelligence as a pedagogical support that encourages independent practice and meaningful interaction, essential aspects in the development of communicative competence. However, there is a need to broaden the scope of future research to more diverse samples and varied contexts in order to validate and generalize the results obtained. Gonzalez et al. (2024) point out that the use of educational chatbots offers an innovative alternative that can transform language teaching and learning processes by integrating technology with student-centered communication strategies.

1.5.2 Learners' interaction with AI as a means of language practice.

Learning a language is not just about memorizing structures or repeating phrases, but rather about engaging in an active process in which students discover, make mistakes, correct themselves, and build their own knowledge. When students interact, an environment is created where learning flows more naturally because communication has a real purpose. In this vein, Lin et al. (2017) mention that interaction plays a key role in language acquisition, as it allows students to receive input appropriate to their level and develop the ability to self-regulate while learning. For this reason, new tools such as chatbots are essential, as they allow us to practice and interact without fear of making mistakes or without the need to travel or use

resources beyond your computer or cell phone, which are well known to be increasingly common.

With this in mind, we can conclude that the use of chatbots in English language learning can be a very useful strategy for strengthening spoken interaction, as it offers students the opportunity to practice constantly and without the pressure that sometimes comes with communicating with other people. These tools allow for dynamic conversations that adapt to the learner's level, correcting mistakes and providing immediate feedback. In addition, chatbots can simulate everyday situations, helping students improve their fluency and confidence when expressing themselves orally. Integrating this technology into the classroom or complementary activities encourages autonomy and expands opportunities for communicative practice, making the learning process a more interactive, personalized, and motivating experience.

CHAPTER II: MATERIALS AND METHODS

2.1. Research approach

This project is a mixed research study since it examines the impact of AI-driven chatbots on the enhancement of oral English interaction among sixth- and seventh years of Education General Básica students at “Unidad Educativa Miguel Ángel Zambrano". The selection of this methodological design is grounded in the intention to address both the quantifiable outcomes of the intervention and the qualitative experiences of the participants, which enables a more holistic analysis of the phenomenon (Creswell & Plano, 2018).

In the quantitative phase, student surveys will be conducted that will allow us to measure the direct perceptions of those involved, in this case, the students. These tools are intended to produce empirical data suitable for statistical examination, thus revealing possible improvements in students' spoken English proficiency (Derwing et al., 2007).

The qualitative phase will involve semi-structured interviews with English language teachers and non-intrusive classroom observations, aimed at gathering in-depth information about students’ engagement, motivation, and interaction patterns with the AI tool. Finding educational elements that might be obscured by only numerical data requires such qualitative insights. (Merriam & Tisdell, 2016).

2.2 Research method/design

2.2.1 Design

A quasi-experimental design will be used for this research, since it allows analyzing the effect of an educational intervention, in this case, the use of chatbots based on artificial intelligence, on oral interaction in English. This design contemplates the application of a pretest and a posttest to a single group of students, which makes it possible to evaluate the changes in oral performance before and after the intervention. This modality is adapted to the real educational context and does not alter the natural organization of the classroom.

According to Hernández et al. (2014), the quasi-experimental design is useful when the researcher can apply treatments, but not control all factors, such as random assignment of participants.

Talking about the type of research, in this research, the applied tool will be put into practice, since, as its name indicates, it is intended to apply technological tools (chatbots AI) for pedagogical purposes and observe real changes in the performance of the spoken interaction of students, with this type of research what is sought is to solve a practical problem in a real context, i.e., not only seeks to develop theory, but also a concrete improvement in the educational process.

2.2.2 Method

Regarding the logical method of reasoning, this research is guided by the deductive method, as it starts from established theoretical frameworks on the use of artificial intelligence and chatbots as tools for English language teaching, to verify their applicability and effectiveness in a specific educational environment. This approach is appropriate when seeking to verify previously formulated hypotheses through the collection and analysis of quantitative and qualitative data. As stated by Hernández et al. (2014b), deductive reasoning is useful when the researcher applies general theoretical knowledge to particular situations in order to confirm its empirical validity.

2.3 Techniques and instruments.

2.3.1 Survey

The use of this instrument facilitates obtaining information from the learners' point of view about their experience, perception, and degree of familiarity with the use of

technological tools in English language learning, particularly in educational settings. According to Krosnick & Stanley (2010) structured forms represent a useful resource for measuring opinions, attitudes, and experiences when it is desired to organize and analyze data quantitatively.

It was taken into account that the students are around 10 and 11 years old. At this age, children already have basic reading and comprehension skills, so they can answer short, direct questions without difficulty.

The survey instrument was carefully adapted using short sentences and relevant examples to ensure the language was appropriate for the target audience. It consisted of 10 questions and was administered via Google Forms, allowing 126 people to participate. A sample size was calculated using the finite population method to optimize time and resources. Although the planned sample size was 125 participants, the nature of sending out the link made it impossible to monitor the responses in real time, which resulted in one additional participant. This slight discrepancy (126 instead of 125) did not affect the representativeness or the quality of the data collected.

2.3.2 Observation technique

The observation technique was used to see how students interact with chatbots and to record behaviors, attitudes, and levels of oral participation. This allowed the collection of real data that helped diagnose the use of AI Chatbots as a didactic tool to support teaching. The instrument applied was an observation guide with indicators such as oral participation, chatbot usage, number of interventions, and attitude towards technology.

This allowed us to record how children react and use the tool directly, enabling us to obtain 100% real results without distorting the information when applying the educational tool, which in this case is chatbots, thus producing more natural and authentic evidence. An observation form will be completed for each class so that we can collect information on all

participants, in addition to participants not feeling pressured because they are involved as a group.

2.3.3 Semi–structured interview

Another technique considered in this research was the structured interview, which was conducted with the teacher who teaches English in the sixth and seventh grades, to explore her opinions on the pedagogical usefulness of chatbots.

The teacher's perspective is crucial, as she knows how students behave and what levels they have when it comes to spoken interaction, what the advantages and disadvantages would be if the proposed tool were applied, and what her general view on the subject is. We explored this information with five carefully crafted questions to obtain the information needed to understand the teacher's ideas about chatbots.

2.4 Population

For this project, sixth and seventh-grade students from Miguel Angel Zambrano School were taken into account, and we also worked with the English teacher.

Table 2

Population

N.	Class	Students' Number
1	6th "A"	31
2	6th "B"	30
3	6th "C"	32

4	7th “A”	29
5	7th “A”	29
6	7th “A”	32
	Total	184

Note: Created by Estefania Rosero

2.5 Sample identification

A sampling formula for finite populations was applied to conduct the survey. Due process is observed below.

$$n = \frac{N\ Z^2\ p\ q}{E^2\ (n-1) + Z^2\ p\ q}$$

N = population size (184)

Z = confidence level (1.96 para 95%)

p = probability of success (0.5 se usa cuando no hay datos)

q = 1 - p = 0.5

E = margin of error (0.05 = 5%)

$$n = \frac{184(1.96)^2(0.5)(0.5)}{0.05^2(184-1) + (1.96)^2\,(0.5)(0.5)}$$

$$n = \frac{184(3.8416)(0.25)}{0.0025\ (183) + 0.9604}$$

$$n = \frac{176.6016}{1.4179}$$

n= 125

CHAPTER III: RESULTS AND DISCUSSION

3.1 Survey

As part of the research, a survey was conducted directly with sixth and seventh-year students at the institution in order to find out their opinion on the use of chatbots to develop oral interaction in English. The results and interpretation obtained for each of the questions are detailed below.

3.1.1 Objective

To obtain students' perceptions of the use of chatbots in the development of oral interaction in English.

a. **I believe that English is important for my academic and professional future.**

Table 3

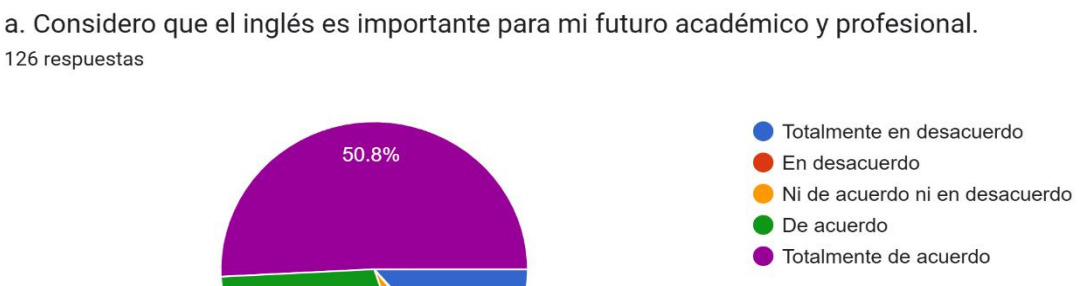
Question a

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	17	13.5%
Disagree	1	0.8%
Neither agree nor disagree	7	5.6%
Agree	37	29.4%
Strongly agree	64	50.8%
Total	126	100%

Note: By Estefania Rosero

Figure 1

Question a



Note: Chatbots for spoken interaction

Analysis

The survey analysis reveals that a large majority of 10- and 11-year-old students, equivalent to 80.2%, recognize the strategic importance of English for their academic and professional future. This positive perception provides a solid foundation for the teacher's proposal, who argues that the use of chatbots is a “good idea” to take advantage of this intrinsic motivation and transform the students' current level (A1-A2). Given the favorable attitude toward the language, the implementation of artificial intelligence would not only facilitate the practice of fluency and pronunciation, but would also directly respond to the expectations of success that students already associate with learning this language.

However, the fact that 14.3% of students disagree about the relevance of English poses a challenge that the teacher clearly identifies: the need to find the right method and strategy to build confidence.

b. I find it difficult to communicate orally in English in class.

Table 4

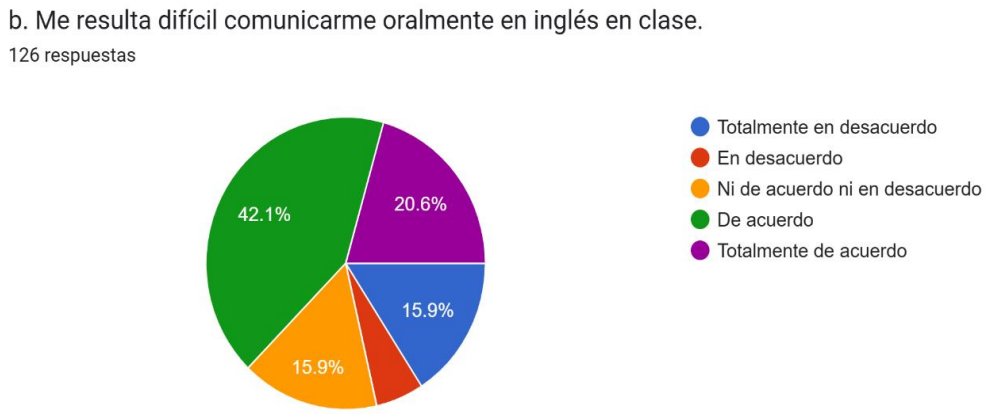
Question b

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	20	15.9%
Disagree	7	5.6%
Neither agree nor disagree	20	15.9%
Agree	53	42.2%
Strongly agree	26	20.6%
Total	126	100%

Note: By Estefania Rosero

Figure 2

Question b



Note:

Chatbots for spoken interaction

Analysis

The results confirm a critical challenge in the classroom: 62.8% of students admit to having difficulties communicating orally in English (42.2% “Agree” and 20.6% “Strongly agree”). This statistical barrier validates the teacher's observation that fluency and confidence at levels A1-A2 are not optimal. The high perception of difficulty suggests that the traditional

method of interaction is not sufficient for most students, making the introduction of chatbots a necessary intervention.

On the other hand, the fact that only 21.5% of students do not find it difficult to speak English reinforces the idea that most require an innovative pedagogical strategy to overcome their insecurity. In conclusion, the data show that oral communication is the main obstacle for students.

c. I would like to practice English with technological tools such as chatbots.

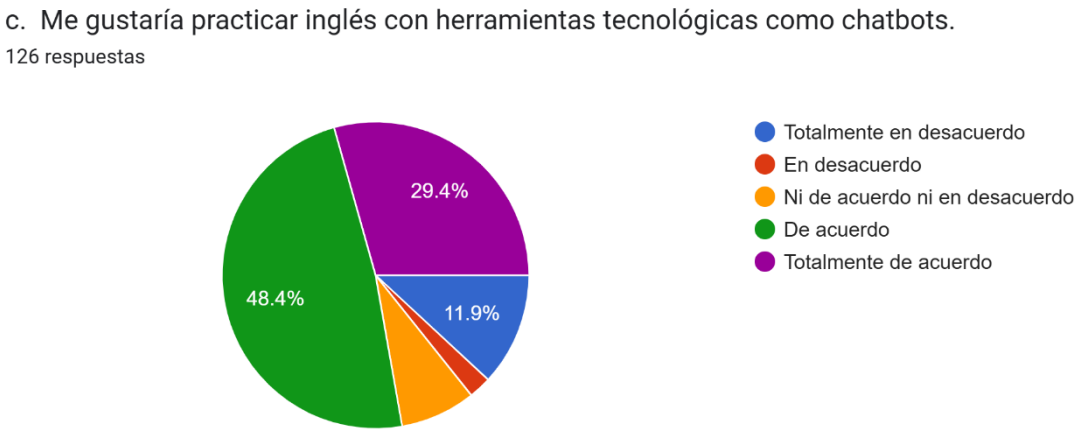
Table 5

Question c

Options	Frequency	Percentage
Strongly disagree	15	11.9%
Disagree	3	2.4%
Neither agree nor disagree	10	7.9%
Agree	61	48.8%
Strongly agree	37	29.4%
Total	126	100%

Note: By Estefania Rosero

Figure 3



Note: Chatbots for spoken interaction

The findings suggest that individuals are generally fond of using technology like chatbots to improve their English proficiency. Additionally, most of the respondents, at 78.2%, agreed with this statement, while only 29.4% agreed strongly. The prevalence and acceptance of chatbots as a means of practicing English is evident. On the other hand, a smaller percentage of students had negative attitudes, with 11.9% strongly disagreeing and 2.4% disagree. 7.9% of the participants were also neutral. Overall, the results show that most students are willing and motivated to use technology at their disposal, including chatbots, to learn English.

d. Los chatbots me ayudan a sentir más confianza al hablar en inglés.

Table 6

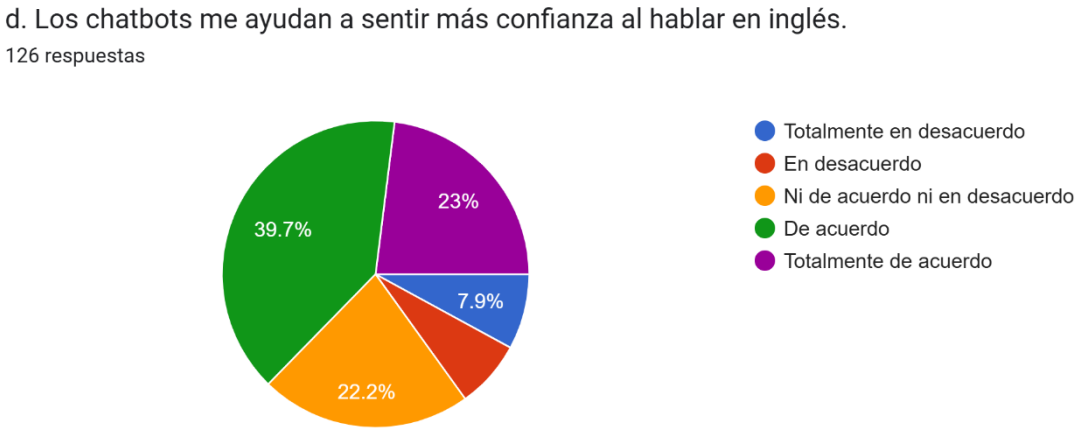
Question d

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	10	7.9%
Disagree	9	7.1%

Neither agree nor disagree	28	22.2%
Agree	50	39.7%
Strongly agree	29	23%
Total	126	100%

Note: By Estefania Rosero

Figure 4



Note: Chatbots for spoken interaction

The show results reveal a predominantly positive perception regarding the role of chatbots in increasing students' confidence when speaking English. A considerable percentage of participants expressed agreement with the statement, as 39.7% agreed and 23% strongly agreed, accounting for a total of 62.7% of the responses. This indicates that most students feel that chatbots help them develop greater confidence in oral communication. Meanwhile, 22.2% of the respondents neither agreed nor disagreed, suggesting some uncertainty or limited experience with chatbots. In contrast, a smaller group reported negative perceptions, with 7.9% strongly disagreeing and 7.1% disagreeing. Overall, these findings suggest that chatbots

have a positive impact on students' confidence when speaking English, although a minority of learners remain hesitant or unconvinced.

e. Using chatbots motivates my participation in oral English activities.

Table 7

Question e

Options	Frequency	Percentage
Strongly disagree	11	8.7%
Disagree	8	6.3%
Neither agree nor disagree	26	20.6%
Agree	56	44.4%
Strongly agree	25	19.8%
Total	126	100%

Note: By Estefania Rosero

Figure 5

Note: Chatbots for spoken interaction

The results presented in Table 7 indicate that the use of chatbots positively influences students' motivation to participate in oral English activities. A majority of respondents showed favorable attitudes, with 44.4% agreeing and 19.8% strongly agreeing, which together represent 64.2% of the total responses. This suggests that chatbots are perceived as motivating tools that encourage active participation in speaking activities. Additionally, 20.6% of participants neither agreed nor disagreed, indicating a neutral stance or limited impact for some learners. In contrast, a smaller percentage expressed negative views, with 8.7% strongly disagreeing and 6.3% disagreeing. Overall, the findings demonstrate that chatbots contribute positively to students' motivation to engage in oral English practice, although a minority of students remain less motivated by their use.

f. I think chatbots allow me to improve my pronunciation.

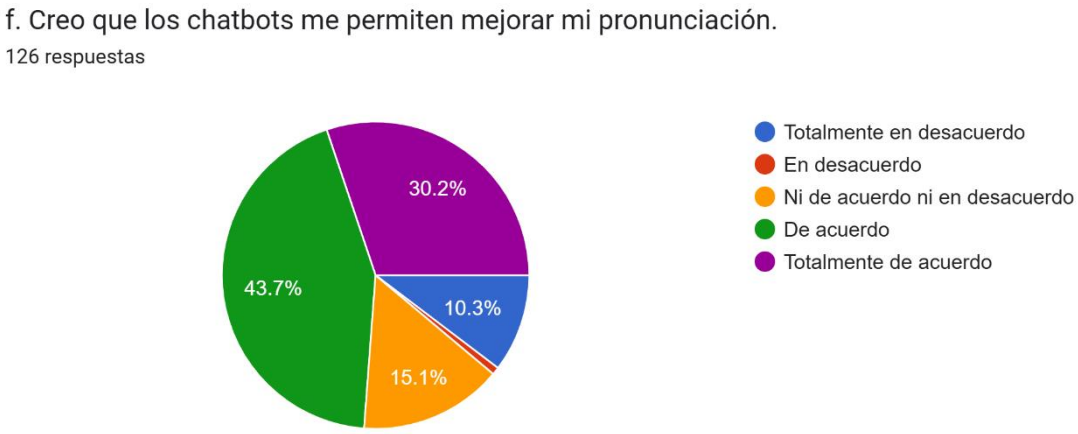
Table 8

Question f

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	13	10.3%
Disagree	1	0.8%
Neither agree nor disagree	19	15.1%
Agree	55	43.7%
Strongly agree	38	30.2%
Total	126	100%

Note: By Estefania Rosero

Figure 6



Note: Chatbots for spoken interaction

Analysis

The results presented, show a generally positive perception of chatbots as tools for improving pronunciation in English. A large proportion of participants expressed agreement with this statement, as 43.7% agreed and 30.2% strongly agreed, representing a combined 73.9% of the responses. This indicates that most students believe chatbots support their pronunciation development. Meanwhile, 15.1% of respondents neither agreed nor disagreed, suggesting some uncertainty or limited awareness of the impact of chatbots on pronunciation. In contrast, a relatively small percentage reported negative perceptions, with 10.3% strongly disagreeing and 0.8% disagreeing. Overall, the findings suggest that chatbots are perceived as effective tools for enhancing students' pronunciation skills in English, although a minority of learners remain unconvinced.

g. I believe that chatbots help me to speak more fluently.

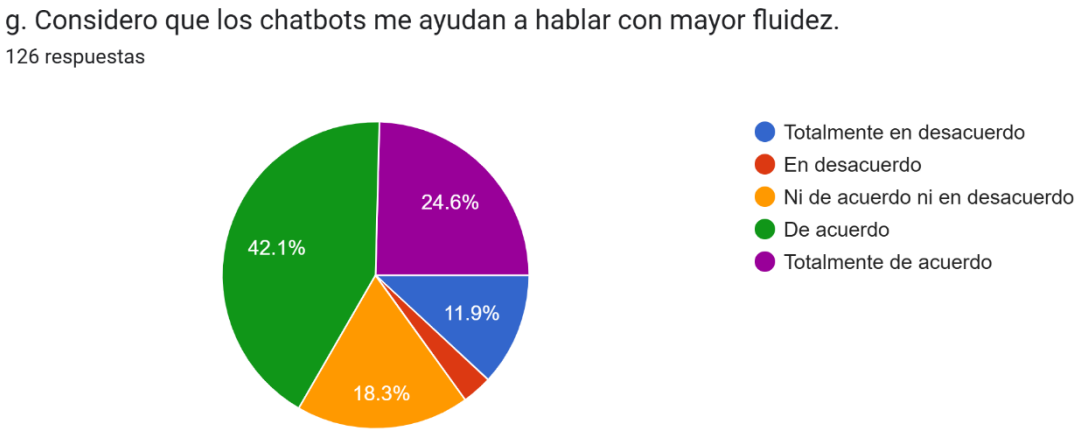
Table 9

Question g

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	15	11.9%
Disagree	4	3.2%
Neither agree nor disagree	23	18.3%
Agree	53	42.1%
Strongly agree	31	24.6%
Total	126	100%

Figure 7

Question g



Note: Chatbots for spoken interaction

Analysis

The results indicate that most participants perceive chatbots as helpful tools for improving speaking fluency in English. A majority of respondents expressed positive opinions, with 42.1% agreeing and 24.6% strongly agreeing, totaling 66.7% of the responses. This suggests that students believe chatbots contribute to developing greater fluency in oral communication. Additionally, 18.3% of participants neither agreed nor disagreed, reflecting a neutral position or limited experience with chatbots in fluency practice. In contrast, a smaller proportion of students expressed negative perceptions, with 11.9% strongly disagreeing and 3.2% disagreeing. Overall, the findings show that chatbots are generally viewed as beneficial for enhancing speaking fluency, although some learners remain uncertain or skeptical about their effectiveness.

h. I would like to see chatbots used more frequently in English classes.

Table 10

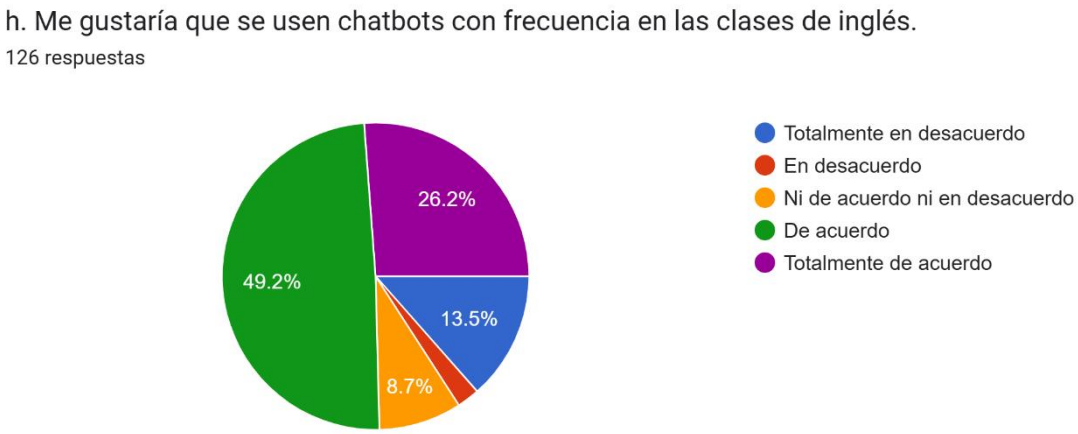
Question h

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	17	13.5%
Disagree	3	2.4%
Neither agree nor disagree	11	8.7%
Agree	62	49.2%
Strongly agree	33	26.2%
Total	126	100%

Note: By Estefania Rosero

Figure 8

Question h



Note: Chatbots for spoken interaction

Analysis

The quantitative analysis reveals a significant correlation between students' aspirations and their openness to technological innovation in the classroom. While a substantial **80.2%** of the 126 surveyed students recognize English as a vital pillar for their academic and professional future, a concerning **62.8%** admit to facing serious difficulties in oral communication during class. This gap between the perceived importance of the language and the actual struggle with speaking skills explains why **75.4%** of the participants express a strong desire to integrate chatbots more frequently into their lessons. Ultimately, these figures demonstrate that students view AI-based tools not merely as a novelty but as a necessary solution to overcome their current linguistic barriers and increase their confidence in oral interaction.

i. **Chatbots make oral practice more dynamic and entertaining.**

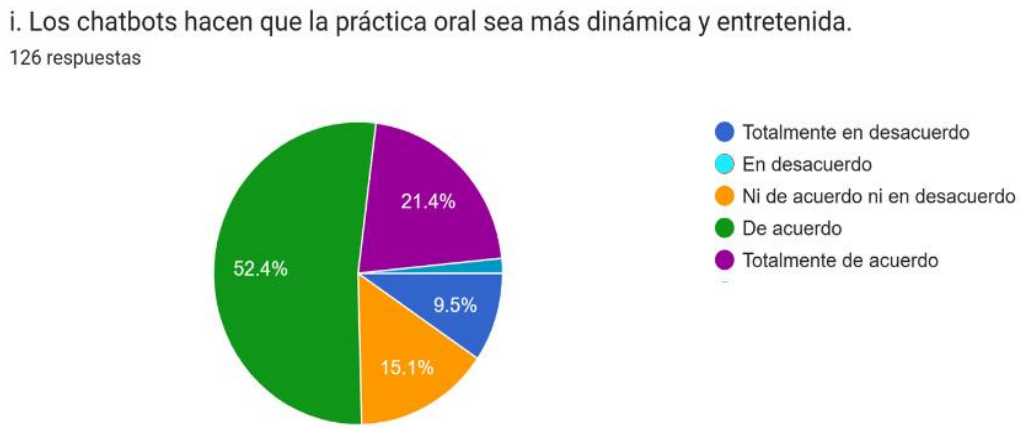
Table 11

Question i

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	12	9.5%
Disagree	2	1.6%
Neither agree nor disagree	19	15.1%
Agree	66	52.4%
Strongly agree	27	21.4%
Total	126	100%

Figure 9

Question i



Note: Chatbots for spoken interaction

Analysis

The quantitative data reveal a clear link between students' high motivation and their positive reception of AI tools to overcome speaking barriers. While **80.2%** of the 126 students believe English is crucial for their future, a significant **62.8%** find it difficult to

communicate orally in class. To address this gap, a vast majority of students favor the integration of technology, with **75.4%** expressing a desire to use chatbots more frequently in English lessons. Furthermore, **73.8%** of the participants agree that these AI tools make oral practice more dynamic and entertaining, suggesting that chatbots are perceived not only as an effective educational resource but also as a means to increase engagement and reduce the anxiety associated with traditional speaking activities.

j. I would recommend that other students use chatbots to practice English

Table 12

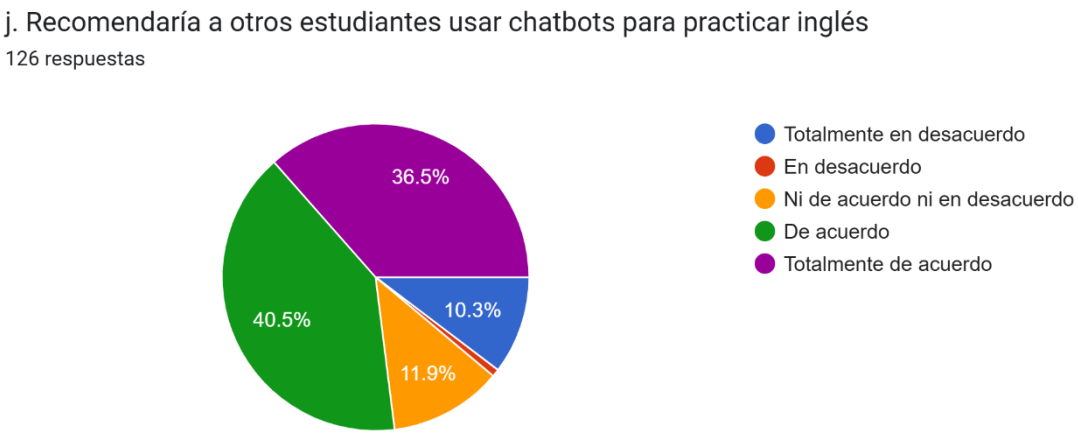
Question j

OPTIONS	FREQUENCY	PERCENTAGE
Strongly disagree	13	10.3%
Disagree	1	0.8%
Neither agree nor disagree	15	11.9%
Agree	51	40.5%
Strongly agree	46	36.5%
Total	126	100%

Note: By Estefania Rosero

Figure 10

Question j



Note: Chatbots for spoken interaction

Analysis

The quantitative results demonstrate a powerful alignment between student needs and the proposed technological intervention. While **80.2%** of students recognize the long-term importance of English, a significant **62.8%** report having difficulty with oral communication in class. This challenge explains the high demand for innovation, as **75.4%** of respondents explicitly want to use chatbots more frequently in their lessons. The support for these tools is further solidified by the fact that **73.8%** find AI interaction more dynamic and entertaining, leading **77%** of students to recommend chatbots to their peers for language practice. Consequently, the data suggests that chatbots are viewed as a highly effective, engaging, and recommended solution to bridge the gap between students' professional aspirations and their current speaking limitations.

3.2 Observation

Below are the obtained results from the observation guide, which was completed by observing the participation of all students, class by class. The indicators taken into account will be detailed, followed by the frequency of each one.

3.2.1 Objective:

To record students' verbal and non-verbal behaviors during oral activities with chatbots.

a. Participates voluntarily in oral interaction.

Table 13

Item a.

CLASS	FREQUENCY
Séptimo "A"	**Often**
Séptimo "B"	**Often**
Séptimo "C"	**Sometimes**
Sexto "A"	**Often**
Sexto "B"	**Often**
Sexto "C"	**Sometimes**

Note: By Estefania Rosero

b. Uses complete sentences in English with the chatbot.

Table 14

Item b.

CLASS	FREQUENCY
Séptimo "A"	**Rarely**
Séptimo "B"	**Sometimes**
Séptimo "C"	**Sometimes**
Sexto "A"	**Rarely**
Sexto "B"	**Sometimes**
Sexto "C"	**Sometimes**

Note: By Estefania Rosero

c. Shows confidence when responding.

Table 15

Item c.

CLASS	FREQUENCY
Séptimo "A"	**Always**
Séptimo "B"	**Often**
Séptimo "C"	**Often**
Sexto "A"	**Always**
Sexto "B"	**Often**
Sexto "C"	**Always**

Note: By Estefania Rosero

d. Corrects pronunciation errors after feedback.

Table 16

Item d.

CLASS	FREQUENCY
Séptimo "A"	**Sometimes**
Séptimo "B"	**Rarely**
Séptimo "C"	**Rarely**
Sexto "A"	**Sometimes**
Sexto "B"	**Sometimes**
Sexto "C"	**Rarely**

Note: By Estefania Rosero

e. Appears motivated and enthusiastic during practice.

Table 17

Item e.

CLASS	FREQUENCY
Séptimo "A"	**Always**
Séptimo "B"	**Always**
Séptimo "C"	**Always**
Sexto "A"	**Always**
Sexto "B"	**Always**
Sexto "C"	**Always**

Note: By Estefania Rosero

f. Uses appropriate facial expressions and gestures while speaking.

Table 17

Item f.

CLASS	FREQUENCY
Séptimo "A"	**Always**
Séptimo "B"	**Always**
Séptimo "C"	**Always**
Sexto "A"	**Always**
Sexto "B"	**Always**
Sexto "C"	**Always**

Note: By Estefania Rosero

g. Maintains attention and engagement during chatbot interaction.

Table 18

Item g.

CLASS	FREQUENCY
Séptimo "A"	**Often**
Séptimo "B"	**Often**
Séptimo "C"	**Often**
Sexto "A"	**Often**
Sexto "B"	**Always**
Sexto "C"	**Always**

Note: By Estefania Rosero

3.2.2 Analysis

Beyond theoretical projections, the empirical reality observed in the field reveals that students generally experience a high level of comfort when interacting with chatbots to enhance their oral communication skills. Regarding items **c, e, f, and g**, a favorable response was recorded concerning the interaction with the proposed tool; the students' prior digital literacy regarding chatbots facilitated rapid classroom adoption. Participants exhibited high levels of engagement, appropriate facial expressions, and sustained attention throughout the process. Conversely, item **a** showed a lower frequency of participation (ranging from "often" to "sometimes"), as some students lacked initiative or failed to volunteer. This behavior, however, may not be exclusively inherent to chatbot usage, but rather a common phenomenon in English as a Foreign Language (EFL) classrooms driven by the fear of making mistakes; notably, this apprehension gradually diminished as students witnessed the conversational flow.

Furthermore, it was observed that students frequently struggled to produce complete sentences; in item **b**, the frequency was limited to "rarely" or "sometimes," as most participants relied on monosyllabic answers or short phrases. A similar pattern emerged regarding the reception of AI-generated feedback: frequency remained low because students either failed to correct their pronunciation or did so inaccurately. Nevertheless, it is critical to highlight that new vocabulary was internalized and utilized immediately upon acquisition.

In conclusion, chatbots act as a powerful emotional catalyst that reduces foreign language anxiety and promotes vocabulary acquisition, yet they still face the challenge of overcoming elliptical speech and improving responsiveness to corrective feedback. This suggests that while the tool ensures a willingness to speak, specific pedagogical scaffolding is required to transform initial enthusiasm into robust structural and phonetic competence.

3.3 Interview with the English teacher

The purpose of this interview was to obtain relevant information from the teacher in charge of the course to understand the current situation of the English teaching–learning process, especially in relation to the students' speaking skills. Through this interview, the aim is to identify the difficulties, available resources, and the teacher's point of view regarding the use of innovative pedagogical tools, such as artificial intelligence chatbots. This information will allow the development of an accurate diagnosis that will serve as the basis for designing the pedagogical proposal.

3.3.1. Objective

Analyze the effectiveness of AI-based chatbots in improving oral interaction in English among 6th and 7th-grade students at the Miguel Ángel Zambrano Educational Unit during the 2025–2026 school year.

3.3.2 Questions and Answers

Below is the interview between the researcher and the teacher:

a) **What level do you think students currently have in oral interaction in English? fluency, pronunciation, and confidence when speaking.**

A1-A2 level when they use English in speaking form. With fluency, pronunciation, and confidence is not the best in our classes, but few students try to use English all the time in class.

b) **What is your perception of the ease of use of AI-based chatbots to practice English conversation?**

It is a useful tool to create resources, but we need to check and adapt for your students. It's not just used; you have to look for the correct method, the correct strategy to apply in class.

c) **Do you believe the use of chatbots motivates students to participate more in oral English activities? Why?**

Yes, I believe it is a good idea. Chatbots could be useful, but we need to find one that fits our classroom requirements and our institution's context, because we don't always have the appropriate devices available. We have a laboratory, but it is not specifically designed for English classes, for example.

d) **Do you think the implementation of chatbots has a positive impact on students' confidence when expressing themselves orally in English?**

Yes, because they have a different type of interaction with immediate feedback. They have to practice finding the right prompt.

e) **What limitations do you identify in the use of chatbots in the school context (time, internet access, technological resources, etc.)?**

I think technological resources are not available to all students to use or practice on a computer, cell phone, or other device. I think that this is the big problem in this kind of tools.

3.3.2 Related codes:

I will detail the related codes according to my analysis of the interview.

- Students' spoken performance level
- Teachers' perception of chatbots
- Student motivation through chatbots
- Impact on confidence and oral practice
- Institutional and technological limitations

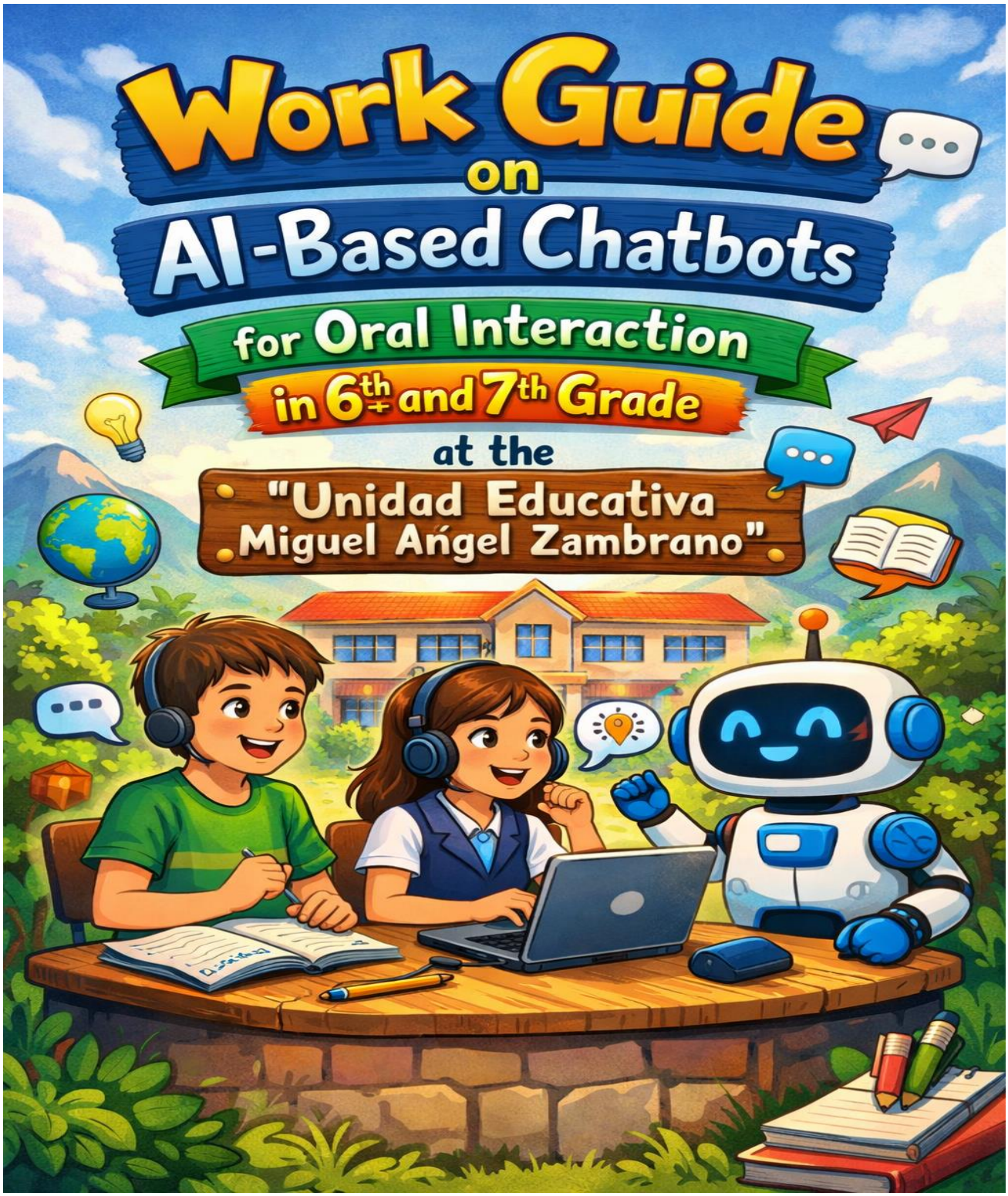
3.3.3 Analysis

The teacher interviewed expresses a clearly favorable stance toward the integration of artificial intelligence chatbots as a strategic resource to mitigate the deficiencies in fluency, pronunciation, and confidence that characterize the A1-A2 level of his students. From his perspective, the fundamental value of this tool lies in its ability to offer a different interaction environment from the traditional one, where immediate feedback and the need to structure precise commands (prompts) force the student to process the language actively and consciously. This dynamic not only promotes technical improvement in oral production but also acts as an emotional catalyst that increases motivation and self-confidence, allowing students to express themselves more freely when interacting with a technological interface that reduces fear of social judgment, thus overcoming the limited participation currently observed in the classroom.

However, the professor emphasizes that the effectiveness of chatbots in improving speaking skills is not intrinsic to the technology, but rather depends strictly on critical pedagogical mediation and overcoming infrastructural barriers. The interviewee argues that it is essential to adapt these tools to the institutional context and find the right methodological strategy, since the use of AI must be aligned with curricular objectives and not be an isolated

activity. Despite recognizing significant limitations such as unequal access to electronic devices and the lack of specialized English laboratories, the teacher reaffirms that, with proper planning, chatbots represent an innovative and necessary solution to transform oral practice, turning what is often a passive process into a personalized and highly interactive learning experience.

CHAPTER IV: PROPOSAL


Work Guide
on
AI-Based Chatbots
for Oral Interaction
in 6th and 7th Grade
at the
"Unidad Educativa
Miguel Ańgel Zambrano"

OBJECTIVES

General Objective

To promote the development of spoken interaction in English among 6th and 7th grade students at "Unidad Educativa Miguel Ángel Zambrano" through the use of AI-based chatbots as an interactive learning tool.

Specific Objective

- To assess students' initial level of oral interaction in English in order to identify their main strengths and areas for improvement.
- To carry out classroom activities using AI-based chatbots that encourage students to practice spoken interaction through guided conversations and communicative tasks.
- To observe and evaluate students' progress in oral interaction after the chatbot sessions, considering their participation, confidence, and fluency in speaking.

2

INTRODUCTION

This chapter presents and analyzes the results obtained during the research, with the aim of identifying how effective AI-based chatbots are in improving oral interaction in English among sixth and seventh grade students at the Miguel Ángel Zambrano Educational Unit.

Through the analysis of the data collected, we seek to understand how the use of this technological tool influenced language practice, especially in terms of confidence and fluency in oral communication. The results allow us to identify the progress made and the students' perception of the use of chatbots as a support in learning English. This chapter presents and analyzes the results obtained during the research, with the aim of identifying how effective AI-based chatbots are in improving oral interaction in English among sixth and seventh grade students at the Miguel Ángel Zambrano Educational Unit.

3

UNIT 1: WHAT ARE THERE IN MY HOME?

"I can describe my home, my city, and my belongings in simple terms". CEFR A2
COUNCIL OF EUROPE

By the end of the unit, students will be able to describe their immediate environment (home and home) using spoken chat tools, employing simple vocabulary and basic grammatical structures to promote fluency and confidence in oral production.

4

CONTENT 1

01 Vocabulary:
- My home
- what are there in my home?

02 Grammar spot: There is and there are

03 Speaking time

04 Project: My favorite spot

Don't forget to tell me the promt before you talk to me.

5

LESSON 1

VOCABULARY: MY HOME

1. **MATCH THE PICTURES WITH VOCABULARY**

1 

2 

3 

4 

5 

6 

( ) KITCHEN
( ) BATHROOM
( ) BEDROOM
( ) GARAGE
( ) LIVING ROOM
( ) DINING ROOM

PRACTICE TIME: Use spoken chatbots to improve your pronunciation.

Promt 1: I'm going to tell you some new words I've learned about the vocabulary of my house, and you can correct me if I make any mistakes.

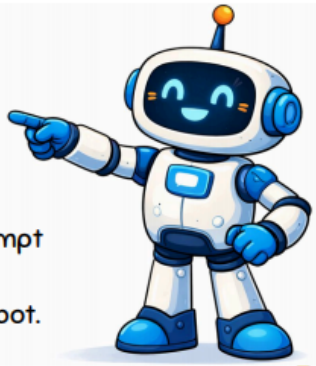
6

NOTES FOR TEACHER: LESSON 1

The objective of this lesson is for students to learn about the different spaces they can find in their home, reinforce the vocabulary learned with the charbot, and improve their pronunciation.

POINTS TO CONSIDER

- Introduce the vocabulary.
- Complete the worksheet in class.
- You can reinforce it using support material.
- When reinforcing with AI chatbots, always use the prompt provided.
- Always remember to guide students in using the chatbot.



7

LESSON 2

VOCABULARY: WHAT ARE THERE IN MY HOME?

1. **Check everything you have in your house.**

Now write where each object is located in the house.
Kitchen:

living room:

bathroom:

bedroom:

PRACTICE TIME: Use chatbots to tell them what you have at home.
Promt 2: I'm going to tell you about objects I have in my house, and you're going to tell me if I did it right.

NOTES FOR TEACHER: LESSON 2

The objective of this lesson is for you to learn useful vocabulary related to objects you can find at home, practice what you have learned through AI chats, and receive feedback on your progress.

POINTS TO CONSIDER

- Introduce the vocabulary.
- Complete the worksheet in class.
- You can reinforce it using support material.
- When reinforcing with AI chatbots, always use the prompt provided.
- Check what feedback the students are getting.

9

LESSON 3

GRAMMAR SPOT: THERE IS AND THERE ARE

"There is" and "there are" express existence or presence, meaning "hay" in Spanish.

There is: singular noun.
Example There is a apple.

There is: plural noun.
Example There are three apples.

We can express negative form, using ¨not¨

there is not (there isn't)
there are not (there aren't)

To ask you must do like this:
Is there any apple?
Are there any apples?

10

NOTES FOR TEACHER: LESSON 3

The objective of this lesson is to learn the grammatical structure that helps indicate that something exists in a place or space. Students will be able to use the vocabulary learned and reinforced with AI.

POINTS TO CONSIDER

- Present the grammatical structure in a dynamic way.
- You can use examples in class to illustrate the points.
- Play games where students use "there is" and "there are" correctly.
- Provides examples. "In my kitchen there is a table".
- Don't forget to emphasize reinforcement through chatbots.

11

Lesson 4 Speaking time

Instructions

1. Look closely at the image.
2. Use the chatbot to indicate what is in the image. Use "There is" and "There are."
3. Use *prompt 3*: I am going to tell you the objects that are in the image, and then act as a partner and tell me the objects I missed using "there is" and "there are."
4. Repeat everything you missed.
5. Ask the chatbot how your pronunciation is.

12

NOTES FOR TEACHER: LESSON 4

In this lesson, students will practice both the grammatical structure they have learned and the vocabulary. Students will listen to chatbots reinforce each point they have learned while practicing and improving their speaking skills.

POINTS TO CONSIDER

- In this activity, it is essential to provide examples before starting the conversation with the AI.
- The activity is simple but requires guidance. You can do the activity first so that students can observe your progress.
- There are additional objects in the image. You can point out those words while they are doing the activity.

13

5 Project: My favorite spot

1. Take a photo of your favorite place in your home.
2. Upload the photo to the AI chatbot (Chat gpt) along with prompt 4: This is a photo of my favorite place in my house, and let's talk about all the objects in this place using "there is" and "there are." At the end, ask me a couple of questions about my dialogue
3. As a final result: record a video of the conversation with the AI chatbot.
4. The video should be 3 to 5 minutes long and you must appear in the video.

14

NOTES FOR TEACHER: LESSON 5

In this lesson, the objective is to put everything learned into practice, where students can apply the knowledge they have gained in their real environment.

POINTS TO CONSIDER

- You can show or send a video tutorial on how to do the activity.
- Tell students that it is important to choose a place where they feel comfortable and can find the vocabulary they have learned.
- Emphasize the use of the grammar lesson.

15

UNIT 2: WHAT CAN I DO IN MY NEIGHBORHOOD?

"I can describe my family, my living conditions, my educational background, and my current or most recent job. CEFR A2 COUNCIL OF EUROPE

By the end of the unit, students will be able to interact in short and simple conversations within community contexts, using the modal verbs 'can' and 'can't' to express possibilities, abilities and prohibitions in their neighborhood, promoting courtesy through greetings, farewells and invitations between peers.

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CONTENT 2

01 Vocabulary:
- Places
- Actions

02 Grammar spot: Can and Can't

03 Speaking time

04 Project: Can you ...?

Don't forget to tell me the promt before you talk to me.

17

LESSON 1: VOCABULARY

PLACES

PRACTICE TIME: Use spoken chatbots to improve your pronunciation.
Promt 5: I'm going to tell you some new words I've learned about places, and you're going to tell me if I pronounced them correctly.

1. **Cut out and paste in the correct place**

Museum

Grocery store

Park

Restaurant

School

Movie Theater

18

NOTES FOR TEACHER: LESSON 1

In this lesson, students will learn vocabulary related to the neighborhood, places such as the cinema, school, among others. They will reinforce pronunciation and practice their knowledge with AI chatbots.

POINTS TO CONSIDER

- Complete the worksheet in class with your guide.
- Show images so that students can reinforce their vocabulary.
- When reinforcing with AI chatbots, always use the prompt provided.
- Always remember to guide students in using the chatbot.

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LESSON 2
VOCABULARY: ACTIONS

1. **match and Complete the phrases.**

PLAY	A MOVIE
SEE	ENGLISH
HAVE	FOOD
BUY	DINNER
LEARN	WITH MY FRIENDS
WATCH	WORK ARTS

PRACTICE TIME: Use chatbots to reinforce your knowledge.
Promt 6: I'm going to tell you the phrases I learned, and you tell me if my pronunciation was correct.

20

NOTES FOR TEACHER: LESSON 2

In this lesson, students will be able to match the action with the corr complement. They will also be able to practice useful phrases for ev using AI and indicate where they can perform these actions.

POINTS TO CONSIDER

- Present the actions and ask students to participate so that they can match them with the correct complement.
- Repeat the phrases so that students can check their pronunciation.
- Match the phrases they have learned with the places they have already learned.
- Check students' progress as they complete the activity with the chatbots.

21

LESSON 3

GRAMMAR SPOT: CAN AND CAN'T

It is used to express ability, possibility, permission, or prohibition in the present tense. Can means "PODER"

Affirmative:
S + CAN + VERB (base form) + C
Ex: I can play with my friends in the park

Negative:
S + CAN'T + VERB (Base form) + C
Ex: I can't watch a movie in the museum

CAN + NOT (CAN'T)

Question:
CAN + S + VERB (base form) + C
Ex: Can you play with your friends in the supermarket?

22

NOTES FOR TEACHER: LESSON 3

The objective of this lesson is to learn the grammatical structure that helps indicate whether we can perform an action or not. Students will be able to use the vocabulary learned and reinforced with AI.

POINTS TO CONSIDER

- Present the grammatical structure in a dynamic way.
- You can use examples in class to illustrate the points.
- Show actions and ask if they can do them or not.
- Provide examples. "I can watch movies at the cinema."
- Don't forget to emphasize reinforcement through chatbots.

23

Lesson 4: Speaking time

Instructions

1. **Match the activities you can do in the different places.**
2. **Check the example: I can watch a movie at the movie theater.**
3. **Insert prompt 7: I'm going to tell you some sentences using can and can't, and then you'll ask me if I can do the activities to answer: Yes, I can and No, I can't**
4. **Practice complete sentences in the AI chatbot.**
5. **Answer the questions.**

24

NOTES FOR TEACHER: LESSON 4

In this lesson, we will practice the vocabulary, expressions, and grammatical structure we have learned. Students will be able to identify what they can and cannot do in different places in the neighborhood.

POINTS TO CONSIDER

- The guide in this lesson is important.
- It shows students what to do before they start the activity.
- Don't forget to enter the correct prompt.
- You should pay attention to the conversations students have with the chatbots.

25

Lesson 5

Project: Can you.....?

1. Write 7 questions using Can: Example.: Can you see work arts in the school?

follow the steps...

2. Now, with the help of chatbots, you are going to ask questions. Use prompt 8: I am going to ask 7 questions using Can, and you are going to answer correctly.

3. Now you will answer the questions. Use prompt 9: Now ask me the same questions and I will answer you.

4. Record an audio of the entire interaction you had with the AI.

26

NOTES FOR TEACHER: LESSON 5

In this lesson, the children interact directly with AI chatbots, ask questions, and thus practice using "can" and "can't" and use the vocabulary and expressions they have learned.

POINTS TO CONSIDER

- The guide in this lesson is important.
- It shows students what to do before they start the activity.
- Don't forget to enter the correct prompt.
- You should pay attention to the conversations students have with the chatbots.

27

UNIT 3: MY DAILY LIFE

"I can ask for and give information about regular activities, plans for the future, or past events (what I did over the weekend)." CEFR A2 COUNCIL OF EUROPE

Students will be able to develop oral production skills to request and provide information about regular activities, using the present simple tense as a basis for establishing clear communication about their immediate environment and simple future projections.

28

CONTENT 3

01 Vocabulary:
- Daily routine
- Adverbs of frequency

02 Grammar spot: Simple Present

03 Speaking time

04 Project: That's how my day is.

Don't forget to tell me the promt before you talk to me.

29

LESSON 1

VOCABULARY: DAILY ROUTINE

1. **Complete the activities correctly.**

W_k_ up

Br_s_ your t_et_

G_ t_ sc_o_l

S_e_p

Tak_ S_ow__

E_t br_akfa_t

St_d_

R_l_x

PRACTICE TIME: Use chatbots to practice new vocabulary.

Promt 10: I'm going to tell you the activities I just learned, and please correct my mistakes if I make any.

30

NOTES FOR TEACHER: LESSON 1

In this lesson, students will practice the vocabulary they have learned about daily routines to introduce the simple present tense.

POINTS TO CONSIDER

- Complete the words together with the students.
- With GPT chat, you can improve your pronunciation.
- Don't forget to enter the correct prompt.
- Perform the activity first so that the student can observe.

31

LESSON 2

VOCABULARY: ADVERBS OF FREQUENCY

1. **Check the picture**

Always ★★★★
Usually ★★★★
Often ★★★
Sometimes ★★
Rarely ★
Never

These adverbs give a general sense of how often something happens without specifying exact intervals.

The stars show us the frequency of activity.

32

LESSON 2

VOCABULARY: ADVERBS OF FREQUENCY

1. **Color the stars as appropriate.**

Now practice: say the daily routine activity and indicate the adverb of frequency. It's a time-sensitive activity, so you have to do it quickly. Example often- study **Promt 11: I'm going to tell you the activities and how often they happen, and you're going to tell me if my pronunciation is correct.**

33

NOTES FOR TEACHER: LESSON 2

In this lesson, students should practice using adverbs of frequency, as they are very important for the simple present tense.

POINTS TO CONSIDER

- You should teach by guiding yourself with the stars.
- Reinforce pronunciation and indicate that the more stars there are, the more frequently the activity should be done.
- Don't forget to enter the correct prompt.
- Remind students that the activity should be done quickly, that they should gradually increase their speed.

34

LESSON 3

GRAMMAR SPOT: SIMPLE PRESENT

English verb tense used to express habits, routines, general facts, permanent situations, or scheduled events.

Affirmative:
S + VERB (BASE FORM) + C
(WITH SHE, HE, IT: ADD A S, ES, IES IN THE VERB
Ex: I EAT BREAKFAST
SHE EATS BREAKFAST

S, ES, IES
SHE, HE, IT

Negative:
S + DON'T / DOESN´T + VERB (Base form) + C
Ex: I DON'T EAT BREAKFAST.
HE DOESN'T EAT BREAKFAST

DOESN'T:
SHE, HE, IT

Question:
DO/DOES + S + VERB (base form) + C + ?
Ex: DO YOU EAT BREAKFAST?
DOES SHE EAT BREAKFAST?

DOES: SHE, HE, IT

35

NOTES FOR TEACHER: LESSON 3

In this lesson, students will learn the grammatical structure of the simple present tense.

POINTS TO CONSIDER

- Reinforce grammatical structure through examples.
- Emphasize the grammatical rule for third person singular.
- Include the vocabulary you have learned.
- You can ask them to make sentences and tell them to ask the AI to check.

36

Lesson 4: Speaking time

I often wake up early, then I usually brush my teeth three times a day, I always eat breakfast and I take a shower.
When I finish my homework, I sometime study math and english.
Next I rarely go to school with my friends and when I come back, I never relax because I have a lot things to do, finally I rarely sleep late.

STEVEN

Copy and paste Steven's dialogue and send it through the chatbot
Copy **Promt 12: I'm going to tell you Steven's routine in the third person, and you're going to tell me if I did it correctly. List all my mistakes.**
Now tell the chatbot Steven's routine in the third person.
Example:
He wakes up early, then he usually.....

37

NOTES FOR TEACHER: LESSON 4

In this lesson, students will put into practice lessons one, two, and three, as they develop a dialogue in the third person based on the proposed routine.

POINTS TO CONSIDER

- Explain the dynamics of the activity with an example.
- It emphasizes the use of the third person and the rules that must be applied.
- Pay attention to the students' gestures and how they communicate with the chatbot.

38

Lesson 5

Project: That's how my day is

Interview the AI chatbot.

1. You are going to write 7 questions about the routine: Example: Do you get up early every day?

2. Copy and paste **prompt 13: Act like a 10-year-old student and I'm going to ask you some questions about your routine and you're going to answer me in the simple present tense.**

3. Ask the chatbot questions and record the interaction on video and present it in class :)

39

NOTES FOR TEACHER: LESSON 5

In this lesson, students will put into practice lessons one, two, and three, as they develop a dialogue in the third person based on the proposed routine.

POINTS TO CONSIDER

- Explain the dynamics of the activity with an example.
- It emphasizes the use of the third person and the rules that must be applied.
- Pay attention to the students' gestures and how they communicate with the chatbot.

40

UNIT 4: LOOKING BACK

Can talk about past experiences in a very basic way (e.g. what he/she did yesterday or last weekend). CEFR A2 COUNCIL OF EUROPE

Students will be able to develop oral production skills to describe and exchange information about past events and completed actions, using the simple past tense to communicate experiences related to their personal lives and familiar contexts.

41

CONTENT 4

Don't forget to tell me the promt before you talk to me.

01 Vocabulary:
- Regular verbs
- Irregular verbs

02 Grammar spot: Simple past

03 Speaking time

04 Project: What did you do yesterday?

42

LESSON 1

VOCABULARY: REGULAR VERBS

1. **Write the verb in the correct column.**

Regular verbs in English form the past tense and past participle by adding "-ed" or "-d" to the base verb without changing its root, following predictable patterns. The general rule is to add -ed, but if the verb ends in -e, only -d is added, and if it ends in a consonant + y, it changes to -ied.

ed	d	ied

1. **visit**
2. **play**
3. **watch**
4. **study**
5. **work**
6. **clean**
7. **listen**
8. **talk**
9. **help**
10. **travel**
11. **fly**
12. **wash**
13. **live**
14. **move**
15. **dance**

Now check with the AI, type the prompt, and say each verb in the past tense.

Promt 14:I will say a list of regular verbs in the past tense, and you must indicate the correct pronunciation of each verb.

43

NOTES FOR TEACHER: LESSON 1

In this unit, students will learn regular verbs and their correct pronunciation through AI.

POINTS TO CONSIDER

- Explain the rules using examples.
- Guide students in completing the column activity.
- Focus on feedback from the AI.
- Ask students to repeat the exercise after receiving feedback.

44

LESSON 2

VOCABULARY: TIME EXPRESSIONS

1. **Write the verb in the correct column.**

past tense expressions

- yesterday
- last night / last week / last weekend
- two days ago / a year ago
- in the morning / in the afternoon
- then
- at that time

1. **_____, I cleaned my house.**
2. **_____, I watched a movie with my family.**
3. **I played soccer with my friends,_____**
4. **_____, I met my friends at the park.**
5. **I finished my homework, ___ I watched TV.**

Tell the AI the complete sentences with the time expressions to complete the idea.

Promt 15: I'm going to give you some sentences with past tense expressions, then you give me five more examples with past tense expressions.

45

NOTES FOR TEACHER: LESSON 2

In this unit, students will learn the importance of using the correct time expressions for the simple past tense.

POINTS TO CONSIDER

- Explain when we should use each expression and its meaning.
- Develop the use of expressions with examples.
- Do the exercise with AI First so that students can visualize the process.

46

LESSON 3

GRAMMAR SPOT: PAST SIMPLE

It used to talk about actions that began and ended at a specific time in the past, with no connection to the present.

Affirmative:
S + VERB (PAST FORM) + C
LIVED, VISITED, WORKED
Ex: I LIVED IN NEW YORK THREE YEARS AGO.

VERB PAST FORM

Negative:
S + DIDN'T + VERB (Base form) + C
Ex: I DIDN'T LIVE IN NEW YORK THREE YEARS AGO.

DID + NOT

Question:
DID + S + VERB (base form) + C + ?
Ex: DID YOU LIVE IN NEW YORK THREE YEARS AGO?

DID

47

NOTES FOR TEACHER: LESSON 3

In this lesson, students will learn the grammatical structure of the past simple tense.

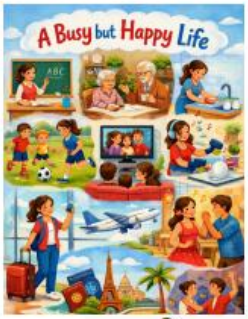
POINTS TO CONSIDER

- Reinforce grammatical structure through examples.
- Emphasize the use of auxiliaries. (DID)
- Include the vocabulary you have learned.
- You can ask them to make sentences and tell them to ask the AI to check.

48

Lesson 4: Speaking time

A Busy but Happy Life
Maria lives in a small town. She studies English because she wants to be a teacher. Maria visits her grandparents. She helps them at home and cleans the house. After that, they talk for hours and listen to music together.
Maria plays with her little cousins and watches movies with her family. She washes the dishes before she talk to her friend. Once a year, Maria travels to another country. She flies by plane and moves from place to place to see new cities. During her trips, she dances with new friends and enjoys every moment.



1. Use **prompt 16: I'm going to read you a story about Maria's busy life** and read the text.

2. You are going to adapt the story to the past tense (e.g., Maria lived in a small town) and tell it to the AI.

3. Use **prompt 17: Now I'm going to tell you the story using the simple past tense, and you're going to tell me if I did it right.**

49

NOTES FOR TEACHER: LESSON 4

In this lesson, students will practice the grammatical tense they have learned.

POINTS TO CONSIDER

- Before doing the activity, have them underline the verbs in the text.
- You can do the activity in pairs.
- Tell the students that the verbs are the ones we reviewed in the previous lesson.
- Repeat the activity as many times as necessary.

50

Lesson 5

Project: What did you do yesterday?

1. **Say the verbs that represent the images.**







51

Lesson 5

Project: What did you do last year?

1. With the verbs learned, write a creative song about the activities you did last year.
2. Insert the following prompt into the AI: **Promt 18 I'm going to sing you a song about the activities I did last year, using the simple past correctly. Then you'll tell me if I did it correctly.**
3. Listen to the AI's response, and if you need to improve anything, you can do so.
4. Record your interaction with the AI singing your song.

follow the steps...

52

NOTES FOR TEACHER: LESSON 5

In this unit, students will carry out a project where they put what they have learned into practice in their daily lives in a fun way, as we are using m

POINTS TO CONSIDER

- Explain to students that they should use creativity.
- Reinforce the verbs learned first
- Don't forget to give an example about the song.
- Always reinforce pronunciation if necessary.

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PROMTS LiST

Promt 1: I'm going to tell you some new words I've learned about the vocabulary of my house, and you can correct me if I make any mistakes.

Promt 2: I'm going to tell you about objects I have in my house, and you're going to tell me if I did it right.

Prompt 3: I am going to tell you the objects that are in the image, and then act as a partner and tell me the objects I missed using "there is" and "there are."

Promt 4: This is a photo of my favorite place in my house, and let's talk about all the objects in this place using "there is" and "there are."
At the end, ask me a couple of questions about my dialogue

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PROMTS LiST

Promt 5: I'm going to tell you some new words I've learned about places, and you're going to tell me if I pronounced them correctly.

Promt 6: I'm going to tell you the phrases I learned, and you tell me if my pronunciation was correct.

prompt 7: I'm going to tell you some sentences using can and can't, and then you'll ask me if I can do the activities to answer: Yes, I can and No, I can't

prompt 8: I am going to ask 7 questions using Can, and you are going to answer correctly.

prompt 9: Now ask me the same questions and I will answer you.

55

PROMTS LiST

Promt 10: I'm going to tell you the activities I just learned, and please correct my mistakes if I make any.

Promt 11: I'm going to tell you the activities and how often they happen, and you're going to tell me if my pronunciation is correct.

Promt 12: I'm going to tell you Steven's routine in the third person, and you're going to tell me if I did it correctly. List all my mistakes.

prompt 13: Act like a 10-year-old student and I'm going to ask you some questions about your routine and you're going to answer me in the simple present tense.

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PROMTS LiST

Promt 14:I will say a list of regular verbs in the past tense, and you must indicate the correct pronunciation of each verb.

Promt 15: I'm going to give you some sentences with past tense expressions, then you give me five more examples with past tense expressions.

Promt 16: I'm going to read you a story about Maria's busy life and read the text.

prompt 17: Now I'm going to tell you the story using the simple past tense, and you're going to tell me if I did it right.

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4.1 Impacts

There are four impacts to analyze:

- Pedagogical impact.
- Psycho-pedagogical impact.
- Technological impact.

Table 1

The numerical impact levels.

The numerical impact levels are:
-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impacts
1 Low positive impact
2 Medium positive impact
3 High positive impact

Take from: posso (2013)

Formula to collect results.

IL (Impact level) = $\frac{\Sigma}{number\ of\ items} = \frac{12}{4} = 3$

Σ = The results for each indicator are added together.

4= number if indicators included in the table.

4.2 Pedagogical impact

Table 2

Pedagogical impact indicators

Indicators	*Impact Levels*						
	-3	-2	-1	0	1	2	3
1. Level of phonetic accuracy and fluency (Oral Accuracy)							x
2. Rate of transfer of vocabulary and grammar to speech							x
3. Increase in student talk time (STT)							x
4. Quality of linguistic output in the Final Project						x	
Total							11

Pedagogical impact = $\frac{\Sigma}{number\ of\ items} = \frac{11}{4}$ = 2.75

Pedagogical impact = Medium positive impact

4.2.1 Analysis:

The analysis of the pedagogical impact indicators shows that the proposal is highly effective, with a total score of 11 out of 12 points. The results indicate the highest level of impact (+3) in key areas of second language learning, such as pronunciation and fluency, the use of vocabulary and grammar in speaking, and increased student participation in oral activities. These findings suggest that the AI chatbot strongly supports oral language

development by giving 10- and 11-year-old students more opportunities to practice speaking in an environment that encourages accuracy and independent communication.

In addition, the application of the pedagogical impact formula results in an average score of 2.75, which is considered a “medium positive impact” according to the established scale. Although the quality of the language used in the final project reached a score of +2, slightly lower than the other indicators, the overall results confirm that the technological tool meets its educational goals. This balance supports the use of artificial intelligence in the classroom and shows that it is an effective and adaptable tool for improving speaking skills in primary education.

4.3 Psycho-pedagogical impact

Table 3

Psycho-pedagogical impact indicators

Indicators	*Impact Levels*						
	-3	-2	-1	0	1	2	3
1. Reduction of Affective Filter (Linguistic Anxiety)							x
2. Increased Learning Autonomy							x
3. Lexical Density and Syntactic Complexity in Spoken Discourse						x	
4. Level of Engagement and Persistence in the Task						x	
Total							10

$$\text{Psycho-Pedagogical impact} = \frac{\Sigma}{number\ of\ items} = \frac{1o}{4} = 2.50$$

Psycho-pedagogical impact = Medium positive impact.

4.3.1 Analysis

The psycho-pedagogical impact indicators show that the use of the AI chatbot has produced significant changes in students' emotional attitudes and learning behavior, with a total score of 10 points. A strong reduction in the affective filter and an increase in learner autonomy reached the highest impact level (+3), indicating that the AI-based digital environment offers a safe space that lowers language anxiety and helps 10- and 11-year-old students take greater control of their oral practice.

Regarding cognitive and behavioral aspects, indicators such as vocabulary use, sentence structure, and student engagement received a positive score of +2. These findings suggest that, although the technology is very effective in motivating learners and improving the organization of their speech, its main strength lies in its social and emotional benefits. Overall, the psycho-pedagogical impact confirms that the tool not only supports language learning but also positively changes students' attitudes, encouraging sustained participation in communicative activities.

4.4 Technological impact

Table 4

Technological impact indicators

Indicators	*Impact Levels*						
	-3	-2	-1	0	1	2	3
1. Voice Recognition Accuracy (ASR Accuracy)							x
2. Response Time and Interaction Latency						x	

3.	Interface Usability and Accessibility	x
4.	System Stability and Availability	x
Total		9

$$\text{Technological impact} = \frac{\Sigma}{number\ of\ items} = \frac{9}{4} = 2.25$$

Technological impact = Medium positive impact

4.4.1 Analysis

The technological impact indicators show that the technical integration of the AI chatbot was successful, with a total score of 9 points. The strongest indicator (+3) is speech recognition accuracy (ASR accuracy), which is essential for the success of the project because it allows the AI system to accurately understand the speech of 10- and 11-year-old students, reducing interpretation errors that could negatively affect learning. The remaining indicators, including response time, interface usability, and system stability, obtained a positive impact level of +2, ensuring a smooth, stable, and user-friendly experience.

From a statistical point of view, the technological impact formula produced an average score of 2.25, which corresponds to a “medium positive impact.” This result confirms that the technological framework of the chatbot is reliable and suitable for real classroom contexts. The alignment between high speech recognition accuracy and overall system stability supports the conclusion that the proposal is not only pedagogically sound, but also technically capable of sustaining effective and continuous speaking practice activities.

CONCLUSIONS

The integration of AI chatbots in the primary classroom enables students to improve their speaking skills, allowing an effective transition from theoretical knowledge to active oral production, and students become more fluent and improve their pronunciation. It also promotes independent learning and builds confidence through safe practice.

The effectiveness of chatbots depends not only on their technical features but also on their pedagogical role in supporting teachers as facilitators of meaningful learning; they do not replace essential human interaction; instead, it allows teachers to focus on developing students' critical thinking and creativity, promoting a more inclusive and human-centered approach to English language learning aligned with current digital literacy demands.

The mixed research approach with a quasi-experimental design is an effective method to evaluate the impact of AI chatbots in the classroom, as it allows the measurement of students' English fluency and accuracy while also analyzing their participation and motivation, ensuring that the results reflect realistic and applicable improvements in oral communication within real educational contexts.

The use of well-crafted surveys that are customized for students, along with triangulation and non-intrusive observation, is necessary to verify the educational value of AI chatbot tools, obtain dependable data, document authentic student conduct, and emphasize the role of understanding teacher/student perceptions in the teaching-learning process.

Students show a strong positive attitude toward the integration of AI chatbots, which play a key role in improving speaking skills in the classroom; they recognize the importance of English and accept artificial intelligence as a support tool to reduce communication difficulties, and this positive disposition reduces fear of making mistakes and promotes more active and conscious participation.

The research concludes that the effectiveness of chatbots depends mainly on teachers' pedagogical guidance that aligns artificial intelligence with curricular objectives, since this mediation helps students actively process language, receive personalized feedback, and develop their English skills through interactive learning adapted to their A1–A2 level and learning pace.

RECOMENDATIONS

It is necessary for educational institutions and teaching staff to utilize the AI chatbot in classrooms before human interactions; this could alleviate external judgment and ensure a progressive, systematic transition to active oral production that is focused on the learner's emotional security.

Education authorities and area coordinators must implement teachers' training programs on AI, which include delegating repetitive language practice tasks to AI chatbots to prioritize class time for higher-level cognitive activities. Additionally, they must receive training specifically in using AI technical support to free up operational workload and focus on developing students' creativity and critical thinking skills.

Future researchers and specialists in educational technology may adopt the mixed approach and quasi-experimental design as standard for evaluating artificial intelligence tools in real school contexts; this methodology may be applied at different educational levels or in different geographical areas to validate whether the effectiveness of the chatbot and the

preservation of the natural classroom environment produce equally positive results in diverse socio-educational contexts.

Future research must continue using carefully designed instruments adapted to students' cognitive levels and combine them with triangulation and non-intrusive observation to strengthen the reliability of data, deepen the understanding of participants' perceptions, and improve the effective integration of AI tools in the teaching-learning process.

School leaders and English teachers should include AI chatbots in regular classroom activities as a fun and useful learning tool. This can help keep students motivated over time, not just for a short period. By using chatbots regularly, students can build strong habits of practice. These habits can reduce communication difficulties. As a result, learning becomes more natural, confident, and continuous.

Educators must incorporate AI chatbots into speaking activities to take advantage of students' positive attitudes and intrinsic motivation toward the use of these technological resources; English teachers should design communicative tasks that use chatbots as supportive practice tools, creating low-anxiety environments that encourage experimentation, meaningful participation, and reduce fear of making mistakes.

English teachers must implement AI chatbots as pedagogically guided tools rather than independent technological resources; they also should design learning activities that clearly connect chatbot use with curricular goals, according to students' levels. In addition, educational institutions should prioritize technological support and teacher training to ensure effective mediation, allowing chatbots to deliver personalized feedback and foster meaningful, interactive English learning experiences.

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ANNEXS

Annex 1. Authorized request to implement assessment instruments at the Unidad Educativa "Miguel Ángel Zambrano"

Quito, 31 de octubre de 2025

Magíster
Jorge Pozo
RECTOR UE "MIGUEL ÁNGEL ZAMBRANO"

Presente.

Asunto: Solicitud de autorización para la aplicación de instrumentos de investigación

De mi consideración:

Reciba un cordial saludo. Yo, **Estefanía Rosero**, con número de cédula 1725638686, estudiante de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la **Universidad Técnica del Norte**, me encuentro realizando mi trabajo de titulación: "AI-based chatbots for spoken interaction in 3rd and 4th years in E.G.B at U.E Miguel Ángel Zambrano".

Por medio de la presente, solicito muy comedidamente su autorización para **aplicar los instrumentos de evaluación**: encuesta, entrevistas y observaciones a los estudiantes de sexto y séptimo años y docentes del área de inglés, de su institución, con el propósito de recopilar información necesaria para el desarrollo de mi investigación.

Me comprometo a manejar los datos obtenidos con total **confidencialidad y uso estrictamente académico**, respetando la privacidad e integridad de los participantes.

Agradezco de antemano su atención y colaboración.

Atentamente,

Marcia Mantilla Firmado digitalmente por Marcia Mantilla Fecha: 2025.10.31 06:56:56 -05'00'

Marcia Mantilla
COORDINADORA CARRERA
INE EN LÍNEA

Autorizado 2025-11-18
UNIDAD EDUCATIVA "Dr. Miguel Ángel Zambrano" VICERRECTORADO

Estefanía Rosero
Estudiante de la Universidad Técnica del Norte
Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros
Correo electrónico: enroseros@utn.edu.ec

Teléfono: 0987645087

Annex 2. Format of interview addressed to Ruth Garzón, Coordinator and English teacher at the Unidad Educativa "Miguel Ángel Zambrano"

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

QUESTIONNAIRES

PROJECT: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective:

Analizar la efectividad de los chatbots basados en IA para mejorar la interacción oral en inglés en los estudiantes de 6.º y 7.º año de la "Unidad Educativa Miguel Ángel Zambrano" durante el año lectivo 2025–2026.

1. INTERVIEW FORMAT FOR TEACHER (ENGLISH AREA)

a) What level do you think students currently have in oral interaction in English (fluency, pronunciation, confidence when speaking)?
b) What is your perception of the ease of use of AI-based chatbots to practice English conversation?
c) Do you believe that the use of chatbots motivates students to participate more in oral English activities? Why?
d) Do you think the implementation of chatbots has a positive impact on students' confidence when expressing themselves orally in English?

e) What limitations do you identify in the use of chatbots in the school context (time, internet access, technological resources, etc.)?

Nota: Elaboración propia (2024). Instrumento diseñado para medir la percepción del maestro sobre el uso de herramientas tecnológicas en la práctica oral del inglés.

Annex 3. **Transcription of interview addressed to Ruth Garzón, Coordinator and English teacher at the Unidad Educativa "Miguel Ángel Zambrano"**

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

Below is the interview between the researcher and the teacher:

Estefania Rosero: What level do you think students currently have in oral interaction in English? fluency, pronunciation, and confidence when speaking.

MSc. Ruth Garzon: A1-A2 level when they use English in speaking form. With fluency, pronunciation, and confidence is not the best in our classes, but few students try to use English all the time in class.

Estefania Rosero: What is your perception of the ease of use of AI-based chatbots to practice English conversation?

MSc. Ruth Garzon: It is a useful tool to create resources, but we need to check and adapt for your students. It's not just used; you have to look for the correct method, the correct strategy to apply in class.

Estefania Rosero: Do you believe the use of chatbots motivates students to participate more in oral English activities? Why?

MSc. Ruth Garzon: Yes, I believe it is a good idea. Chatbots could be useful, but we need to find one that fits our classroom requirements and our institution's context, because we don't always have the appropriate devices available. We have a laboratory, but it is not specifically designed for English classes, for example.

Estefania Rosero: Do you think the implementation of chatbots has a positive impact on students' confidence when expressing themselves orally in English?

MSc. Ruth Garzon: Yes, because they have a different type of interaction with immediate feedback. They have to practice finding the right prompt.

Estefania Rosero: What limitations do you identify in the use of chatbots in the school context (time, internet access, technological resources, etc.)?

MSc. Ruth Garzon: I think technological resources are not available to all students to use or practice on a computer, cell phone, or other device. I think that this is the big problem in this kind of tools.

Annex 4. Format of survey aimed at 6th- and 7th grade students Unidad Educativa "Miguel Ángel Zambrano"

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

Proyecto: AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)

Objetivo: Obtener la percepción de los estudiantes sobre el uso de chatbots en el desarrollo de la interacción oral en inglés.

Instrucciones: Lea cuidadosamente cada afirmación y marque el número que mejor represente su opinión.
Escala:
1 = Totalmente en desacuerdo
2 = En desacuerdo
3 = Ni de acuerdo ni en desacuerdo
4 = De acuerdo
5 = Totalmente de acuerdo
Preguntas:

Considero que el inglés es importante para mi futuro académico y profesional.

Me resulta difícil comunicarme oralmente en inglés en clase.

Me gustaría practicar inglés con herramientas tecnológicas como chatbots.

Los chatbots me ayudan a sentir más confianza al hablar en inglés.

Usar chatbots motiva mi participación en las actividades orales de inglés.

Creo que los chatbots me permiten mejorar mi pronunciación.

Considero que los chatbots me ayudan a hablar con mayor fluidez.

Me gustaría que se usen chatbots con frecuencia en las clases de inglés.

Los chatbots hacen que la práctica oral sea más dinámica y entretenida.

Recomendaría a otros estudiantes usar chatbots para practicar inglés.

Nota: Basado en Gardner, R. C. (1985). The Attitude/Motivation Test Battery: Technical Report. University of Western Ontario.

Annex 5. Format of observation guide aimed at 6th- and 7th grade students Unidad Educativa "Miguel Ángel Zambrano"

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

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Indicators to observe (mark frequency)

Student's Number:

Class:

Ítem	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.					
b	Uses complete sentences in English with the chatbot.					
c	Shows confidence when responding.					
d	Corrects pronunciation errors after feedback					

e	Appears motivated and enthusiastic during practice.					
f	Uses appropriate facial expressions and gestures while speaking.					
g	Maintains attention and engagement during chatbot interaction.					

Nota: Elaboración propia (2025). Instrumento diseñado para medir la percepción de los estudiantes sobre el uso de herramientas tecnológicas en la práctica oral del inglés.

Annex 6. Classroom observation of student interaction with chatbots at the Unidad Educativa “Miguel Angel Zambrano”

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Date: October 20th, 2025

Class: 6th "A"

Indicators to observe (mark frequency):

Item	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.				x	
b	Uses complete sentences in English with the chatbot.		x			
c	Shows confidence when responding.					x
d	Corrects pronunciation errors after feedback			x		
e	Appears motivated and enthusiastic during practice.					X
f	Uses appropriate facial expressions and gestures while speaking.					x
g	Maintains attention and engagement during chatbot interaction.				X	

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Date: October 20th, 2025

Class: 6th "B"

Indicators to observe (mark frequency):

Item	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.				x	
b	Uses complete sentences in English with the chatbot.			X		
c	Shows confidence when responding.				X	
d	Corrects pronunciation errors after feedback			x		
e	Appears motivated and enthusiastic during practice.					X
f	Uses appropriate facial expressions and gestures while speaking.					x
g	Maintains attention and engagement during chatbot interaction.					X

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Date: October 20th, 2025

Class: 6th "C"

Indicators to observe (mark frequency):

Item	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.			X		
b	Uses complete sentences in English with the chatbot.			X		
c	Shows confidence when responding.					X
d	Corrects pronunciation errors after feedback		X			
e	Appears motivated and enthusiastic during practice.					X
f	Uses appropriate facial expressions and gestures while speaking.					x
g	Maintains attention and engagement during chatbot interaction.					X

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Date: October 21th, 2025

Class: 7th "A"

Indicators to observe (mark frequency):

Item	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.				X	
b	Uses complete sentences in English with the chatbot.		X			
c	Shows confidence when responding.					X
d	Corrects pronunciation errors after feedback			X		
e	Appears motivated and enthusiastic during practice.					X
f	Uses appropriate facial expressions and gestures while speaking.					x
g	Maintains attention and engagement during chatbot interaction.					X

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Date: October 21ST, 2025

Class: 7th "B"

Indicators to observe (mark frequency):

Ítem	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.				X	
b	Uses complete sentences in English with the chatbot.			X		
c	Shows confidence when responding.				X	
d	Corrects pronunciation errors after feedback		X			
e	Appears motivated and enthusiastic during practice.					X
f	Uses appropriate facial expressions and gestures while speaking.					x
g	Maintains attention and engagement during chatbot interaction.				X	

OBSERVATION GUIDE

Project: *AI-based chatbots for spoken interaction in 6th and 7th years in E.G.B at U.E. Miguel Ángel Zambrano (2025–2026)*

Objective: To record students' verbal and non-verbal behaviors during oral activities with chatbots.

Date: October 21ST, 2025

Class: 7th "C"

Indicators to observe (mark frequency):

Item	Indicador	Never	Rarely	Sometimes	Often	Always
a	Participates voluntarily in oral interaction.			X		
b	Uses complete sentences in English with the chatbot.			X		
c	Shows confidence when responding.				X	
d	Corrects pronunciation errors after feedback		X			
e	Appears motivated and enthusiastic during practice.					X
f	Uses appropriate facial expressions and gestures while speaking.					x
g	Maintains attention and engagement during chatbot interaction.				X	

Annex 7: Images of the application of interviews, survey form and check list


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Valores