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"AI ASSISTANTS AS TOOLS FOR L2 WRITING IN 1ST, 2ND AND 3RD - YEAR B.G.U. LEARNERS AT U.E. THOMAS RUSSELL CRAMPTON"

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RESUMEN

La presente investigación surge ante los desafíos persistentes en el desarrollo de la escritura en inglés como lengua extranjera en estudiantes de Bachillerato General Unificado (BGU), quienes presentan limitaciones frecuentes en vocabulario, gramática y organización textual. El objetivo general consistió en adaptar estrategias pedagógicas para el desarrollo de tareas de escritura mediante el uso de diversos asistentes de inteligencia artificial (IA) de manera no dependiente. La metodología empleada siguió un enfoque mixto, de alcance exploratorio y descriptivo; aplicando encuestas y entrevistas a estudiantes y docentes de primero, segundo y tercer año de B.G.U. de la Unidad Educativa "Thomas Russell Crampton" durante el periodo 2025-2026. Los resultados más relevantes indican que herramientas como ChatGPT y Gemini son las más utilizadas, siendo valoradas positivamente por proporcionar retroalimentación inmediata, sugerencias léxicas y apoyo en la estructuración de ideas. Se notó un impacto positivo moderado en la responsabilidad académica y el compromiso de los estudiantes con las tareas de escritura. En conclusión, los asistentes de IA funcionan como apoyos cognitivos que fortalecen la autonomía y motivación de los alumnos, pero no reemplazan la guía del docente, que sigue siendo clave para desarrollar habilidades críticas y un uso ético de la tecnología. Además, integrar estas herramientas ayuda mucho a la alfabetización digital y al pensamiento crítico frente a contenidos generados por dichos asistentes virtuales.

Palabras clave: Inteligencia artificial, escritura L2, BGU, estrategias pedagógicas, asistentes virtuales, alfabetización digital.

ABSTRACT

This research addresses the persistent challenges in developing English as a Foreign Language (EFL) writing skills among students in high school levels (B.G.U.), who often face difficulties in vocabulary, grammar, and textual organization. The general objective was to adapt pedagogical strategies for writing tasks using various Artificial Intelligence (AI) assistants in a non-dependent educational manner. The methodology followed a mixed-methods, exploratory, and descriptive approach, utilizing surveys and interviews with students and teachers from the first, second, and third years of B.G.U. at U. E. "Thomas Russell Crampton" during the 2025-2026 academic year. Key findings indicate that ChatGPT and Gemini are the most frequently used tools, valued for providing instant feedback, vocabulary suggestions, and structural support. A moderate positive impact was observed in students' academic responsibility and engagement with writing projects. This work shows that AI assistants serve as cognitive support, enhancing both independence and motivation while not undermining the essential function of the teacher in fostering critical thinking and responsible technology use. Additionally, integrating these tools boosts digital literacy and strengthens the ability to evaluate AI results critically.

Keywords: Artificial intelligence, L2 writing, BGU, pedagogical strategies, virtual assistants, digital literacy.

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INTRODUCTION

1.1. Problem

1.1.1. Description

Developing L2 writing remains a consistent challenge for BGU students in Ecuador, who frequently display limited vocabulary, recurring grammatical errors, and weak text organization (Tamayo Maggi & Cajas Quishpe, 2020). These persistent difficulties reduce students' ability to express ideas clearly in English. Traditional instructional approaches often fail to offer immediate and individualized feedback (Mi et al., 2025). Consequently, AI writing assistants have emerged as promising alternatives capable of addressing learners' linguistic problems more efficiently.

AI tools provide instant corrections, vocabulary options, and structural suggestions that support personalized learning processes. Their feedback helps students identify language patterns, improve accuracy, and strengthen writing skills (Zhang, 2024). Applications such as Rewritify, Grammarly, Eskritor, and Quillbot have become valuable resources for producing clearer and more coherent written texts. As their educational use expands, researchers seek to understand their specific benefits for learners with limited English proficiency (Wang et al., 2024).

1.1.2. Delimitation

This study focuses exclusively on how AI assistants support English L2 writing in first-, second-, and third-year BGU students at U. E. "Thomas Russell Crampton." It analyzes vocabulary development, grammar correction, and coherence improvement within teacher-guided classroom activities from September 2025 to May 2026. The research excludes the skills of listening, speaking, and reading, avoids comparisons with traditional methods, and remains limited to EFL learners within the designated academic levels.

Despite their theoretical potential, the impact of AI tools remains underexplored in local high school contexts (Barrios-Beltran, 2024). At U. E. "Thomas Russell Crampton," no studies have examined how students at different BGU levels interact with AI writing tools or whether their writing genuinely improves. Generating evidence on these aspects is necessary to determine the actual role and effectiveness of AI in supporting students' L2 writing performance within this specific institutional environment.

1.1.3. Formulation

Although English instruction has progressed, many students still experience difficulties in grammar, vocabulary, and consistency. Traditional methods may not offer sufficient personalized guidance or timely feedback (Alharbi, 2023). Given the rising accessibility of AI writing tools, it is important to determine whether they can effectively support first-, second-, and third-year learners. Understanding how AI-assisted writing affects student engagement, writing outcomes, and classroom integration is essential for improving instructional practices (Perez Roa & Halim, 2023).

Delving deeper into these patterns can reveal how frequently students use AI tools, how they perceive them, and how their writing evolves over time. This information can help teachers choose technology techniques that address students' challenges more effectively. By assessing usage trends and variations in performance, this project hopes to provide valuable insights that will improve the teaching of academic writing and contribute to more inform educational decision-making.

1.2. Justification

AI tools are increasingly shaping educational practices, especially in the development of L2 writing (Alharbi, 2023). Students at U. E. "Thomas Russell Crampton" often face difficulties related to syntax, coherence, organization, and vocabulary. AI writing assistants can help address these challenges by offering personalized support that adapts to students'

abilities and learning needs. Their continuous guidance helps learners improve progressively, making writing tasks more manageable and supporting long-term skill development.

Beyond linguistic comprehension, writing in foreign languages requires a solid cognitive structure. Students usually struggle due to limited exposure to English and a lack of consistent feedback (Yang et al., 2023). AI solutions, such as grammar checkers and vocabulary enhancers, offer systematic, step-by-step support that compensates for these deficiencies (Barrot, 2022). Over time, prompt and regular feedback helps students align their performance with their academic goals, narrowing the gap between their current writing level and the expected standards for specific proficiency levels (Zhang & Hyland, 2022).

Recent improvements in writing development have relied on AI tools, as they address grammatical, syntactic, and spelling issues in real time, enabling users to understand and avoid errors (Barrot, 2023). Furthermore, they increase lexical diversity by providing synonyms and contextual terminology, resulting in more accurate and varied writing (Murgayah et al., 2025). Revising and refining drafts increases student engagement while improving structure, coherence, realism, and overall writing quality (Han et al., 2023).

For 1st-year BGU students, foundational difficulties in grammar and structure often hinder writing development. AI tools provide clear explanations for common errors, guide sentence formation, and reinforce essential rules (Munday, 2021). Such feedback helps students internalize linguistic principles and slowly build confidence. As they work through mistakes and receive corrective input, learners strengthen their understanding of English writing conventions (Gayed et al., 2022).

Second-year BGU students typically show some progress but still face challenges in coherence, fluency, and vocabulary expansion. AI assistants can refine their texts by offering improved transitions, detecting structural inconsistencies, and proposing richer lexical choices (Guo & Li, 2024). Moreover, AI highlights errors involving articles, prepositions, and tenses.

These interactions promote independent editing habits and encourage stronger critical thinking about writing choices (Li et al., 2023).

Third-year BGU learners often need to strengthen advanced writing abilities, including argumentation, organization, and academic tone. AI tools can assist with logical reasoning, vocabulary enrichment, and adherence to formal writing expectations (Xu, 2025). Additionally, AI helps students avoid plagiarism by detecting unoriginal content and promoting ethical writing practices. This prepares them for future academic and professional writing tasks, where precision and originality are essential (Liebling et al., 2025).

A major advantage of AI assistants is their capacity to enhance motivation and student autonomy. L2 writing often feels challenging without immediate guidance (Dai et al., 2025). AI feedback provides instant improvements, helping students feel more capable and encouraging continuous engagement with writing tasks. By allowing learners to practice independently, AI fosters responsibility for learning and contributes to long-term language development (Xu et al., 2024).

1.3. Objectives

1.3.1. General Objective

To adapt strategies for developing better writing tasks that utilize different AI assistants in a non-dependent educational manner for BGU students.

1.3.2. Specific Objectives

- To gather information on which AI tools may be most appropriate for developing writing tasks.
- To collect qualitative data through surveys regarding students' experiences with AI tools.

- To evaluate students' grammar, coherence, and vocabulary before and after using AI-assisted tools.

THEORETICAL FRAMEWORK

1.1. Integration of ICTs in Education

The way people have been using ICTs into education has significantly altered the game for both students and teachers. Learning has become significantly more dynamic and accessible because of digital resources such as computers, tablets, and online platforms (Karakasidi et al., 2024). Nowadays, technology plays an important role in distant education, cooperation, and providing access to a plethora of global knowledge. However, we continue to face the difficulty of unequal access to these digital resources, emphasizing the significance of developing inclusive policies that ensure every learner can benefit from these technological breakthroughs (Vashchenko et al., 2024).

1.1.1. Integration of ICTs in Ecuadorian Classrooms

The integration of ICTs in Ecuadorian classrooms has been steadily advancing, showcasing efforts to modernize education and bridge the digital divide. Schools are progressively adopting digital technologies to provide more engaging learning experiences aligned with regional policies, but a significant connectivity and infrastructure gap persists in rural areas (de la Cruz-Campos et al., 2023). Government initiatives and teacher training programs have advantageously improved digital literacy, opening the door to more technological and creative pedagogical programs that meet current student and teacher needs (Benalcázar et al., 2022).

Specifically, the COVID-19 pandemic has really pushed the use of information and communication technologies (ICTs) to the forefront in Ecuador, highlighting both advancements and ongoing regional inequalities. Urban schools have benefited from better internet access and more tech resources, while rural communities have had to rely on radio,

television, and mobile devices for remote learning (Asanov et al., 2021). Even with these challenges, national initiatives are still underway to boost internet access and equip teachers and students with the skills they need for effective digital inclusion and lifelong learning (Navarro-Espinosa et al., 2021).

1.1.2. General Definitions

Talking about Ecuador, Information and Communication Technologies (ICTs) are often seen as digital tools and resources—like computers, internet platforms, and multimedia devices—that enhance the teaching and learning experience (Herrera-Pavo et al., 2024). While their use was once limited by infrastructure and access issues, things have changed thanks to government initiatives and teacher training programs. Nowadays, ICTs play a crucial role in promoting interactive, student-centered education by improving digital literacy and helping to overcome educational and technical challenges throughout the country.

1.1.3. Important Milestones

The way ICTs have been integrated into classrooms in Ecuador has come a long way, marked by some key milestones. It all kicked off in the early 2000s with the "Programa Nacional de Informática Educativa," which brought computers into public schools. Following that, programs like the "Proyecto Educativo Digital" and "Plan TIC-Educación" worked to enhance digital resources and provide training for teachers (Solórzano Alcívar et al., 2021). More recently, in response to the pandemic, there's been a strong push towards virtual learning platforms and improving connectivity, solidifying the role of ICTs as vital tools for fostering inclusive and modern education in Ecuador (Valarezo et al., 2021).

These enhancements have inspired teachers to incorporate innovative teaching methods, including digital tools, into their daily lessons. Additionally, partnerships between the government, businesses, and international organizations have bolstered infrastructure,

ensuring equitable access to technology and fostering digital literacy among students in both urban and rural areas.

1.1.4. Technology and Language Teaching

Language education in Ecuadorian schools has seen a transformation thanks to the integration of ICTs, which fosters a more interactive and student-focused approach to learning. Students can now take control of their own education and improve their communication skills thanks to digital platforms, online dictionaries, and educational applications (de la Cruz-Campos et al., 2023). The unreliable internet connection in rural areas has not become an impediment to digital inclusion, and teachers are increasingly adopting ICTs to create engaging environments that promote English language learning, in line with innovative educational objectives in Ecuador (Apolo et al., 2020).

1.2. English as a Foreign Language in Ecuadorian Curriculum

English as a Foreign Language (EFL) holds a significant place in the Ecuadorian curriculum, reflecting the country's commitment to enhancing global communication and expanding academic opportunities. Since it became part of the national education reform, the focus of English teaching has been on developing communicative skills through engaging, context-driven learning experiences (Barragán Camacho et al., 2023). Even though challenges like inadequate teacher training and uneven access to resources persist, Ecuador remains dedicated to promoting English literacy as a way to encourage inclusivity and competitiveness in our increasingly interconnected world (Herrera et al., 2023).

1.2.1. Regulation by Ministry of Education

The Ecuadorian Ministry of Education oversees English as a Foreign Language (EFL) through the National English Curriculum, which aligns with the Common European Framework of Reference (CEFR). This approach aims to enhance students' communication

skills from early childhood all the way through high school, while also promoting inclusivity and intercultural understanding (Barre-Parrales & Villafuerte-Holguín, 2021). The Ministry shows its dedication to improving English education and equipping students for global and academic opportunities through ongoing teacher training, curriculum updates, and set proficiency goals.

1.2.2. Teaching English at B.G.U. in Ecuador

Teaching English at the Bachillerato General Unificado (B.G.U.) level in Ecuador is all about helping students build their communication skills and critical thinking, setting them up for success in higher education and the global stage. Following the Ministry of Education's guidelines that align with the CEFR, English classes encourage students to use the language in meaningful ways, incorporating technology, teamwork, and an appreciation for different cultures. Still, there are hurdles to overcome, like the uneven distribution of resources and varying levels of teacher expertise, which can make it tough to implement these standards consistently in both public and private schools (Carabajo Romero et al., 2023).

Teaching English at the B.G.U. level in Ecuador comes with its fair share of challenges. For starters, many remote schools struggle with a lack of access to essential technical tools, and teachers often miss out on ongoing professional development opportunities. The large class sizes and the wide range of students' skill levels make it tough to effectively use communicative and learner-centered teaching methods. On top of that, limited exposure to English outside the classroom and a lack of supportive resources hinder students' language development, creating a noticeable gap between what the curriculum expects and what students can actually achieve (Chicaiza et al., 2023).

1.2.3. Expected Learning Outcomes at B.G.U.

The learning goals for the B.G.U. level in teaching English in Ecuador aim to boost students' ability to communicate effectively, aligning with the B1 level of the CEFR. By the

time they finish high school, students should be able to understand and produce basic connected speech, share their thoughts, and engage comfortably in familiar situations (Newman, 2023). The curriculum emphasizes linguistic, social, and strategic skills to equip students for higher education, job opportunities, and participation in an increasingly globalized world.

1.3. Strategies used for the Development of Writing in English

1.3.1. Extensive Reading

Extensive reading is a fantastic way to boost your writing skills in English. It opens up a world of vocabulary, grammar, and different text structures for students. When they dive into engaging and appropriately challenging material regularly, they naturally pick up on language patterns and writing conventions. This approach not only enhances fluency and comprehension but also sparks creativity, essential ingredients for crafting cohesive and meaningful pieces of writing (Nation & Macalister, 2020).

In today's educational landscape, extensive reading works hand-in-hand with communicative and process-oriented writing instruction. Thanks to digital platforms and online libraries, students now have easier access to a wealth of reading materials, which encourages them to read for both enjoyment and educational purposes. By reflecting on and emulating the styles of various authors, students can sharpen their ability to organize their thoughts, express their opinions, and enhance the overall clarity and coherence of their writing (Zhou, 2024).

1.3.2. Vocabulary Expansion

Expanding the vocabulary is crucial for enhancing the writing skills in English. It helps students express their ideas more clearly and creatively. When students engage with authentic texts, digital tools, and interactive activities, their vocabulary naturally grows. This

richer vocabulary allows them to craft more intricate sentences and effectively communicate in various academic and real-life situations (Kyle, 2021).

Technology plays a significant role in this growth, with online dictionaries, corpora, and vocabulary apps promoting self-directed learning. Teachers incorporate these resources into writing lessons to help students understand proper word usage, collocations, and tone. As students build their lexical knowledge, their writing becomes more cohesive, accurate, and aligned with global English proficiency standards (Durrant et al., 2021).

1.3.3. Grammar and Sentence

For the proper development of English writing skills, grammar and sentence structure are fundamental, as they establish the basis for clear and effective communication. Organizing ideas clearly and avoiding misunderstandings become much easier when students understand these grammatical rules. Sentence form, coherence, and precision are aspects that teachers should emphasize in the classroom so that students can express themselves better in both academic and everyday writing (Cullen, 2021).

The incorporation of more engaging and contextualized strategies has led to the evolution of English grammar teaching beyond simple memorization. Currently, peer reviews and the immediate feedback offered by certain digital tools allow students to learn grammar by absorbing knowledge through diverse means. Refining writing skills by combining technology and practical learning improves the understanding of syntactic structures and influences learners' motivation, resulting in greater fluency, accuracy, and coherence in communication across different situations (Manchón & Leow, 2020).

1.3.4. Paragraph and Essay Structure

Paragraph and essay structure are essential tools for enhancing English writing, as they help students organize their thoughts in a clear and coherent manner. When students learn to craft topic sentences, provide supporting details, and draw conclusions, they can

express their ideas more effectively. Teachers emphasize the importance of organized writing to boost clarity, cohesiveness, and critical thinking, ensuring that students can communicate successfully in both academic and professional settings (Mallahi, 2024).

Paragraph and essay writing are taught through process- and genre-based methods that incorporate technology and collaboration. Students utilize digital tools to organize, write, and revise their essays while receiving feedback from peers and instructors. This collaborative approach enhances organization, coherence, and fluency, enabling students to produce well-structured texts that meet global English proficiency standards (Abdel Latif, 2024).

1.3.5. Feedback and Revision

Feedback and revision are essential tools for improving English writing because they help students identify mistakes, refine their ideas, and enhance the clarity of their texts. Through feedback from teachers, classmates, or online resources, students gain insight into their strengths and weaknesses. This reflective process fosters self-regulation, precision, and confidence, turning writing into a skill that evolves over time through consistent practice and active learning (Mao et al., 2024).

Technology-driven platforms facilitate feedback and revision by enabling real-time comments, collaborative editing, and automatic error detection. Teachers use formative assessments to guide revisions, encouraging students to focus on content, organization, and language accuracy. This approach not only promotes critical thinking and independence but also enhances writing quality, linking classroom activities with modern communicative and process-oriented language teaching methods (Lu, 2023).

1.3.6. Free Writing

Free writing is a fantastic way to boost English writing skills because it allows students to express themselves freely, without worrying about grammar or structure. This method helps students shake off the fear of making mistakes, enhances their fluency, and

encourages them to create authentic content (Parrish, 2021). By engaging in free writing, students can delve into their personal experiences and viewpoints while maintaining a steady flow of ideas, which in turn fosters creativity and builds confidence for real-life communication situations.

Often, free writing is combined with digital tools, collaborative platforms, and reflective journals. Students can use technology to write, save, and edit their work, making the process more flexible and engaging. Teachers play a crucial role in guiding students to review their free writing for language use, organization, and clarity, helping transform their raw thoughts into more structured pieces (Alharthi, 2021). This approach not only enhances independence and critical thinking but also significantly improves overall writing skills.

1.3.7. Modeling and Scaffolding

Modeling and scaffolding are essential tools for enhancing English writing skills, as they provide learners with clear examples and step-by-step guidance throughout the writing journey. By analyzing example texts, students grasp how ideas are structured, how paragraphs connect, and how language and grammar function in context (Tabak & Reiser, 2022). Scaffolding, which includes guided practice, prompts, and organized activities, helps learners gradually gain independence while boosting their confidence and accuracy in writing.

Digital AI tools, collaborative platforms, and multimodal resources all play a significant role in improving modeling and scaffolding. Teachers use sample essays, visual organizers, and structured writing frames to support students at different skill levels. Online tools also allow students to experiment with different structures, receive quick feedback, and revise their work more effectively (Noroozi, 2024). This blend of guidance and independence fosters clearer, more coherent, and well-organized written communication.

1.4. Artificial Intelligence in language learning writing

Artificial intelligence has really changed the game when it comes to language learning. It's reshaping how students practice, edit, and express their ideas. In our fast-paced digital world, learners are tapping into AI tools for quick feedback, structural guidance, and vocabulary enhancement, support that used to be limited to the classroom (Tran & Nguyen, 2024). While this shift opens up new opportunities for access and independence, it also calls for responsible use, encouraging students to blend tech assistance with genuine critical thinking and language skills.

1.4.1. Origins

The roots of artificial intelligence in language-learning writing can be traced back to the early days of computer-assisted language learning systems, which primarily focused on grammar and pattern recognition. As technology evolved, AI transitioned from simple rule-based checkers to more sophisticated adaptive technologies that could offer feedback, model texts, and encourage learners' creative expression (Kuddus, 2022). Nowadays in the fast-paced digital world, where technology is rapidly integrated into daily lives, these pioneering inventions laid the foundation for intelligent writing assistants that tailor their support and provide effective language-learning resources.

1.4.2. Types of Artificial Intelligence

Artificial intelligence is transforming the way language learning and writing is approached in some pretty fascinating ways. For starters, rule-based AI helps students polish their grammar by relying on set language patterns. On the other hand, machine-learning systems tap into vast datasets to provide tailored feedback that adapts to each learner's needs. Then there are the advanced generative AI techniques, which can whip up examples, prompts, and model texts to help students brainstorm and fine-tune their writing style (Burstein et al.,

2020). All these AI tools come together to meet today's educational demands for personalized, speedy, and scalable writing support.

1.4.3. AI Tools Commonly Used as Text Generators

1.4.3.1. Microsoft Copilot

Microsoft Copilot is becoming a go-to tool in EFL classes, serving as a powerful AI text generator that helps students express themselves more clearly and coherently. It assists learners in refining their drafts by offering quick suggestions, alternative words, and example models. In this digital age, where students are constantly engaging with AI technologies, Copilot provides readily accessible guidance that boosts their confidence, encourages independence, and nurtures better English writing habits (Truong & Kham, 2025).

1.4.3.2. Grammarly

Grammarly, among present-day EFL instructors the most frequently used one, is an AI-powered writing assistant that offers students graphical suggestions on vocabulary choices made, confusing phrasing provided and style improvement suggestions by resumalling in real time. In an era of greater emphasis on digital literacy, the tool helps students catch and correct their own errors to produce more accurate and cohesive work. The speed of its response promotes independent learning and provides a useful tool to support teacher instruction in today's language classroom (Cotos, 2023).

1.4.3.3. ChatGPT

ChatGPT is becoming a popular tool in EFL classrooms, helping students improve their writing fluency and understand how to structure their ideas. With its knack for providing quick examples, vocabulary options, and context-rich illustrations, it helps students tackle writing challenges and practice real-world communication skills (Pitychoutis, 2024). In Ecuador's current educational landscape, ChatGPT offers valuable support when resources are

scarce, promoting independent learning while still needing teachers to guide its ethical use and foster genuine writing skills.

1.4.3.4. Quillbot

QuillBot has really made a name for itself as a go-to AI tool in EFL courses, especially when students are looking for help with writing and reworking their materials. Its paraphrasing and summarizing features help learners craft clearer, more accurate sentences while trying out different writing styles. In various educational settings, including Latin America, QuillBot supports students who may struggle with vocabulary or grammar by offering tailored language input that boosts their writing fluency and gives them more independence during the drafting and editing process (Nuraeni et al., 2025).

1.4.3.5. Gemini

Gemini is quickly gaining traction in EFL classrooms as a text-generation tool that helps with guided writing, concept development, and language correction. Its ability to provide multimodal and real-time feedback allows students to craft clearer drafts while enhancing their vocabulary, grammar, and coherence. In regions where digital literacy is on the rise, like Latin America, Gemini offers accessible support that encourages learner independence and boosts writing fluency through engaging, AI-driven practice (Al-Kadi & Ali, 2024).

1.5. AI tools in Writing Skill Development Tasks

AI technologies are becoming a vital part of developing writing skills, offering learners quick feedback, example texts, and support throughout the writing process. With the help of interactive platforms that identify mistakes and suggest improvements, students can enhance their vocabulary, grammar, and overall coherence. In today's tech-savvy classrooms, especially in areas with growing digital access, AI writing tools empower EFL learners to

build confidence, encourage independence, and make the writing journey more enjoyable and manageable (Azennoud, 2024).

1.6. Possible Benefits of integrating AI tools into Writing Tasks

Bringing AI technologies into writing activities can really make a difference. It gives students quick, personalized feedback, helping them spot mistakes and refine their ideas. These tools are fantastic for expanding vocabulary, enhancing grammar, and organizing thoughts more clearly, allowing learners to progress at their own pace (Sadıgzadə, 2025). Plus, when classroom time is tight, AI steps in to support teachers by offering continuous guidance beyond the usual lessons.

Additionally, AI technologies really boost student independence and motivation by giving them the freedom to try out different writing styles and formats. With tools for text creation, paraphrasing, and real-time suggestions, students can feel less anxious and get the support they need, no matter their skill level. In many areas where internet access is on the rise, incorporating AI makes writing activities more fun, accessible, and relevant to today's communication standards, ultimately improving overall writing skills (Aljuaid, 2024).

MATERIALS AND METHODS

2.1. Type of Research

This study employed a mixed-methods approach, utilizing both quantitative and qualitative data, to investigate the effectiveness of AI assistants in enhancing L2 writing abilities among 1st, 2nd, and 3rd - year B.G.U. students. It was applied, exploratory, and descriptive to determine practical classroom implications while also characterizing learner outcomes and experiences. The quantitative dimension involves administering tests and surveys, while the qualitative dimension encompasses interviews and researcher observations

to provide a comprehensive picture of AI's role in L2 writing instruction (AlHusaini & Qutub, 2022).

2.2. Methods, Techniques, and Instruments

The study employed approaches supplemented by descriptive techniques. Pre- and post-tests to measure writing skills were among the instruments used, as surveys of students' perspectives and semi-structured interviews with instructors and selected authorities. Survey distribution was conducted using digital surveys.

2.3. Research Questions and Hypotheses

The key research questions driving this study are:

- How can AI assistants affect the writing performance of B.G.U.? Are students learning English as a foreign language?
- Are there variations in writing progress among first-, second, and third-year B.G. U. students utilizing AI tools?

The hypotheses are:

- H1: AI writing assistants improve L2 writing skills.
- H2: Year level influences the efficiency of AI writing tools, with older learners performing better.
- H0: AI assistants have no substantial impact on writing performance.

2.4. Variable Operationalization Matrix

Table 1

Variable Operationalization Matrix

Variable	*Type*	*Dimension*	*Indicator*	*Instrument*
Use of AI Assistants	Independent	Tool integration	Frequency of use, functionality	Surveys, classroom observations
Writing Proficiency	Dependent	Grammar, vocabulary	Writing test scores	Pre-tests, post-tests, rubrics
Year Level (1st–3rd BGU)	Moderator	Educational grade	Student classification	School records
Attitude toward AI	Qualitative	Perception, engagement	Satisfaction, perceived usefulness	Interviews, Likert-scale surveys

This matrix clarifies the relationship between research variables, enabling systematic data collection and analysis.

2.5. Participants

The study population consisted of all B.G.U. learners at U.E. "Thomas Russell Crampton" enrolled in the 2025-2026 academic year. Due to the small number of learners available, this research was conducted with the entire population. Additionally, English instructors will take part in the qualitative interviews. Consent was acquired from authorities, instructors and students. The study method was conducted with rigorous adherence to participant anonymity and ethical norms.

2.6. Procedure and Data Analysis

The process began with the interviews conducted with the principal and vice-principal, followed by interviews with the English area coordinator and the teacher of the levels being studied. Finally, a survey with open and closed questions was administered to students in the 1st, 2nd, and 3rd - year B. G. U. To compare performance across B.G.U. To triangulate findings, data from interviews and surveys was thematically analyzed, uncovering trends in AI usage, engagement, and learner perceptions (Jacob et al., 2023).

RESULTS AND DISCUSSION

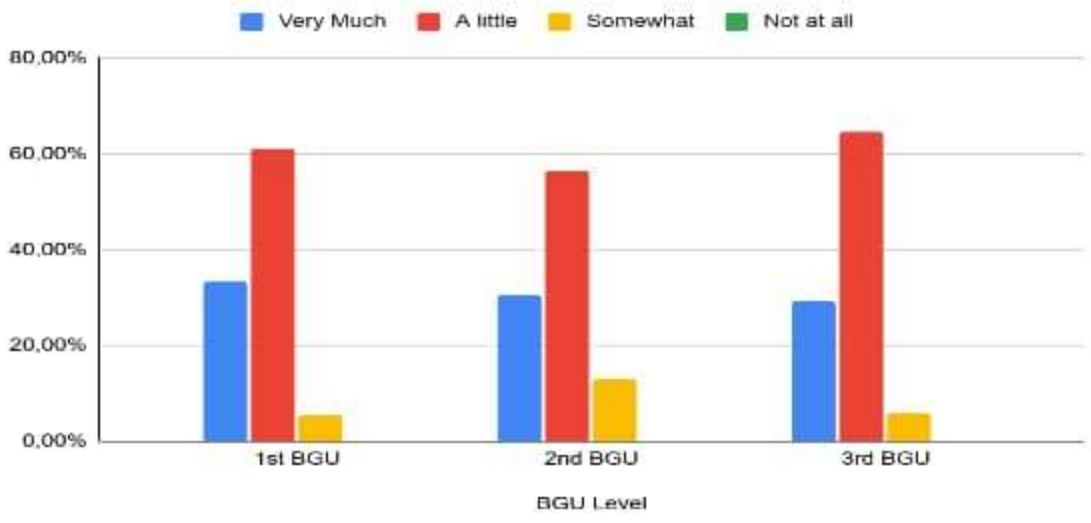
The findings presented below were derived from the instruments applied during the research process. The initial section describes the results obtained from the surveys carried out with 1st, 2nd and 3rd - year B.G.U. students. Subsequently, responses were obtained through semi-structured interviews with the English teachers: the educator of the aforementioned levels and the coordinator of the English area. Finally, to obtain a general overview of the topic, the principal and vice-principal of the institution also provided their point of view through another interview. The purpose of this section is to analyze how artificial intelligence (AI) technological tools interfere in the development of writing in the L2, based on the perceptions and experiences of the participants.

3.1. Analysis and Discussion of Results

3.1.1. Students Survey Results

Graph 1

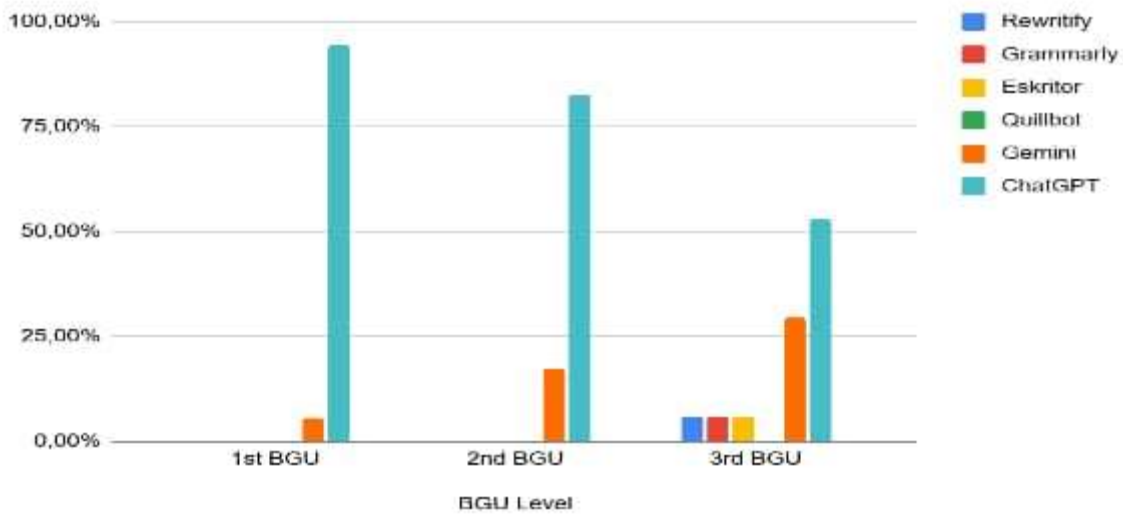
1. Do you think AI tools will make you enjoy more, writing in English?



Graph 1 indicates that the highest percentages in the three levels of B.G.U. correspond to a little, around 60%, very much, around 25%, and that which somewhat, around 15%. Finally, none of the surveyed learners chose not at all, which means that most of the students think that AI tools will make them enjoy writing in English more. The majority of EFL teen students perceive AI talented tools for their English writing more interesting as they give them instant Feedbacks, word use and grammar suggestions. They take anxiety out of mistakes and give students expressive power over ideas (Abad-Bataller & Soriano-Gonzalez, 2025). As an added bonus, AI fosters creativity and independence so learners can work on their own while gaining the confidence they need with help that is designed just for them and interactive learning environments (Yang & Lin, 2025).

Graph 2

2. Which AI assistant has best suited your writing needs?

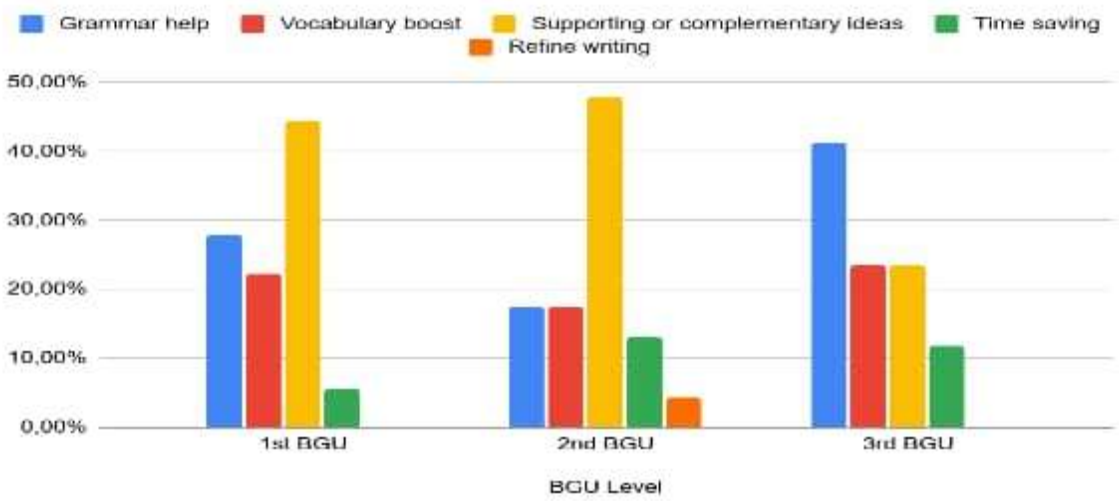


Graph 2 shows that the highest percentages in the three levels of B.G.U. correspond to the AI ChatGPT, around 60% and that of the AI Google Gemini, around 15%. Finally, the remaining options were not chosen by any of the respondents, which may be interpreted as a lack of acquaintance with them. Young learners believe that widely used AI could be better suited to their writing needs, as it offers instant feedback, improved grammar correction, and

vocabulary suggestions. Its open and interactive format fosters individualized learning, reduces the trauma associated with mistakes, and makes learning more engaging (Safitri & Fithriani, 2024)

Graph 3

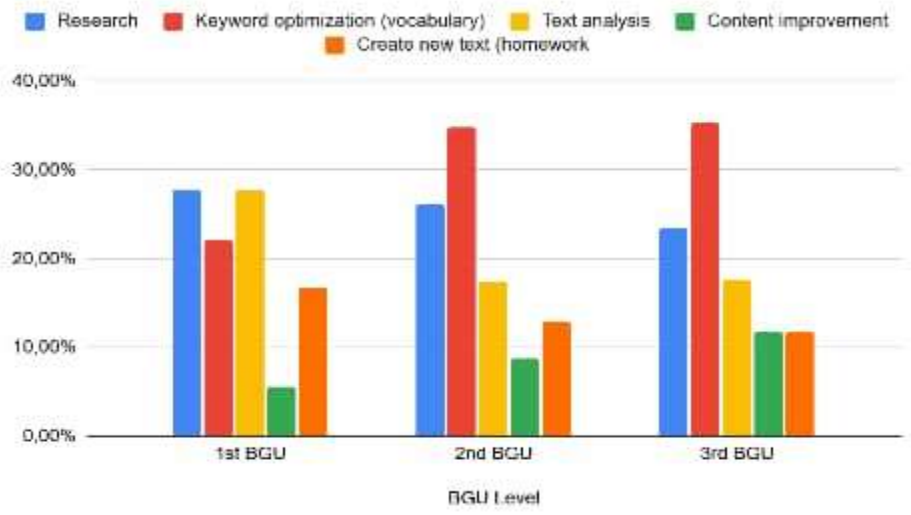
3. What is the main benefit of using AI for writing?



Graph 3 states that the highest percentages in two of the levels of B.G.U. correspond to supporting or complementary ideas , around 40%, grammar help and vocabulary boost, around 30% and that which is time saving, around 10%. At last, it is believed that only 5% of 2nd year B.G.U. students use AI to refine their writing. Young learners often recognize AI's contribution in the creation of supporting points since it is a cognitive scaffold that takes over the process of brainstorming while leaving them as co-author (Al-Sofi, 2024). Through a wide range of perspectives and auxiliary evidence that AI provides, already proven as a valuable team player in enhancing the richness of content and validating point-of-views becoming (objective) they are (Nguyen et al., 2024).

Graph 4

4. In what aspects of writing is an AI assistant most useful to you?



Graph 4 compares the highest percentages in two levels of B.G.U. correspond to keyword optimization, around 35%, but in general, research, around 25%, text analysis, 15%, and that which is to create new text, 10%. Only 5% of the learners considered that an AI assistant is most useful to improve the content of a text. Students view AI assistants as digitized keywords optimizers, since they offer instantaneous and context-relevant lexical retrievals, improving lexical accuracy, diversity and retention (Braima, 2025). According to research, the use of AI enhances the choice of words and semantic processing while drafting, improves the quality of revision owing to multiple iterations provided in Synthesis 1.0 or other AI-powered writing platforms and enables learners to get appropriate vocabulary quickly, all contributing towards better overall writing performance (Yilmaz, 2025).

Graph 5

5. How often have you used AI tools like Rewritify, Grammarly, Eskritor, QuillBot, Gemini, ChatGPT? Indicate how often do you use each tool, choose only one frequency per each tool.

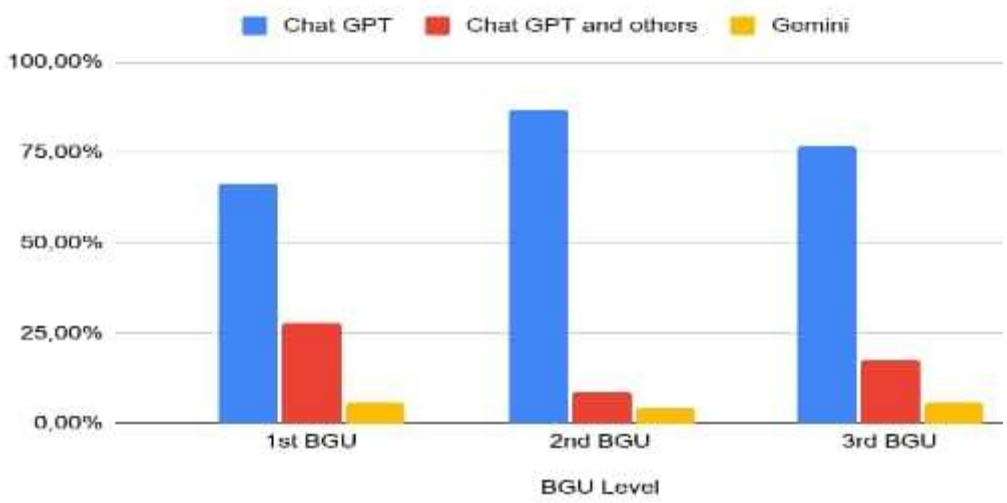
		Frequency					
BGU Level	**AI Tool**	**Always**	**Often**	**Sometimes**	**Rarely**	**Once**	**Never**
1st BGU	Rewritify	1 student	3 students	2 students	1 students	0 students	11 students
	Grammarly	0 students	3 students	4 students	2 students	2 students	7 students
	Eskritor	0 students	4 students	2 students	1 student	1 student	10 students
	QuillBot	2 students	3 students	2 students	1 student	1 student	9 students
	Gemini	3 students	7 students	6 students	0 students	0 students	2 students
	ChatGPT	13 students	2 students	3 students	0 students	0 students	0 students
2nd BGU	Rewritify	2 students	2 students	4 students	4 students	1 students	10 students
	Grammarly	1 student	4 students	3 students	4 students	0 students	11 students
	Eskritor	1 student	2 students	4 students	3 students	0 students	13 students
	QuillBot	0 students	3 students	4 students	3 students	0 students	13 students
	Gemini	1 student	8 students	9 students	1 student	2 students	2 students
	ChatGPT	12 students	5 students	5 students	1 student	0 students	0 students
3rd BGU	Rewritify	1 student	2 students	4 students	1 student	0 students	9 students
	Grammarly	3 students	2 students	4 students	3 students	1 student	4 students
	Eskritor	1 student	2 students	4 students	2 students	1 student	7 students

	QuillBot	2 students	1 student	4 students	2 students	0 students	8 students
	Gemini	5 students	7 students	3 students	2 students	0 students	0 students
	ChatGPT	15 students	0 students	2 students	0 students	0 students	0 students

Graph 5 shows that the most frequently used AI assistants in the three levels of B.G.U., correspond to ChatGPT and Gemini, with frequencies around always and often, Grammarly and QuillBot, with frequencies around sometimes and rarely, and that which are Rewritify and Eskritor, with frequencies around once and never. Based on their perceived usefulness and ease of use, both foundational constructs in technology acceptance; some students prefer specific AI assistants over others (Chan & Colloton, 2024). Output quality, personalization and trust further drive frequent usage. Furthermore, hedonic motivation and novelty value, create long-term engagement by leveraging AI abilities in line with academic goals (Mustapha, 2025).

Graph 6

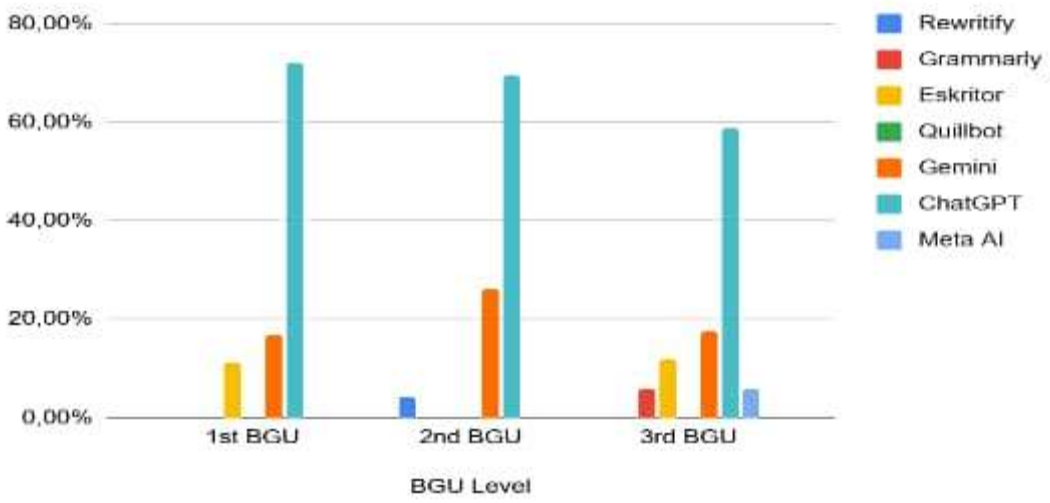
6. What AI tool do you typically use to answer the student's book or workbook activities?



Graph 6 states that the highest percentages in the three levels of B.G.U., correspond to ChatGPT, around 75%, ChatGPT and others, around 20%, and Gemini, around 5%, which means that most of the learners typically use ChatGPT to answer the student's book and workbook activities. Students increasingly use AI like ChatGPT for case studies, exercise books, and writing, integrating it for feedback, technical simulations, and practical cases (Strzelecki, 2024). It boosts learning efficiency by 20%, saves 3% time, and improves with intuitive interfaces (43% users). Even top 5% students rely on it, shifting perceptions positively (Pitts & Motamedi, 2026).

Graph 7

7. What AI tool do you think helps you more to write simple connected text on topics which are familiar or of personal interest?

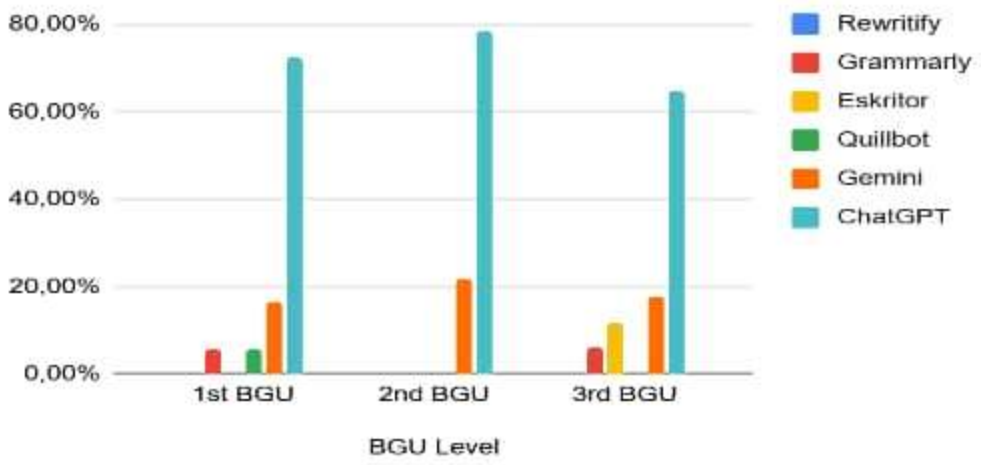


Graph 7 compares the highest percentages in the three levels of B.G.U., correspond to ChatGPT, around 65%, Gemini, around 20%, and Eskritor, around 15%. Finally, some of the surveyed learners chose AI tools like Grammarly or Meta AI, which means that most of the students think that AI tools like ChatGPT help them more to write simple connected text on topics which are familiar or of personal interest. High-school students report AI is most effective for familiar or personally relevant topics, as prior knowledge reduces cognitive load,

increases writing self-efficacy, and allows for clearer prompts and faster revision (Sweller, 2020). Additionally, AI models can better exploit predictable topical patterns, producing more coherent and usable text for topics students already know (Nelson et al., 2024).

Graph 8

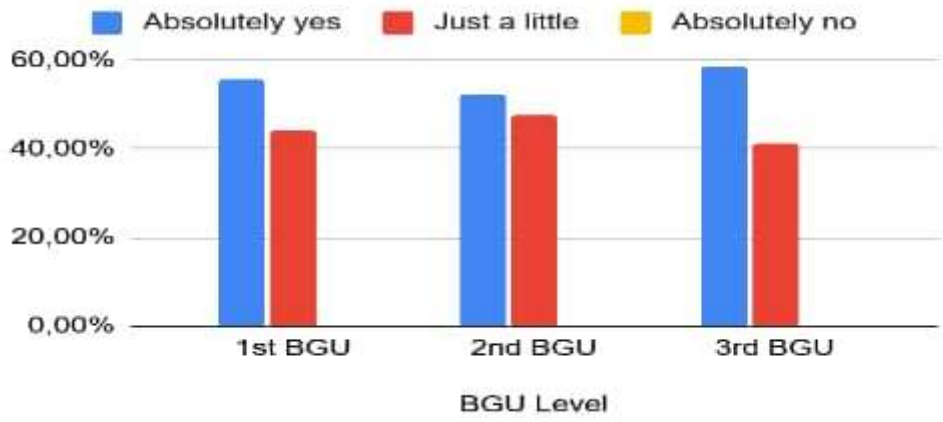
8. What AI tool do you think helps you more to write personal letters describing experiences and impressions?



As shown in Graph 8 the highest percentages in the three levels of B.G.U. correspond to ChatGPT, around 70%, Gemini, around 20%, and those which are Grammarly and Quillbot, around 10%. This means that most of the students think that AI tools like ChatGPT and Gemini help them more to write personal letters describing experiences and impressions. Many teenage learners of English as a Foreign Language find certain AI tools really useful for writing personal letters. These tools offer tailored feedback, help spark new ideas, and provide vocabulary support, all of which make it easier for them to express their personal experiences (Rahman, 2026,). Research indicates that using AI can help reduce anxiety, boost organization and creativity, and build confidence, allowing learners to share their feelings and impressions more effectively (Mekheimer, 2025).

Graph 9

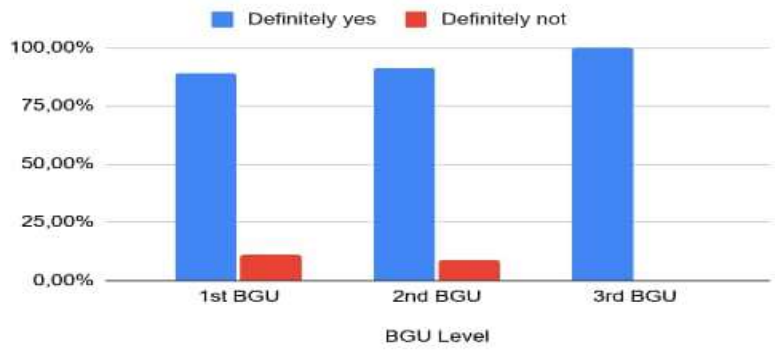
9. Does AI make writing easier for you?



Graph 9 indicates that the highest percentages in the three levels of B.G.U. correspond to absolutely yes, around 55% and that which is just a little, around 45%. In summary, it can be said that for most of these adolescent learners, AI tools make it easier to write in English. Young students see AI as a writing facilitator because it minimizes cognitive burden by automating mechanical processes such as grammar and syntax (Azevedo & Wiedbusch, 2023). This "offloading" permits pupils to focus on conceptual growth. Furthermore, AI offers quick feedback and linguistic scaffolding, which boosts writing confidence and reduces anxiety throughout the drafting process (Fang et al., 2023).

Graph 10

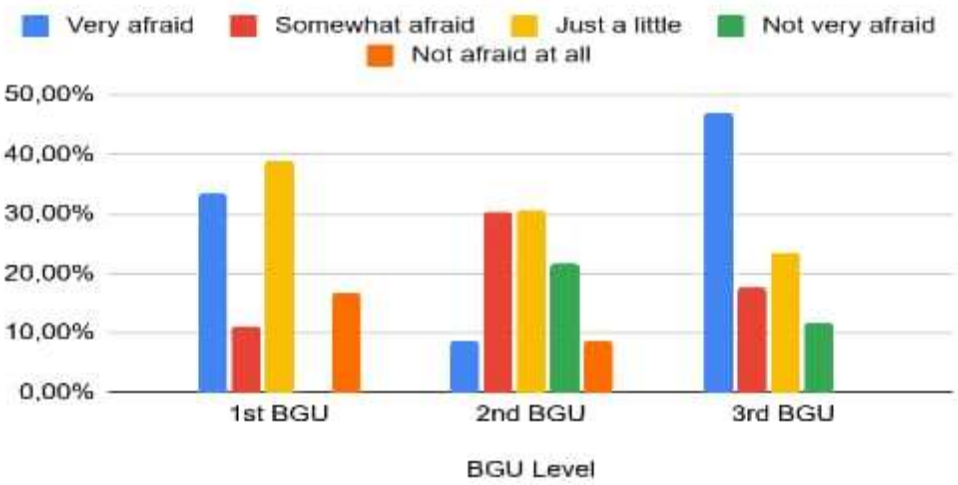
10. Would you like teachers to teach you how to use AI tools for English writing?



Graph 10 shows that the highest percentages in the three levels of B.G.U. correspond to definitely yes, around 85% and that which is definitely not, around 15%. This means that most of the students would like to include artificial intelligence in their writing lessons. Teenage EFL students really value having instructors who can teach them how to effectively use AI tools for writing in English. They want to ensure these tools are integrated correctly, avoid becoming too dependent on them, and develop their own independent skills (Marzuki et al., 2023). Research shows that they place a high priority on receiving support from their teachers, alongside feedback from AI, to enhance their accuracy, creativity, and ethical use of these technologies, even with the helpful scaffolding that AI provides (Alnemrat, 2025).

Graph 11

11. Are you afraid of relying too heavily on AI tools that will prevent you from performing well on international exams?

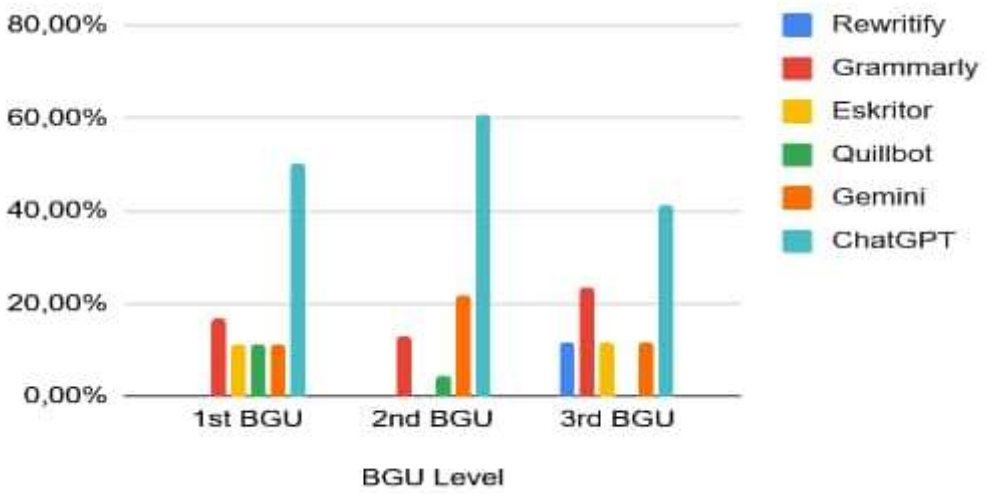


Graph 11 states that the highest percentages in the three levels of B.G.U. correspond to very afraid, around 40%, just a little, around 30%, and that which is somewhat afraid, around 20%. Among the options chosen by the rest of the surveyed learners, with relatively low percentages, are not very afraid and not afraid at all. This means that these students really care about performing well in a possible international exam. Overreliance anxiety comes from

the fear of losing skills, having fewer chances to practice, and the worry about being caught or facing consequences (Zhai et al., 2024). Students are concerned that taking shortcuts with AI might hinder their ability to grasp important exam strategies, like coherence, argumentation, and time management, which could ultimately hurt their performance on standardized international writing tests (Venera-Mihaela & Mares, 2021).

Graph 12

12. Which AI tool or assistant would you like to learn more about?



Graph 12 compares the highest percentages in the three levels of B.G.U., correspond to ChatGPT, around 50%, Grammarly, around 20%, and Gemini, around 10%. Finally, the rest of the surveyed learners chose options like Eskritor, Rewritify and Quillbot, around 20%, which means that most of the students are interested in learning more about different AI tools. EFL adolescent learners are really excited to dive into AI tools because research shows that these technologies can boost their engagement, enjoyment, and writing skills by providing personalized feedback and interactive support (Xia et al., 2024). Plus, students find AI to be practical, user-friendly, and a fantastic way to enhance their language abilities and achieve academic success (Shao, 2025).

3.1.2. English Teachers Interview Results

Janeth Cifuentes, the English department coordinator at U.E. Thomas Russell Crampton, assured that artificial intelligence as an effective pedagogical resource for optimizing structural organization and grammatical accuracy in English. Through tools like Grammarly, learners can adapt their writing to diverse communicative contexts and levels of formality. However, she emphasized that this technology should function exclusively as a complementary support that enhances linguistic skills without displacing the students' own authorship or intellectual production.

From an ethical perspective, the teacher warned that the excessive use of digital assistants could inhibit students' critical thinking and independent reflection. For this reason, the teacher's role remains irreplaceable, responsible for providing the pedagogical guidance and conceptual foundations that automation omits. Ultimately, academic integrity depends on supervision that transforms artificial intelligence into an honest support tool geared toward meaningful learning.

Ricardo Choi, the teacher of 1st, 2nd and 3rd - year B.G.U. in the institution, emphasized and highlighted that artificial intelligence is a fundamental tool in contemporary teaching. Although its current application is limited to curriculum planning through platforms like ChatGPT and Gemini, he envisioned its inevitable integration into education in the long term. For Choi, AI represents an essential ally that significantly enhances the development of writing skills.

Despite this optimism, the professor identified codependency as a critical risk that demands a commitment to continuous human growth. He also assessed students' current writing level at A2, highlighting the need to strengthen academic performance. Finally, he dismissed ethical concerns, trusting in the technical capacity to ensure the integrity of the texts.

3.1.3. Institutional Authorities Interview Results

Professor Greta Ágila, principal of the U.E. Thomas Russell Crampton, emphasized that artificial intelligence is a strategic tool for course planning, although she acknowledges difficulties in the technical supervision of student work. Given the lack of clear guidelines of the Ministry of Education, this institution prioritizes the rigorous use of APA style to guarantee academic authorship and the integrity of the processes. Likewise, the use of approved digital platforms is encouraged to enhance students' language skills.

Although there is no formal policy, all the teachers integrate artificial intelligence applications into writing and presentation activities to optimize learning outcomes. She also announced the implementation of specific training for the teachers in the coming months, underscoring the importance of technical training. Finally, she advocated for the primacy of human intellect over generative models in the production of scientific and creative research.

On the other hand, Professor Luis Jarrín, viceprincipal of the institution, clarified that artificial intelligence is a didactic resource with a potential benefit of 80% for learning English. Under a connectivist approach, the U.E. Thomas Russell Crampton promotes educational innovation through the use of technological tools. However, he emphasized the need for ethical and guided use that enhances linguistic skills without replacing human intellectual effort.

He also highlighted his personal experience using platforms such as Microsoft Copilot and Google Gemini, preferring them for scientific research on the automatic structuring of content. He points out that AI optimizes time in areas such as design and translation, allowing for greater operational efficiency in academic work. However, he warns that misuse can lead to plagiarism or the stagnation of the development of real communication skills.

Lastly, Jarrín expressed concern about the possible loss of creative and emotional capacity in the face of excessively automated and passive processes. He considered

continuous teacher training imperative to avoid educational setbacks in the face of the challenges of the new digital age. Finally, he proposed the establishment of codes of ethics and regulatory manuals that govern the impact of AI, ensuring a balance between technological progress and pedagogical integrity.

PROPOSAL

4.1. Proposal Title

TEACHER'S GUIDE AND STUDENTS' WORKBOOK: PATRICK LEARNS ENGLISH WRITING WITH AI

4.2. Objectives

4.2.1. General Objective

To design a digital resource for the EFL context that equips B.G.U. level teachers and students with strategies to utilize AI assistants as collaborative tools—rather than crutches—to boost the creation and execution of academic writing tasks.

4.2.2. Specific Objectives

- To motivate teachers and students to use and create effective and efficient prompts to be used with the four artificial intelligences mentioned throughout the four thematic units.
- To curate a series of scaffolded writing tasks for the curriculum that integrate AI assistants as brainstorming and feedback tools, ensuring students maintain primary authorship and critical oversight.

- To provide teachers with a digital strategy guide that demonstrates how to design "AI-resistant" or "AI-collaborative" assessments, focusing on process-oriented writing rather than final output.
- To develop a set of digital literacy protocols within the workbook that teach students to evaluate AI-generated content critically, reducing tool dependency and fostering independent linguistic development.

4.3. Introduction

The rapid integration of artificial intelligence in education presents both opportunities and challenges for adolescent EFL learners. While AI offers unprecedented support, it can also negatively impact students' cognitive load during writing tasks if used improperly, creating a pressing need for structured, digitally responsible instructional materials.

To address this, the proposed project, Teacher's guide and students' workbook: *Patrick Learns English Writing with Ai*, offers a comprehensive digital resource. Designed specifically for 1st, 2nd and 3rd-year B.G.U. learners at U.E. Thomas Russell Crampton; this dual-purpose guide equips both educators and students with strategies to navigate the modern digital writing landscape effectively.

The workbook employs a narrative-driven approach, following the character Patrick, to contextualize academic writing. By grounding lessons in the Content and Language Integrated Learning (CLIL) framework, the materials not only enhance linguistic proficiency but also promote global citizenship, making the learning process engaging and deeply relevant.

At its core, this project aims to optimize writing instruction by integrating AI as a collaborative brainstorming and feedback tool. The primary objective is to shift learners away

from passive tool dependency, fostering a non-dependent educational environment where students retain full authorship and critical oversight.

To achieve this, the curriculum targets specific pedagogical shifts. It provides teachers with actionable strategies to design process-oriented assessments while simultaneously establishing digital literacy protocols for students. This dual framework ensures that AI usage actively develops, rather than replaces, independent critical thinking skills.

Ultimately, this proposal seeks to bridge the gap between technological innovation and student autonomy in the EFL classroom. By transforming how AI assistants are utilized, the workbook empowers B.G.U. students to become confident, self-reliant writers fully prepared for the demands of modern academic and digital environments.

4.4. Justification

The rise of AI tools in schools has really transformed how teenage EFL students tackle writing tasks. While these technologies offer quick help, using them without any guidelines often leads to increased cognitive load and skips over essential critical thinking. This situation underscores the urgent need for structured support on 1st, 2nd and 3rd-year B.G.U. learners at U.E. Thomas Russell Crampton.

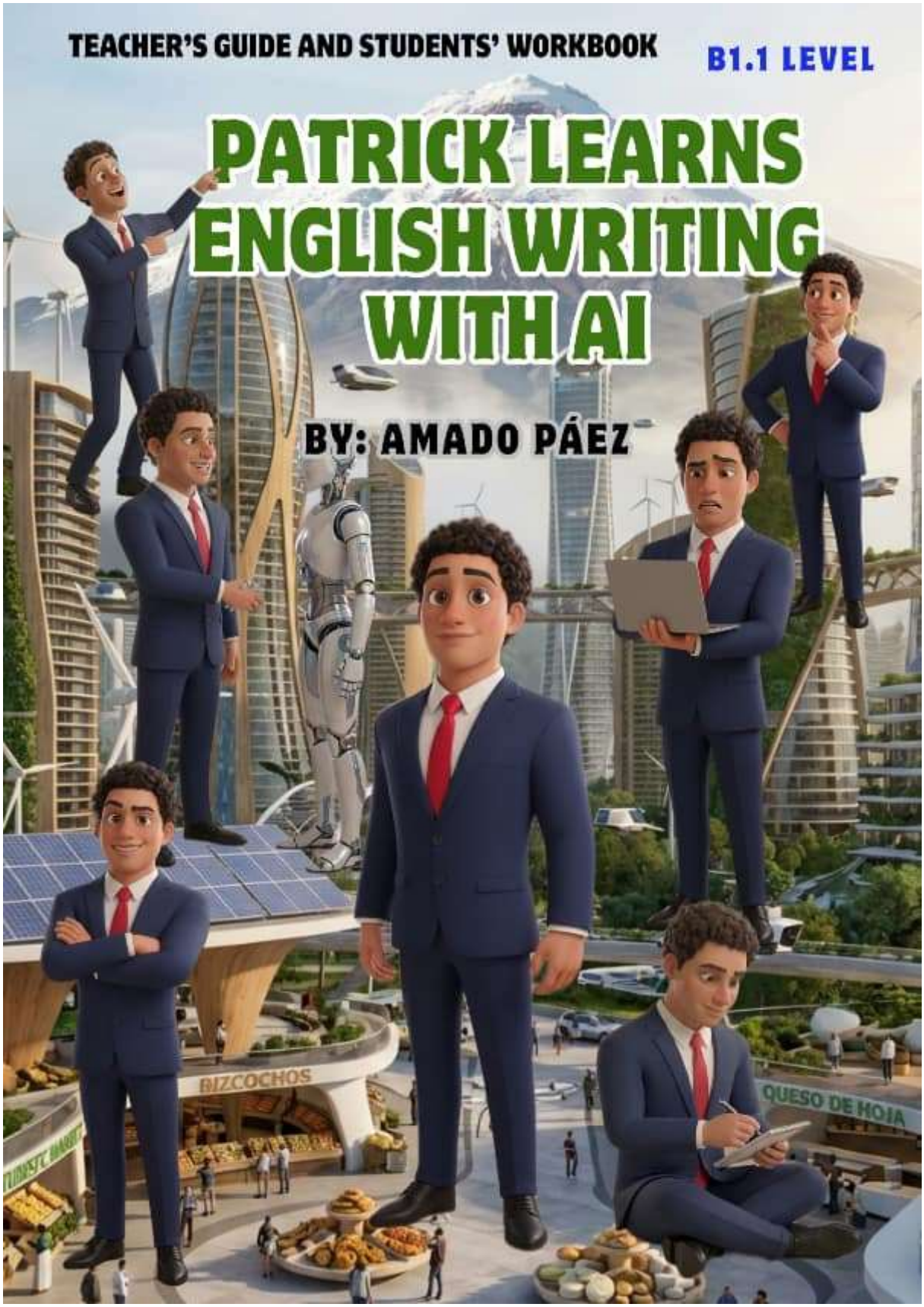
Right now, there's a clear lack of EFL resources that focus on teaching students how to use AI responsibly. Traditional curricula don't address the nuances of digital brainstorming or the importance of verifying AI-generated content. Consequently, teachers find it challenging to design assessments that genuinely reflect students' language development and creativity (Su et al., 2023).

Teacher's guide and students' workbook: *Patrick Learns English Writing with Ai* directly addresses this pedagogical gap. By introducing a relatable narrative centered on Patrick, an EFL student navigating B1.1 level tasks, the resource contextualizes abstract

digital skills. This makes learning accessible and highly engaging for 15- to 17-year-old learners.

The project's approach, using the Content and Language Integrated Learning (CLIL) framework, ensures that writing training goes beyond just focusing on grammar. By centering AI assignments around themes of global citizenship, the workbook not only enhances digital literacy but also fosters social awareness, connecting language skills to vital, real-world abilities (Yao & Fan, 2025).

Moreover, this initiative is grounded in a commitment to student independence. By transforming teachers into facilitators of AI-driven collaboration, the guide ensures that students learn to navigate technology instead of becoming overly dependent on it. This empowers B.G.U. students at U.E. Thomas Russell Crampton, to evolve into critical, self-reliant communicators in today's digital landscape (Shi et al., 2025).


TEACHER'S GUIDE AND STUDENTS' WORKBOOK
B1.1 LEVEL
PATRICK LEARNS ENGLISH WRITING WITH AI
BY: AMADO PÁEZ
BIZCOCHOS
QUESO DE HOJA

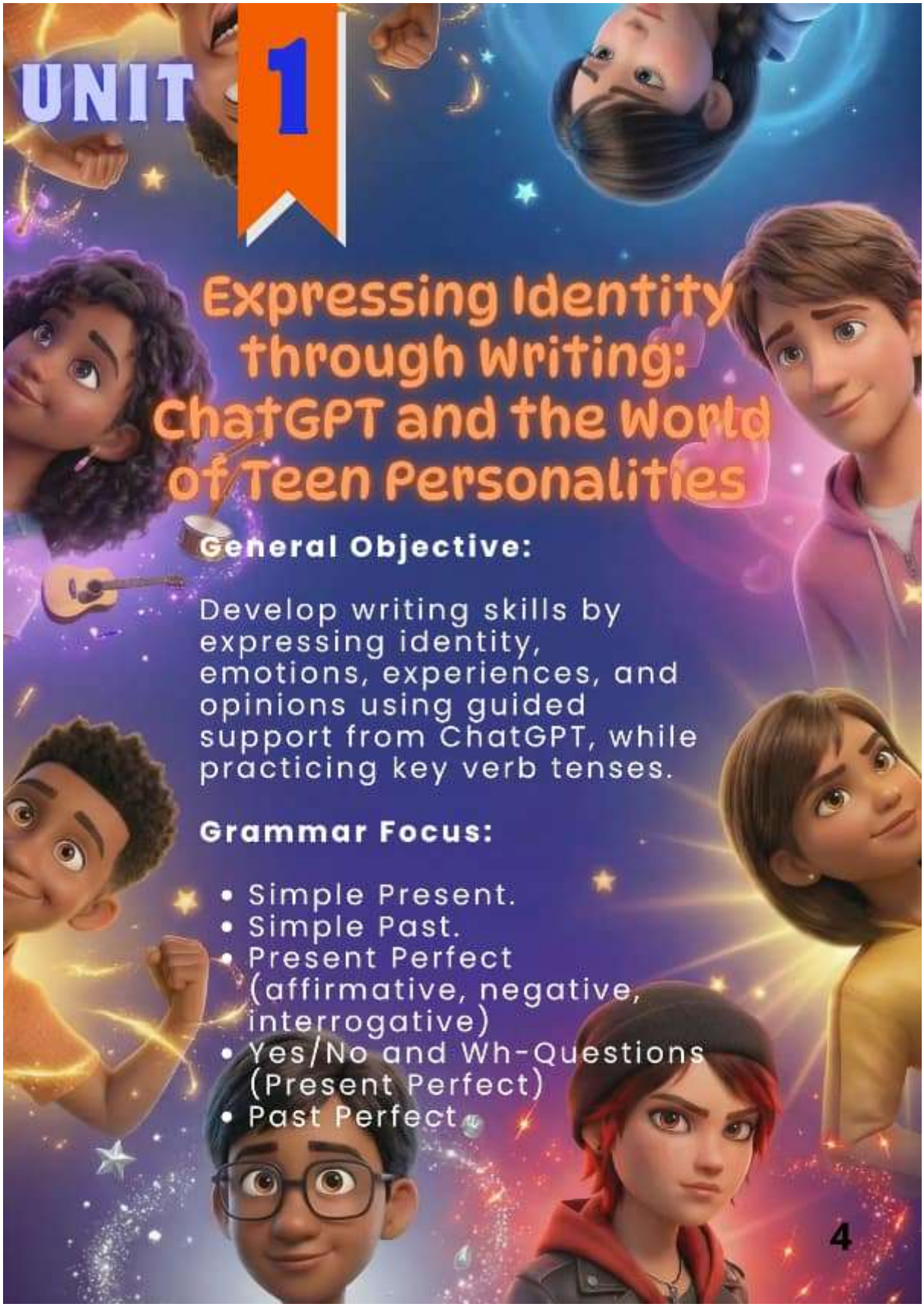
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UNIT 1
Expressing Identity through Writing: ChatGPT and the World of Teen Personalities
General Objective:
Develop writing skills by expressing identity, emotions, experiences, and opinions using guided support from ChatGPT, while practicing key verb tenses.
Grammar Focus:
• Simple Present.
• Simple Past.
• Present Perfect (affirmative, negative, interrogative)
• Yes/No and Wh-Questions (Present Perfect)
• Past Perfect
4

LESSON 1: CHARACTER, PERSONALITY TYPES, AND ATTITUDES

Teacher Instructions

1. Introduce personality vocabulary.
2. Model examples on the board.
3. Demonstrate how to use ChatGPT responsibly.
4. Monitor student prompts and writing.

Student Instructions

1. Read the personality list.
2. Write notes about yourself.
3. Use ChatGPT for ideas and feedback.
4. Edit your final paragraph.

Objectives

- Describe personality traits and attitudes.
- Write short descriptive paragraphs.
- Use Simple Present and Present Perfect.

Sample Prompts

- "Describe three personality traits of a teenager using simple language."
- "Check my paragraph for grammar mistakes."
- "Give me examples using the present perfect about habits."

Educational Use of ChatGPT

- Brainstorming ideas.
- Checking grammar.
- Suggesting vocabulary.
- Giving feedback





Example

Maria is a friendly and responsible person with a positive attitude toward life. She works as a school assistant and helps students with patience and care. She likes learning new things and has developed strong communication skills and confidence. Maria respects others' opinions and treats everyone kindly. She has supported her friends in difficult moments, so they trust her advice. She is organized and manages her time well. Although she faces challenges, she stays motivated and looks for solutions. She has changed negative habits and become more optimistic. Her personality inspires others because she shows honesty, empathy, and responsibility.

TASK: MY PERSONALITY PROFILE

Instructions: Write a 120-word paragraph about your personality and attitude.

USE:

- Simple Present: "I am friendly."
- Present Perfect: "I have learned to be patient."

STEPS:

1. Draft your text.
2. Ask ChatGPT for suggestions.
3. Write the final draft.





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LESSON 2: FEELINGS AND EMOTIONS

Teacher Instructions

1. Present emotion vocabulary.
2. Discuss emotional situations.
3. Guide ChatGPT use. 4. Encourage self-expression.

Student Instructions

1. Identify recent emotional experiences.
2. Write short reflections.
3. Use ChatGPT to improve clarity.
4. Rewrite your text.

Objectives

- Express emotions in writing.
- Use Simple Past and Present Perfect.
- Write reflective paragraphs.

Sample Prompts

- "Help me describe feeling nervous in English."
- "Rewrite my paragraph with better emotion words."
- "Give examples using present perfect and past simple about feelings."

Educational Use of ChatGPT

- Rephrasing sentences
- Improving emotional vocabulary
- Organizing ideas





Example

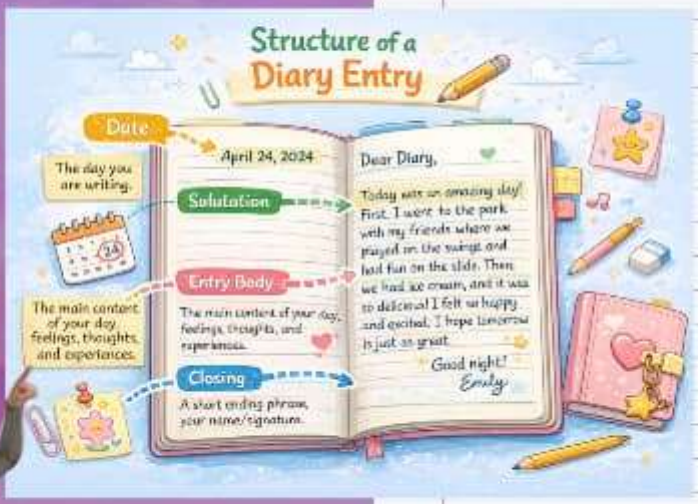
Yesterday, I felt very nervous about my final exam. I woke up early and prepared my materials carefully. When I arrived at school, my hands were shaking, and I almost forgot everything. However, I took a deep breath and focused on the questions. I have learned many useful strategies this year, and they helped me stay calm. After the exam, I felt relieved and proud of myself. I have never experienced such strong emotions before. This situation taught me to trust my abilities. Today, I feel more confident because I have faced my fears and grown stronger from this experience.

TASK: EMOTIONAL DIARY ENTRY

Instructions: Write a 150-word diary entry about an emotional experience.

INCLUDE:

- Simple Past: "I felt scared."
- Present Perfect: "I have never felt so proud."





LESSON 3: REAL TEEN PROBLEMATIC SITUATIONS

Teacher Instructions

1. Present common teen problems.
2. Analyze examples.
3. Demonstrate problem-solution writing.
4. Support ChatGPT interaction.

Student Instructions

1. Choose a problem.
2. Write a story.
3. Use ChatGPT for structure.
4. Revise your work.

Objectives

- Describe problems and solutions.
- Use Present Perfect and Past Perfect.
- Write short narratives.

Sample Prompts

- "Help me organize a story about school stress."
- "Check my use of past perfect."
- "Give linking words for problems and solutions."

Educational Use of ChatGPT

- Story organization
- Verb tense correction
- Suggesting connectors





Example

Liam has struggled with low self-confidence at school this year. He has always compared himself to others, and he has felt insecure about his abilities. Before he joined the school art club, he had never shared his drawings with anyone. He had believed that his work was not good enough. However, his teacher has encouraged him to participate in a contest. By that time, Liam had practiced every day and had improved his skills. Recently, he has won second place in the competition. This experience has changed his attitude, and he has become more confident in himself and his talents.

TASK: PROBLEM-SOLUTION STORY

Instructions: Write a 180-word story about a teen problem and how it was solved.

INCLUDE:

- Present Perfect
- Past Perfect







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LESSON 4: MINI BIOGRAPHIES

Teacher Instructions

1. Show biography samples.
2. Highlight structure.
3. Guide timeline writing.
4. Monitor ChatGPT use.

Student Instructions

1. Choose a person (self, friend, role model).
2. Create a timeline.
3. Write a biography.
4. Ask ChatGPT for feedback.

Objectives

- Write short biographies.
- Use past and perfect tenses.
- Develop chronological writing.

Sample Prompts

- "Help me write a short biography of a teenager."
- "Check verb tenses in my biography."
- "Suggest transitions for life events."

Educational Use of ChatGPT

- Organizing timelines
- Editing biographies
- Improving transitions





Example

Daniel Rivera was born in a small town and showed great curiosity from an early age. As a child, he loved science and spent hours reading books about nature. He studied biology at university and graduated with excellent results. Before he started his career, he had worked on several community projects that helped protect the environment.

After graduation, Daniel worked as a researcher and developed innovative solutions to local problems. He has dedicated his life to environmental protection, and he has created educational programs for young students. He has also participated in international conferences and has shared his knowledge with experts from different countries

.

Throughout his career, Daniel has inspired many people with his passion and dedication. He has received important awards for his work, and his projects have improved many communities. His life shows that hard work and commitment can create positive change in the world.

TASK: MY MINI BIOGRAPHY

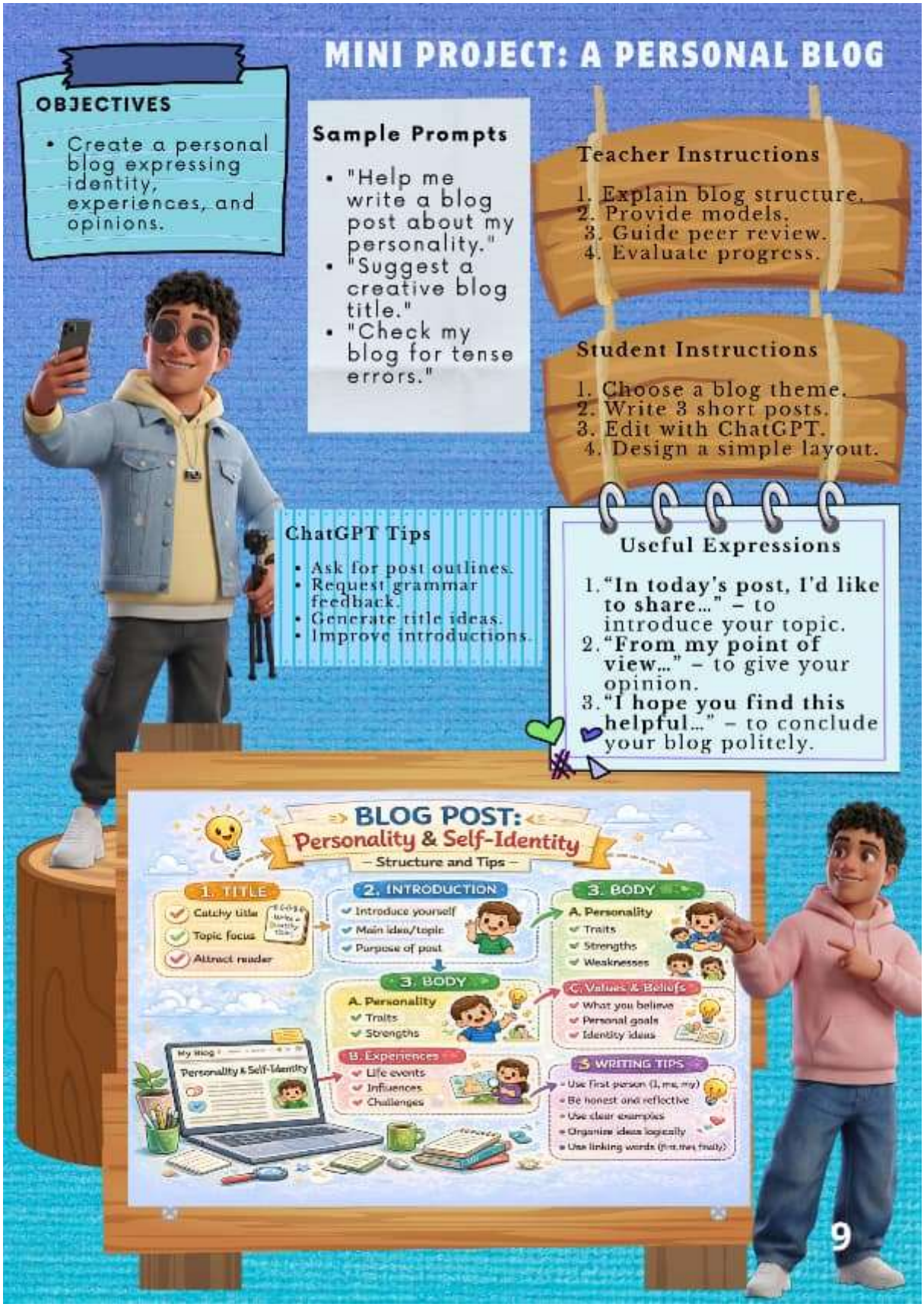
Instructions: Write a 170-word self-biography.

INCLUDE:

- Simple Past
- Present Perfect
- Past Perfect






MINI PROJECT: A PERSONAL BLOG
OBJECTIVES
• Create a personal blog expressing identity, experiences, and opinions.
Sample Prompts
• "Help me write a blog post about my personality."
• "Suggest a creative blog title."
• "Check my blog for tense errors."
Teacher Instructions
1. Explain blog structure.
2. Provide models.
3. Guide peer review.
4. Evaluate progress.
Student Instructions
1. Choose a blog theme.
2. Write 3 short posts.
3. Edit with ChatGPT.
4. Design a simple layout.
ChatGPT Tips
• Ask for post outlines.
• Request grammar feedback.
• Generate title ideas.
• Improve introductions.
Useful Expressions
1. "In today's post, I'd like to share..." – to introduce your topic.
2. "From my point of view..." – to give your opinion.
3. "I hope you find this helpful..." – to conclude your blog politely.
BLOG POST:
Personality & Self-Identity
– Structure and Tips –
1. TITLE
Catchy title
Topic focus
Attract reader
2. INTRODUCTION
Introduce yourself
Main idea/topic
Purpose of post
3. BODY
A. Personality
Traits
Strengths
Weaknesses
C. Values & Beliefs
What you believe
Personal goals
Identity ideas
3. BODY
A. Personality
Traits
Strengths
B. Experiences
Life events
Influences
Challenges
3. WRITING TIPS
Use first person (I, me, my)
Be honest and reflective
Use clear examples
Organize ideas logically
Use linking words (first, then, finally)
My Blog
Personality & Self-Identity
9


REVIEW UNIT 1
Formulas to Elaborate
Sentences in Different Tenses
1. Simple Present
Affirmative
I play soccer.
She plays soccer.
Interrogative
I do not (don't) play soccer.
She does not (doesn't) play soccer.
2. Simple Past
Subject + verb (past)
I played soccer.
Subject + did not + Verb
I did not (didn't) play soccer.
She does not (doesn't) play soccer.
3. Present Perfect
Affirmative
Subject + have/has + Past Participle.
I have played soccer.
He has played soccer.
I have played soccer.
He has played soccer.
3. Present Perfect
Affirmative
I played soccer.
Subject + have/has + Past Participle
I have played soccer.
I had not (didn't) play soccer.
4. Yes/No & Wh-Questions (Present Perfect)
Yes/No Questions
Have/Has + Subject + Past Participle?
→ Yes, I have. / No, I haven't.
Wh-Questions
Wh-Word + Have/Has + Past Participle?
What have you played?
How many times has he played?
5. Past Perfect
Affirmative
Subject + had + Past Participle.
I had played soccer.
She had played soccer.
Negative
Subject + had not + Past Participle.
I had not (hadn't) played soccer.
She had not (hadn't) played soccer.
Interrogative
Do you play soccer?
Does she play soccer?
Interrogative
Had you played soccer?
Had she played soccer?
10



QUIZ UNIT 1

1. Multiple Choice.

- I _____ in this school for three years.

A) study
B) studied
C) have studied
D) am studying

2. Fill in the Blank.

- She has _____ (finish) her blog post.

3. Complete the Sentence.

- Write a sentence using the present perfect about learning English.

_____
_____
_____

4. Matching Match the word with its meaning:

A. Confident	1. Feeling nervous
B. Anxious	2. Believing in yourself

5. Multiple Choice.

- Before I moved, I _____ made many friends.

A) have
B) had
C) has
D) having

6. Fill in the Blank.

- They _____ never felt so happy before.

7. Reading Comprehension.

- **Read:** "Maria has written her blog since 2024. She has shared her feelings and experiences."
- **Question:** What has Maria done?

_____
_____
_____
_____

8. True/False.

- The past perfect is used to show the first action in the past. (_____)

9. Multiple Choice.

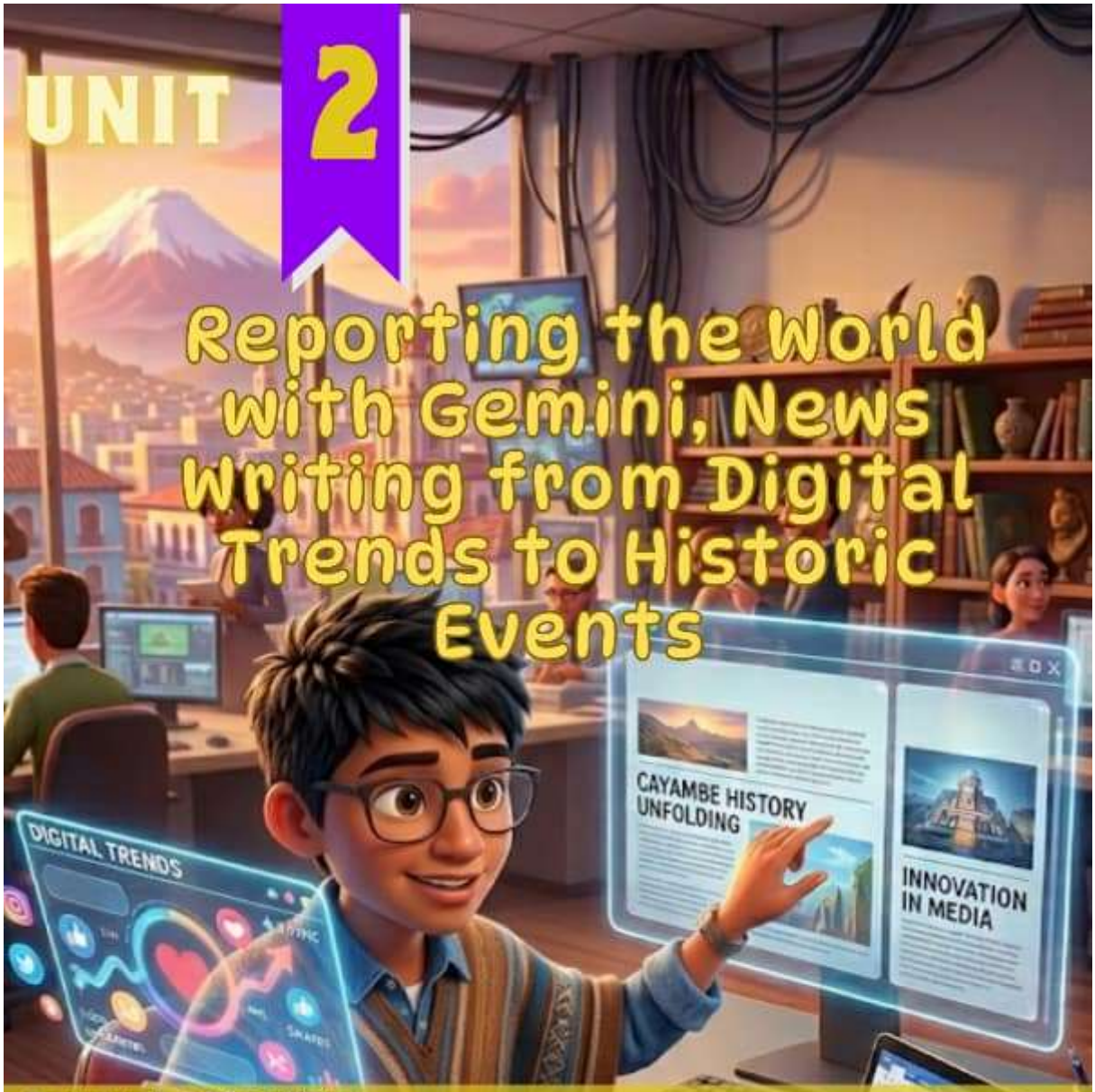
- Have you ever _____ afraid to speak in class?

A) be B) been
C) being
D) was

10. Complete the Sentence.

- Write a sentence using past perfect about a problem you had.

_____
_____
_____



General Objective:

Write news reports and articles about current trends, odd events, and history, using Gemini as an editorial assistant (not a writer) to improve their grammatical accuracy and vocabulary.

Grammar Focus:

- Verb patterns.
- Aspectual verbs.
- Phrasal verbs.
- Reported speech.
- Verbs/Adjectives + Prepositions.

LESSON 1: SOCIAL MEDIA, DIGITAL LIVES, AND TECHNOLOGY

Objective

- Talk about digital habits and write a short opinion piece on technology.

TEACHER'S INSTRUCTIONS

- Introduce phrasal verbs: log in, scroll down, turn on, sign out.
- Grammar Spot: Focus on Verbs and Adjectives + Prepositions (e.g., interested in, afraid of, apologize for) and Verb Patterns (e.g., refuse to use, imagine living)
- Gemini Introduction: Explain that Gemini helps find the right word, but the student must write the sentence.





Example

Maya decided to **switch off** her life's **frantic** pace by **giving up** her smartphone for a week. After **logging out** of every **overwhelming** social app, she felt a **persistent** urge to check for **digital** notifications. However, she soon **settled into** a **serene** routine, trading **mindless** scrolling for the **tactile** joy of paper books.

She had to **get by** without GPS, which led her to **run into** an **old** friend while asking for directions. Although she eventually **turned on** her device again, the **brief** break offered a **refreshing** perspective on her **wired** existence.

TASK 1 TOPIC: THE DIGITAL DETOX.

Write a paragraph (80-100 words) about a time you tried to stop using technology.

- **Step A:** Brainstorm with Gemini

Don't ask Gemini to write the text. Ask for vocabulary.

- **Student Prompt:** "I am writing about quitting social media. Can you give me a list of 5 phrasal verbs related to using phones and 5 adjectives followed by prepositions related to technology?"
- **Step B:** The Writing Task

Write your paragraph. You must use at least two phrasal verbs and two adjectives + prepositions.

Example sentence: I was tired of staring at screens, so I decided to log off.

- **Step C: Feedback**
- **Student Prompt:** "Please check my text for grammar errors, specifically look at my use of prepositions. Do not rewrite the whole text, just highlight my mistakes."





LESSON 2: CRAZY NEWS WRITING AND REPORTING

Objective

- Understand tabloid culture and practice reporting strange events.

TEACHER'S INSTRUCTIONS

- Show a "fake news" headline (e.g., "Cat Elected Mayor"). Discuss if it's real.
- Grammar Spot: Focus on Reported Speech. How do we report what someone said? (e.g., "I saw an alien" $ \rightarrow$ He claimed that he had seen an alien).
- Gemini Feature: Use Gemini to generate creative ideas or "witness statements."





TASK 2 TOPIC: THE UNBELIEVABLE HEADLINE.

Write a short news report (100 words) about a crazy (invented) event using reported speech.

- **Step A: The Interview**

You are the reporter. Ask Gemini to play the role of a witness to a crazy event (e.g., raining frogs).

- **Student Prompt:** "Act as a confused witness who saw it raining frogs this morning. Give me three short quotes about what you saw and how you felt."

- **Step B: The Report**

Write the news story. You must use Reported Speech to retell what the witness (Gemini) said.

Grammar Requirement: Use specific reporting verbs (claimed, admitted, promised, told).

Example: The witness claimed that the frogs were green. He admitted that he was scared.

- **Step C: Tone Check**

- **Student Prompt:** "Read my paragraph. Does it sound like a dramatic newspaper story? Give me one tip to make it sound more exciting."



Example

Breaking News: The Great Nut Uprising

Chaos erupted at the Central Library today as a colony of squirrels seized the building. Local authorities **claimed** that the rodents had constructed a massive fortress using historical encyclopedias and stolen walnuts. One startled witness **remarked** that the squirrels seemed incredibly organized, while another **added** that their leader was wearing a tiny, makeshift crown.

The head librarian **explained** that the animals refused to leave until their demands for premium organic pecans were met. Police later **confirmed** that they were attempting to negotiate with the squirrels using a megaphone and a trail of high-quality sunflower seeds.



LESSON 3: REMARKABLE PEOPLE AND EVENTS

Objective

- Write a biographical summary of an influencer or hero.

TEACHER'S INSTRUCTIONS

- Discuss people the students admire.
- Grammar Spot: Focus on Verbs related to starting, continuing, and finishing (e.g., start working/to work, continue doing, finish writing). Discuss the difference between gerunds (-ing) and infinitives (to...).
- Gemini Feature: Using Gemini for fact-checking and timeline creation.





TASK 3 TOPIC: THE RISING STAR.

Write a profile of a person (real or imaginary) who achieved something great.

- **Step A: Research/Creation**
- **Student Prompt:** "I need to write about a remarkable person. Give me a bulleted timeline of 4 key events in the life of [Insert Name e.g., Elon Musk, Malala, or a fictional character]."
- **Step B: Writing the Profile**

Connect the timeline events into a paragraph. You must use verbs of aspect (start, keep, finish, continue).

- **Example:** She started to learn coding at age 10. She continued working hard despite failures. She never stopped dreaming.
- **Step C: Pattern Practice**
- **Student Prompt:** "I wrote: 'She enjoyed to help people.' Is this verb pattern correct? Explain the rule for the verb 'enjoy'."



Example

Profile: Elena Vance, The Water Architect

Elena Vance **began** her journey in a small, arid village where clean water was a luxury. She **started** experimenting with primitive sand filters in her backyard, often **keeping** at her work until the sun dipped below the horizon. Despite early failures, she **continued** refining her designs, refusing to **stop** until the output was crystal clear.

She **went on** to develop a low-cost, gravity-fed system that revolutionized local irrigation. Eventually, she **ceased** working in isolation and **commenced** training a team of young innovators. Having **finished** her primary mission, Elena now **keeps** traveling to share her blueprints. Her commitment ensures that her legacy of sustainability **goes on** for generations.



LESSON 4: IMPORTANT HISTORICAL EVENTS

Objective

- Describe a past event with accuracy and detail.

TEACHER'S INSTRUCTIONS

- Warm-up: Show a picture of a historical event (e.g., Moon Landing).
- Grammar Spot: Review Verb Patterns in the Past (e.g., decided to go, managed to escape) and Phrasal Verbs related to history/time (go back, look into, bring up).
- Gemini Feature: Use Gemini as an "Editor" to improve sentence variety.





Example

In 1969, the Apollo 11 mission **hoped to reach** the lunar surface against staggering odds. As the Lunar Module **started descending**, Neil Armstrong **struggled to find** a safe landing site amidst treacherous boulders. He **avoided crashing** by taking manual control, eventually **succeeding in landing** with mere seconds of fuel left—the ultimate "low battery" anxiety.

Once settled, Armstrong **decided to step** onto the moon's "magnificent desolation." While millions **continued listening** breathlessly back on Earth, he **insisted on saying** his now-iconic phrase. After the astronauts **finished exploring** the perimeter, they **looked forward to returning** home. This daring feat **managed to change** humanity's relationship with the stars, proving we can **keep reaching** for the impossible.

TASK 4 TOPIC: THE DAY THAT CHANGED EVERYTHING.

Write a 120-word report on a historical event.

- **Step A: Vocabulary Building**
- **Student Prompt:** "I am writing about [Event]. List 5 verbs commonly followed by the preposition 'in' or 'on' that fit this topic (e.g., succeed in, depend on)."
- **Step B: Drafting**

Write the report. Focus on what people planned to do, what they hoped to achieve, and what they succeeded in doing.

- **Constraint:** Use at least 3 distinct verb patterns (verb + ing / verb + to / verb + preposition + ing).
- **Step C: The Editor**
- **Student Prompt:** "Here is my text. Highlight any time I used the wrong verb pattern. Do not fix it for me, just tell me where the error is."





MINI PROJECT: A NEWS REPORT

OBJECTIVES

- Create a full News Report (Title, Lead Paragraph, Body, Conclusion) on a topic of choice.

Step 1: Planning with Gemini
Use Gemini to structure your thoughts.
Prompt: "I want to write a news report about [Topic: e.g., A new skatepark in the city]. Create an outline with a Headline, Introduction, Body, and Conclusion."

Step 2: Drafting
Write your report (150-200 words). Requirements:
1. Include one quote using Reported Speech.
2. Use two phrasal verbs.
3. Use two verbs followed by prepositions.
4. Use one verb of starting/ continuing.

Step 3: The "Editor-in-Chief" Review

Before submitting, ask Gemini:

- **Prompt:** "Act as a strict newspaper editor. Review my article for clarity and B1 level grammar. Give me 3 suggestions to improve my vocabulary."



Gemini Tips

- Ask for news report outlines.
- Request grammar feedback.
- Generate title ideas.
- Improve drafting.

Useful Expressions

1. **"According to..."**: Attributing information to specific sources.
2. **"In the wake of..."**: Explaining consequences following an event.
3. **"The situation remains fluid..."**: Describing ongoing and changing events.



REVIEW UNIT 2



Learn English Grammar: Verb Patterns, Aspectual Verbs, Phrasal Verbs & Reported Speech



1. VERB PATTERNS

- These verbs are followed by different forms:



Verb + Infinitive (to): • I want to learn English.
Verb + -ing: • She enjoys reading books.
Verb + Object + Infinitive/-ing:
• I told him to be careful. / • I saw her crossing the street.

2. ASPECTUAL VERBS

These verbs show the beginning, continuation, or ending of an action:



START / BEGIN • He started learning English last year.
STOP / QUIT • I stopped reading and went to bed.
KEEP / CONTINUE • Please keep trying!
FINISH / COMPLETE • She finished doing her homework.

3. PHRASAL VERBS

- Phrasal verbs are verbs with a **preposition** or adverb:



TAKE OFF (depart) • The plane took off at 8:00 AM.
RUN OUT OF (be-to) • We ran out of milk.
PUT OFF (postpone) • We put off the meeting.
GIVE UP (quit) • He gave up smoking.

4. REPORTED SPEECH

- Reported speech is used to say what someone else said:



- Present > Past • She said, "I am studying."
- Past > Past Perfect • He said, "I visited Paris."
- Can > Could. • He said (that), he had visited Paris.

5. VERBS/ADJECTIVES + PREPOSITIONS



- INTERESTED IN • She is interested in learning English.
- WORRIED ABOUT • He is worried about his exams.
- GOOD AT • He is good at learning languages.
- FAMOUS FOR • Paris is famous for the Eiffel Tower.

Common Prepositions, with, for, about, from, by, in, at, of



QUIZ UNIT 2

Part 1: Grammar & Vocabulary (Multiple Choice)

1. She is very interested _____ learning about digital marketing.

a) on
b) at
c) in
d) for

2. The politician _____ that he had made a mistake. a) told

b) admitted
c) asked
d) spoke

3. I can't afford _____ a new computer right now. a) buy

b) to buy
c) buying
d) to buying

4. Please _____ your account before leaving the library. a) log out

b) log off of
c) log out of
d) sign away

Part 2: Verb Patterns (Complete the Sentence)

5. Complete with the correct form (gerund or infinitive):

"The reporter continued _____ (ask) questions even after the interview ended."

6. "We hope _____ (finish) the project by Friday."

Part 3: Matching (Match the Phrasal Verb to the definition)

7. Match the verbs with their meaning.

A. Make up ( ) To stop doing something.
B. Look into ( ) To invent a story or lie.
C. Give up ( ) To investigate.

Part 4: Reading Comprehension (True/False)

Read the text:

"Yesterday, local hero Tom Smith announced he would start running a marathon every week. He insisted that exercise changed his life. He admitted that he was addicted to junk food in the past, but he succeeded in losing 20kg."

8. Tom said he used to love healthy food. (True / False)

9. Tom plans to run a marathon every month. (True / False)

Part 5: Transformation

10. Direct Speech: 'I am writing a book,' said Sarah.

Reported Speech: Sarah said that she _____.



General Objective:

Explore cultural heritage while integrating Perplexity AI to enhance research and writing skills without fostering dependency.

Grammar Focus:

- Tag questions.
- Indirect questions.
- Yes/no-questions and wh-questions in the passive voice.
- Passive voice.
- Used to.

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LESSON 1: CULTURAL LITERACY

TEACHER'S INSTRUCTIONS

- Introduce cultural literacy as understanding customs, values, and symbols across societies. Demonstrate Perplexity by searching "What is cultural literacy and why is it important?" Discuss results in class, highlighting features like follow-up questions for deeper insights. Guide students to use it ethically for idea generation, then write independently.



STUDENT'S INSTRUCTIONS

- Use Perplexity to research cultural literacy. Tip: Ask follow-up questions like "Give examples from Ecuador" to refine results. Focus on writing original sentences.

Sample Prompts

- "Define cultural literacy with examples from indigenous cultures."
- "How is cultural literacy taught in schools?"



Example

Cultural literacy means understanding the stories, symbols, and traditions that shape our world, doesn't it? In the past, people used to learn these through folktales around the fire, sharing values across generations. Today, it's vital for global citizens—you wouldn't ignore traffic signs in a new country, would you? It fosters empathy, breaks down stereotypes, and boosts communication in diverse teams. Without it, misunderstandings arise, like assuming all holidays are the same, right? Schools used to focus on rote facts, but now they emphasize cultural literacy to prepare teens for a connected world. It's essential, isn't it?



Task 1:

- Write a Paragraph on Cultural Literacy about "The Kayambi Culture".
- Research cultural literacy using Perplexity.
- Write a 100-word paragraph describing its importance, incorporating at least three grammar points (e.g., tag questions like "Cultural literacy builds empathy, doesn't it?", used to for past habits like "Communities used to share stories orally").
- **Example:** "Cultural literacy is understood as the ability to engage with a society's customs. It used to be passed down through oral traditions, didn't it? Can you tell me how it's taught today?"
- Revise your writing to ensure originality.



LESSON 2: KAYAMBI CULTURE MYTHS

TEACHER'S INSTRUCTIONS

- Share Kayambi myths like *Aya-Huma* (devil's head) and the romance between Imbabura, Cayambe, and Cotacachi. Use Perplexity live: Search "Kayambi myths Ecuador" and model indirect questions like "Could you explain the myth of *Aya-Huma*?" Assign task, then peer-review writings for grammar accuracy.

STUDENT'S INSTRUCTIONS

- Explore Kayambi myths from Ecuador's Sierra region. Perplexity tip: Use "Related questions" feature to discover connections to traditions. Write creatively based on facts.



Sample Prompts

- "Summarize Kayambi myth of Aya-Huma."
- "What role did myths play in Kayambi culture?"

Task 2:

- Describe the Kayambi celebration where characters like The Aya-Huma, the Huasicama or the Aruchico, take place.
- Write a 120-word retelling in passive voice, with wh-questions and tag questions (e.g., "Myths were feared, weren't they?").
- Innovate by linking to modern ideas.



Example

The legend of Taita Imbabura and Mama Cayambe

The legend of Taita Imbabura and Mama Cayambe is cherished in Cayambe's Andean culture, isn't it? Long ago, two majestic mountains were personified as a loving couple: Taita Imbabura, the father, and Mama Cayambe, the mother. Their union was celebrated by indigenous communities, but tragedy struck when Mama Cayambe was tricked by a rival. She was turned into snow, while Taita Imbabura was left weeping rivers of tears. Why was their love cursed? Who cast the spell? The peaks stand eternally apart, symbols of enduring passion, don't they? This tale is passed down through songs and festivals, teaching respect for nature, right? What lessons can be learned from their story?





LESSON 3: OLD TRADITIONS AND CUSTOMS

TEACHER'S INSTRUCTIONS

- Discuss global traditions like Inti Raymi (syncretized with San Pedro Celebration in Cayambe culture) or Peruvian weaving. Demo Perplexity: "Examples of old traditions that persist today." Emphasize "used to" for discontinued habits. Circulate to ensure students paraphrase research.

STUDENT'S INSTRUCTIONS

- Investigate traditions. Perplexity feature: Cite sources in queries for accuracy. Produce original writing.



Sample Prompts

- "Old customs in indigenous Ecuador like Inti Raymi."
- "How have traditions like weaving been preserved?"

Task 3:

Tradition Comparison Use Perplexity on "Kayambi traditions like Inti Raymi."

- Write 100 words comparing past and present (e.g., "Inti Raymi used to honor the sun god, but now it's celebrated as San Pedro's festival, isn't it? Was it syncretized by colonists?").
- Include yes/no-questions in passive (e.g., "Has the tradition been maintained?") and indirect questions. Make it personal.



Example

Ecuadorian Customs

Ecuadorian customs have evolved dramatically. In the past, festivals were celebrated with mingas, community work parties where homes were built together—wasn't cooperation valued highly? Food was prepared over open fires: was it shared among neighbors? Today, smartphones are used for invitations—has tradition been replaced by technology? I wonder if family gatherings are still held on Sundays. Markets used to bustle with bartering: are fresh goods still sold there? Indigenous rituals are preserved, but urban life has modernized celebrations. Whether customs are cherished or adapted, cultural pride endures, doesn't it? I wonder what changes lie ahead.





LESSON 4: PIVOTAL INVENTIONS

TEACHER'S INSTRUCTIONS

- Cover inventions from traditions, like printing press spreading ideas or wheelbarrow aiding agriculture. Search Perplexity: "Inventions inspired by ancient customs." Model grammar in discussion: "The steam engine was perfected by Watt, wasn't it?"



STUDENT'S INSTRUCTIONS

- Connect inventions to cultures. Tip: Use Perplexity's concise summaries for quick facts.

Sample Prompts

- "Pivotal inventions from ancient traditions."
- "How did the printing press change cultural knowledge?"



Example

The Contraceptive Pill Invention

The contraceptive pill was invented in the 1960s, revolutionizing women's lives worldwide. Before that, families used to be planned around limited options like rhythm methods or abstinence—why was control so elusive? Suddenly, reproductive choices were empowered, and gender roles were challenged. Women used to be confined to homemaking; now, careers were pursued freely. What sparked the sexual revolution? The pill was embraced, decoupling sex from pregnancy, and relationships were transformed. Marriages were delayed, education was extended, and workforce participation soared. In cultures like Ecuador's, where large families used to be the norm, smaller ones were normalized. Yet, debates arose: Was morality compromised? Today, its legacy endures, questioning how far freedoms should extend. Why does it remain controversial?

Task 4:

Invention Impact Query: "Explain how the Color Television revolutionized traditions."

- Write 150 words on its cultural impact using passive voice (e.g., "Books were massproduced"), wh-questions (e.g., "When was the printing press invented?"), and used to (e.g., "Knowledge used to be limited to elites").
- Add tag questions for engagement.





MINI PROJECT: A MEMORY TRADITION

OBJECTIVES

- Create modern tradition linking Kayambi myths to inventions, using target vocabulary.

Steps:

1) Research unit topics.
2) Brainstorm (e.g., "App for sharing myths – used to be oral, now digital?").
3) Write 200-word description with all grammar (passive: "Stories will be recorded"; indirect: "Ask what traditions were used").
4) Revise independently.

Teacher Instructions:

Students create a personal "Memory Tradition" linking old customs (e.g., Kayambi myths) to modern ideas (e.g., inventions). Over 2 classes: Brainstorm, research, present writings.

Student Instructions:

IInvent a tradition preserving cultural memory, like a family ritual inspired by Inti Raymi.

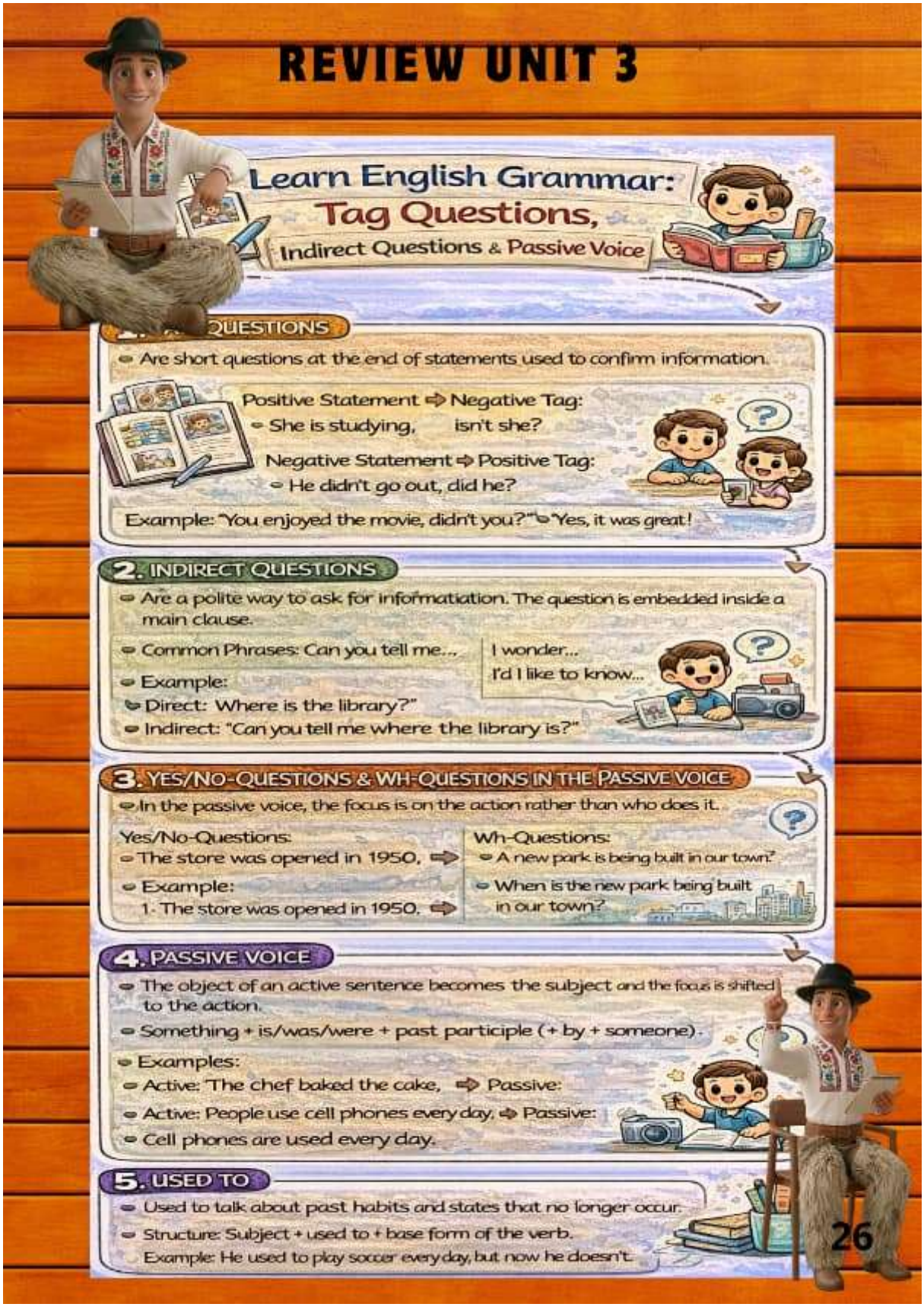
Perplexity Tips:

- Prompt: 'Ideas for modern traditions based on Kayambi myths.'
- Follow-up: 'How can inventions like apps preserve oral stories?'

Useful Expressions

1. "Myths used to be oral."
2. "Why preserve them digitally?"
3. "Stories will be shared, won't they?"




REVIEW UNIT 3
Learn English Grammar:
Tag Questions,
Indirect Questions & Passive Voice
QUESTIONS
Are short questions at the end of statements used to confirm information.
Positive Statement ⇨ Negative Tag:
She is studying, isn't she?
Negative Statement ⇨ Positive Tag:
He didn't go out, did he?
Example: "You enjoyed the movie, didn't you?" "Yes, it was great!
2. INDIRECT QUESTIONS
Are a polite way to ask for informatiation. The question is embedded inside a main clause.
Common Phrases: Can you tell me...,
I wonder...
I'd I like to know...
Example:
Direct: Where is the library?"
Indirect: "Can you tell me where the library is?"
3. YES/NO-QUESTIONS & WH-QUESTIONS IN THE PASSIVE VOICE
In the passive voice, the focus is on the action rather than who does it.
Yes/No-Questions:
The store was opened in 1950, ⇨
Example:
1- The store was opened in 1950, ⇨
Wh-Questions:
A new park is being built in our town."
When is the new park being built in our town?
4. PASSIVE VOICE
The object of an active sentence becomes the subject and the focus is shifted to the action.
Something + is/was/were + past participle (+ by + someone).
Examples:
Active: The chef baked the cake, ⇨ Passive:
Active: People use cell phones every day, ⇨ Passive:
Cell phones are used every day.
5. USED TO
Used to talk about past habits and states that no longer occur.
Structure: Subject + used to + base form of the verb.
Example: He used to play soccer every day, but now he doesn't.
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QUIZ UNIT 3

1. Fill in the blank (Passive Voice):

Cultural literacy _____ (define) as understanding customs.

2. Tag Question:

Kayambi myths used to explain nature, _____?

3. Indirect Question:

Can you tell me _____ (where / the humans / create) in the Ipuna myth?

4. Yes/No Question (Passive): _____ Inti Raymi been syncretized with Christian festivals?

5. Matching:

A. Used to
B. Passive wh-question

1. Was invented by Gutenberg
2. Past habit
3. How was the printing press?

6. Complete Sentence (Wh-question Passive):

_____(What / invent) changed book production?

7. True/False:

The Aya Huma (or Aya Uma) is a central figure in the Andean worldview, primarily in the Inti Raymi (Festival of the Sun) in Ecuador, a symbol of protection, energy, wisdom, and community leadership. [_____]

8. Reading Comprehension:

Read: 'The printing press was created in 1440. Knowledge used to spread slowly.'

Question: What is a pivotal invention?

_____

_____

_____

9. Multiple Choice (Tag):

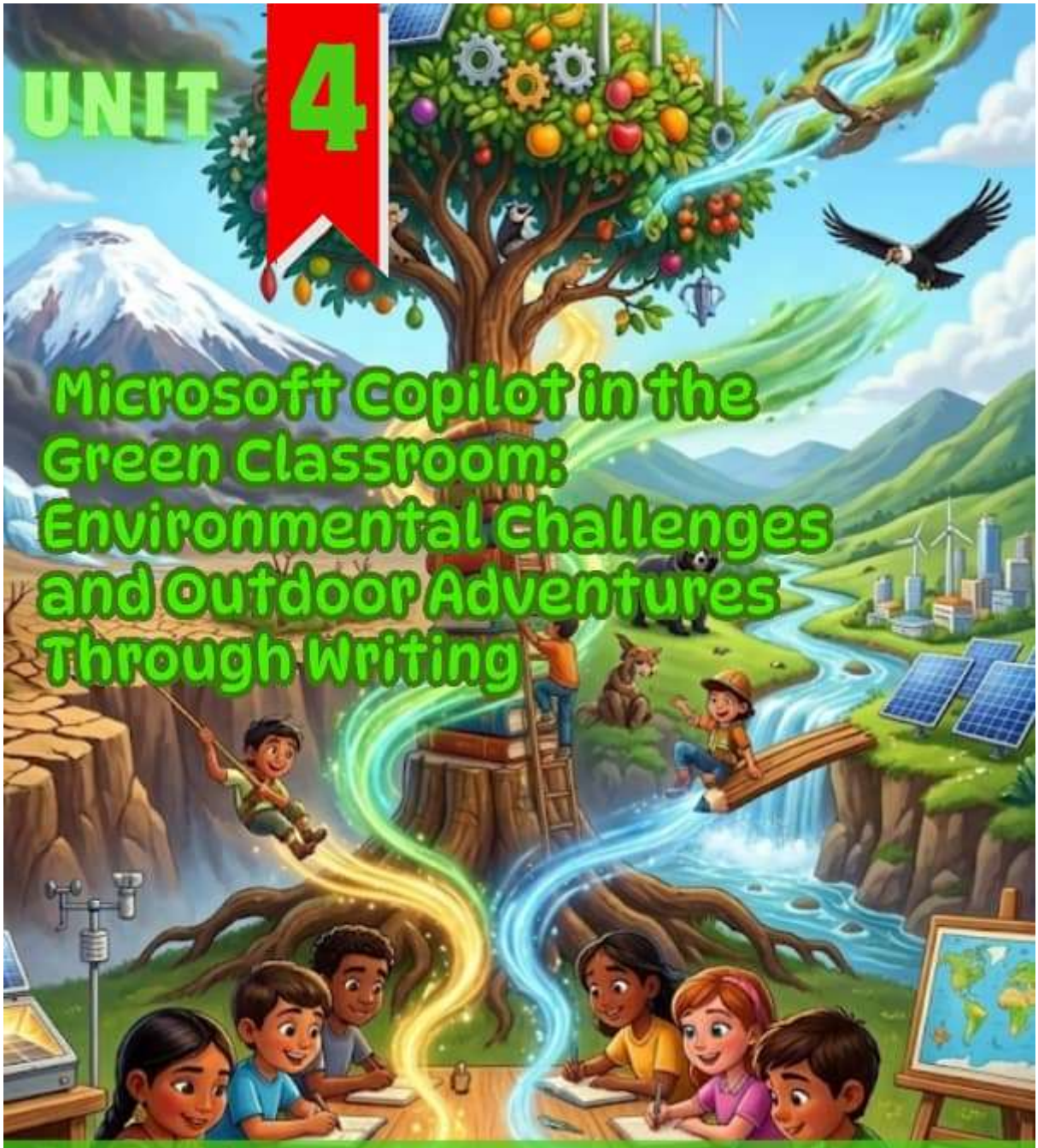
Traditions are preserved today, _____?

A) are they
B) aren't they

10. True/False:

-Inventions like steam engine were perfected from old customs. [_____]
-Johannes Gutenberg's, this machine utilized movable metal type and a hand mold to mass-produce books, fueling the Renaissance.[_____]
-Jules Berners-Lee developed the system at CERN for global information sharing.[_____]
-Edward Jenner developed the first vaccine, transforming medicine. [_____]

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General Objective:

Use Microsoft Copilot to research environmental issues, collaborate on outdoor-adventure writing tasks, and produce clear, persuasive EFL texts that raise awareness, propose solutions, and reflect on sustainable practices.

Grammar Focus:

- First conditional
- Second conditional
- Third conditional

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LESSON 1: GOING GREEN AND EARTH RESOURCES

OBJECTIVE

Write clear, focused paragraphs about renewable and non-renewable resources using First conditional to describe likely future outcomes.

TEACHER'S INSTRUCTIONS

- Quick class brainstorm: list resources students use daily. Elicit renewable vs non-renewable.
- Present form and use of First conditional: If + present simple, will + base verb. Give 3 examples about resources.
- Show a short paragraph (teacher-written) about switching to solar energy that contains two first conditional sentences. Highlight structure and linking words.
- Project Copilot and demonstrate a short prompt to generate eco-friendly habit ideas. Emphasize that Copilot suggestions are raw material for students to adapt.



Task 1:

- Compose a 120–160 word paragraph about how your school could use renewable energy. Include at least three First conditional sentences (e.g., If the school installs solar panels, it will reduce electricity costs.). Use at least five Copilot-suggested ideas, but rewrite them in your own words.
- Students ask Copilot to generate a short plan (4 bullet points) for a one-week "Green Week" at school.
- Students must then transform each bullet into a First conditional sentence and expand one into a short paragraph.

STUDENT'S INSTRUCTIONS

- Individually list five resources and one eco habit you could adopt.
- Use Copilot with a teacher-provided prompt to get 5 short ideas for renewable-energy habits. Students must copy the ideas into their notebook.
- Swap paragraphs and check for correct conditional forms and clarity. Use a short checklist: correct verb forms, three first conditionals, clear topic sentence.



Sample Copilot prompts (teacher / student)

- "List five simple renewable-energy habits students can do at school, each in one short sentence."
- "Give a 4-point plan for a school 'Green Week' that focuses on saving energy."
- "Suggest three topic sentences for a paragraph about solar panels at school."



Example

A school can reduce its environmental impact if it invests in renewable energy. For example, if the school installs solar panels, it will generate clean electricity and lower utility costs. If teachers encourage students to monitor energy use, they will learn responsibility and see how renewable energy benefits the community. If the school replaces old light bulbs with energy-efficient ones, it will save money and reduce emissions. If administrators support wind turbines or small hydro projects, the school will become a model of sustainability. If parents and students participate in awareness campaigns, they will strengthen the school's commitment to protecting the planet. Altogether, if the school embraces renewable energy, it will inspire future generations to live more sustainably.

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LESSON 2: THE WEATHER AND DISASTERS

OBJECTIVE

Write a short narrative or plan using Second conditional to imagine responses to weather disasters and to practice hypothetical reasoning.

TEACHER'S INSTRUCTIONS

- Show images or short descriptions of floods, storms, and droughts. Discuss immediate reactions and safety measures.
- Explain Second conditional: If + past simple, would + base verb. Contrast with First conditional. Provide examples related to disasters.
- Read a short hypothetical scenario and highlight second conditional sentences.



Task 2:

- Compose a 150–180 word short plan or narrative describing what you would do if a major flood hit your town. Use at least four Second conditional sentences and include two Copilot-suggested vocabulary items.
- Students ask Copilot to create three alternative evacuation plans for a coastal village.
- Students must choose one plan and rewrite it as a Second conditional emergency guide (e.g., If the sea level rose quickly, we would move to the school gym), adding local details and personal actions.

STUDENT'S INSTRUCTIONS

- Use Copilot to generate a list of 10 disaster-related verbs and adjectives. Choose five to use in writing.
- Prompt Copilot for three creative safety ideas for a small town facing floods. Students select one idea to develop.
- Partners underline second conditional sentences and suggest one improvement each.



Example

If a disaster hit a town, people would organize quickly to protect one another. Families would gather in safe shelters, and volunteers would distribute food and water. If the local hospital had more resources, it would treat injured residents more effectively. If the government provided emergency funds, the town would rebuild faster. Neighbors would help each other clear debris, and teachers would guide children through the crisis. If communication systems worked properly, people would coordinate rescue efforts more easily. If the community had prepared evacuation routes, everyone would escape danger more safely. In the end, if citizens cooperated and shared responsibilities, the town would recover with strength and resilience, showing how unity can overcome even the hardest challenges.

Sample Copilot prompts (teacher / student)

- "Give 10 useful words for writing about floods and storms, with short definitions."
- "Suggest three creative evacuation plans for a small coastal village."
- "Write three opening sentences for a story that begins with a sudden storm."



LESSON 3: LANDSCAPES AND OUTDOOR ACTIVITIES

OBJECTIVE

Write descriptive and reflective texts about landscapes and outdoor adventures, using Third conditional to reflect on past choices



TEACHER'S INSTRUCTIONS

- Show photos of different landscapes. Ask students to describe feelings and sensory details.
- Explain Third conditional: If + past perfect, would have + past participle. Provide examples about past trips.
- Read a short reflective paragraph about a hiking trip that uses third conditional to imagine different outcomes.

Task 3:

- Produce a 140–180 word reflective paragraph describing the trip and using at least three Third conditional sentences (e.g., If we had left earlier, we would have seen the sunrise). Include two descriptive phrases from Copilot.
- Students prompt Copilot to suggest three "what if" alternate outcomes for a camping trip that went wrong. Students must convert each outcome into a Third conditional sentence and expand one into a short paragraph explaining lessons learned.

STUDENT'S INSTRUCTIONS

- Use Copilot to generate 10 descriptive phrases for mountains, rivers, and forests. Choose five to include.
- Think of a past outdoor trip. Identify one decision you made.
- Ask Copilot for three alternative endings to your trip story. Students must pick one and rewrite it using Third conditional.



Sample Copilot prompts (teacher / student)

- "Give 10 vivid phrases to describe a mountain sunrise."
- "Suggest three alternative endings for a camping trip where it rained all night."
- "List five sensory details to describe a riverbank."



Example

If I had taken a different trip last summer, I would have discovered new lessons about myself. I remember visiting the mountains, and I realize now that if I had prepared better, I would have enjoyed the hike more. If I had brought a journal, I would have captured the beauty of the landscapes in writing. If I had joined the guided tour, I would have learned more about the local culture and traditions. If I had spoken more with the villagers, I would have practiced my English in authentic conversations. Looking back, if I had planned carefully, I would have made the experience richer. Still, the trip taught me that reflection helps us grow and appreciate missed opportunities.

LESSON 4: ENVIRONMENTAL ISSUES AND GREEN PRODUCTS

OBJECTIVE

Write persuasive paragraphs using First, Second, and Third conditionals to argue for green products and environmental action.



TEACHER'S INSTRUCTIONS

- Present examples of green products and short ads. Discuss persuasive language.
- Quick recap of all three conditionals with examples in persuasive contexts.
- Show a short persuasive paragraph that uses one example of each conditional to strengthen argument.

Task 4:

- Compose a 160–200 word persuasive paragraph that includes at least one example of each conditional and uses at least two Copilot-suggested benefits paraphrased.
- Ask Copilot to generate three counterarguments someone might make against buying a green product.
- Respond to each counterargument using the appropriate conditional: First for realistic future rebuttal, Second to imagine a different choice, Third to reflect on a past decision, and then combine into a persuasive paragraph.

STUDENT'S INSTRUCTIONS

- Use Copilot to list five benefits of a chosen green product (e.g., reusable water bottle, solar lamp). Students must note sources or claims Copilot suggests.
- Create a 3-part plan: problem, solution (green product), call to action. For each part, write one conditional sentence: First for future benefits, Second for hypothetical wider adoption, Third for a past missed opportunity.
- Read paragraphs and rate persuasiveness on a 1–5 scale, giving one suggestion for stronger conditional use.



Example

If people buy green products, they will reduce pollution and protect natural resources. If governments supported eco-friendly companies, communities would see faster progress toward sustainability. If we had chosen reusable bags earlier, we would have prevented tons of plastic waste. Green products are not just alternatives: they are solutions. If schools encourage students to use recycled notebooks, they will inspire lifelong habits. If families invested in solar-powered devices, they would save money and energy. If industries had adopted biodegradable packaging years ago, oceans would be cleaner today. Choosing green products is a powerful action: if everyone makes this choice, the planet will benefit immediately, society would grow more responsible, and we would have avoided many environmental problems.

Sample Copilot prompts (teacher / student)

- "List five evidence-based benefits of reusable water bottles for schools."
- "Give three common objections to buying solar lamps and short rebuttals."
- "Write a short persuasive opening sentence for a paragraph about reducing plastic use."



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MINI PROJECT: PRESENTATION – ENVIRONMENTAL CHALLENGES AND SOLUTIONS



OBJECTIVES

- Create a 5–7 slide presentation that explains an environmental challenge and proposes solutions using conditional sentences across slides.



Teacher instructions

- **Project timeline:** 2–3 lessons. Form small groups (2–3 students). Provide rubric: content accuracy, conditional grammar use, clarity, visuals, teamwork.
- **Copilot orientation:** Demonstrate how Copilot can help with slide text, slide titles, short speaker notes, and image caption ideas. Emphasize students must write and edit all slide text themselves.



Student steps with Copilot tips

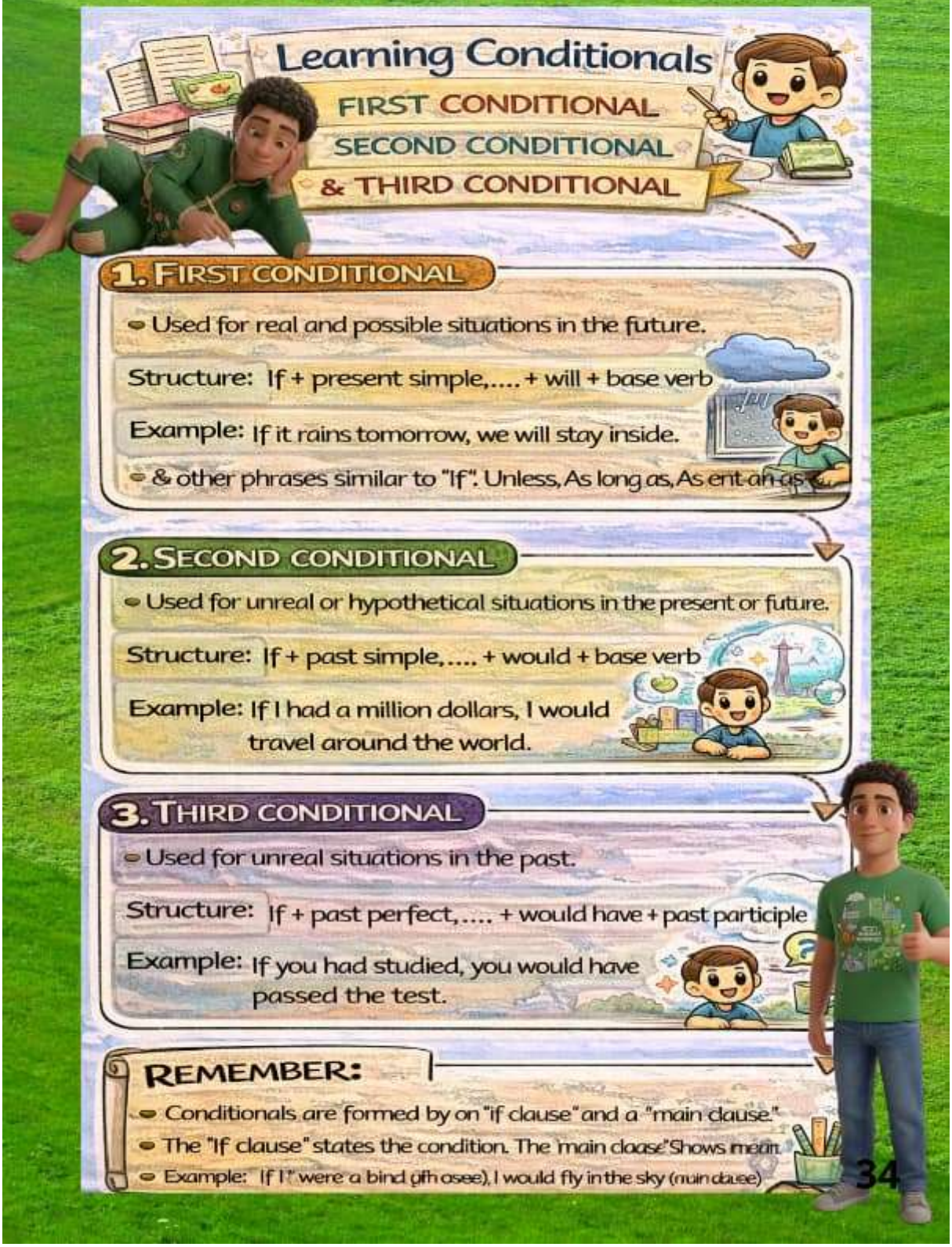
1. **Choose topic:** Use Copilot prompt: "Suggest five environmental problems suitable for a short school presentation." Pick one.
2. **Plan slides:** Slide 1 Title; Slide 2 Problem; Slide 3 Causes; Slide 4 Effects; Slide 5 Solutions; Slide 6 Call to action; Slide 7 References.
3. **Draft slide text:** For each slide, ask Copilot for three short title options and two concise bullet points. Students must rewrite Copilot suggestions into their own words and include at least one conditional sentence per slide (mix of First, Second, Third across slides).
4. **Create speaker notes:** Use Copilot to suggest a 20–30 second speaker note for each slide. Students edit and memorize.
5. **Design and visuals:** Ask Copilot for three image caption ideas per slide. Students select or create visuals and add captions.
6. **Rehearse and refine:** Use Copilot to generate a short checklist for rehearsal: timing, clarity, conditional accuracy, slide readability.



Copilot sample prompts for the project

- "Suggest five clear slide titles for a presentation about urban air pollution."
- "Give three 20-second speaker notes for a slide about solutions to plastic waste."
- "Create a 6-point rehearsal checklist for a 5-minute student presentation."

REVIEW UNIT 4



QUIZ UNIT 4



1. Multiple choice (First conditional):

If the city _____ more trees, the summer temperatures will drop.
a) plants
b) planted
c) had planted

2. Fill in the blank (Second conditional):

If I _____ a boat, I would help people during floods.

3. Complete the sentence (Third conditional):

If the hikers _____ earlier, they _____ the sunrise.
(Use past perfect and would have + past participle)

4. Matching: Match the conditional sentence halves.

1. If we recycle more	a) we would have avoided the flood.
2. If the dam had been stronger,	b) we will save energy.
3. If people reduced waste,	c) we would use less landfill space.

Write pairs:_____

5. Reading comprehension (medium length).

Read the passage and answer questions 5a and 5b.

Passage: *Many small towns face seasonal floods because of heavy rains and poor drainage. Local volunteers often organize cleanups to remove trash from rivers and drains. If the community plants more trees and restores wetlands, the water would be absorbed more effectively and floods would be less severe. Last year, a village tried a small pilot project to build rain gardens near the school. If the project had been larger, it would have reduced the flood damage in nearby houses. The pilot showed that simple, local actions can make a difference, but long-term planning and funding are necessary to protect the town.*

5a. True/False: The passage says the pilot project completely prevented flood damage.

5b. Short answer: Write one First conditional sentence predicting what will happen if the town receives funding for a larger project.

_____

_____

6. True/False (grammar understanding):

If people had used reusable bags, plastic waste would decrease. (Is this sentence Third conditional? Answer True or False.)

7. Grammar practice (rewrite): Rewrite this First conditional sentence as a Second conditional:

If the school installs solar panels, it will save money.

_____

_____

8. Error correction: Find and correct the mistake in this sentence:

If we would plant trees, the air will be cleaner.

_____

_____

9. Creative sentence (mixed conditionals): Write one sentence that uses a Second conditional to imagine a community action and a First conditional to state a likely result.
(Example structure: If we had X, we would Y; if we do Z, we will... but keep it one coherent sentence.)

_____

_____

10. Short writing (130 words): Write a paragraph describing a past outdoor trip and include one Third conditional sentence reflecting on a different choice you could have made.


IF YOU'VE MADE IT THIS FAR, I ASSURE YOU THAT YOU MUST HAVE IMPROVED A LOT ON YOUR WRITING TASKS...
THANK YOU FOR JOINING ME ON THIS INCREDIBLE JOURNEY!!!
BIZCOCHOS
QUESO DE HOJA

4.5. Access Link

https://docs.google.com/document/d/1sgn6XqdtYNpX969IZ7V87tlW0XRN3Df67RvKZC7RLS8/edit?usp=sharing

4.6. Impacts

This undergraduate work requires the analysis of three impacts.

- ✓ Linguistic impact
- ✓ Academic impact
- ✓ Digital Literacy impact

Table 2

Numerical impact levels

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

Taken from: Posso (2013)

Finally, it is essential to mention the formula to gather the final result.

$$IL\ (Impact\ level) = \frac{\sum (15)}{5} = 3$$

$\sum$ = The results of each indicator are added.

5 = Number of indicators included in the table.

4.6.1. Linguistic impact

Table 3

Linguistic impact indicators

Indicator / Impact levels	-3	-2	-1	0	1	2	3
a) Reducing grammar and syntax errors.						X	
b) Increasing Lexical Variety							X
c) Raising Cohesion and Coherence							X
d) Growing in text complexity						X	
e) Aligning with the CEFR descriptors for writing (A2 → B1.2 Progression)							X
Total							**13**
Author: Amado Páez							∑ **13**

$$\textbf{Linguistic impact level: } \frac{13}{5} = 2{,}6 / 3$$

Linguistic impact level: Medium positive impact

4.6.1.1. Analysis

It has become evident that practically all of the indicators are at the highest level, which has a medium positive effect.

It was observed that there was a moderately positive impact on reducing errors in grammar and syntax. The precision of the vocabulary used during the induction phase allowed learners to decode complex structures in a moderately efficient manner. Furthermore, the development of metacognition was consistent with the parameters of each specific activity.

It was also possible to discern that AI assistants have significantly boosted students' vocabulary usage across all grade levels. Learners are now opting for a wider range of synonyms, specialized terms, and precise phrasing. This increase in lexical variety suggests that AI technologies are effectively supporting word choice, which in turn fosters deeper and more nuanced growth in L2 writing (Abdel Latif, 2024).

The use of AI has really raised learners' ability to connect ideas logically and structure their paragraphs more effectively. They've started using better transition words, clearer subject phrases, and more organized arguments. This high positive impact states that AI tools are helping students craft more cohesive pieces of writing, which in turn enhances the overall flow and clarity of their communication.

On the other hand, it clearly indicated a fairly positive impact on learners' ability to craft more complex texts. While students began using longer sentences and incorporating some subordinate clauses, the progress varied across different B.G. U. levels. This suggests that AI tools helped with developing structure, but they didn't fully embrace more advanced syntactic patterns.

Eventually, the notable positive impact observed indicates that AI assistants have significantly supported learners' progress in achieving CEFR writing levels. Students showed more B1 and B1.2 characteristics, such as writing related texts, sharing their opinions, and organizing their ideas clearly. This demonstrates that AI technologies can effectively facilitate language development, enabling B.G.U. learners to meet standardized competency requirements more consistently.

4.6.2. Academic impact

Table 4

Academic impact indicators

Indicator \ Impact levels	-3	-2	-1	0	1	2	3
a) Self-monitoring assignment completion rates						X	
b) Self-assessment task performance across writing assignments					X		
c) Enhancing the quality of drafts and revisions						X	
d) Increasing engagement with writing-related work						X	
e) Supporting academic independence in project-based tasks						X	
Total							**9**

Author: Amado Páez

Author: Amado Páez

$\sum$ **9**

$\sum$ **9**

$$\textbf{Academic impact level: } \frac{\textbf{9}}{\textbf{5}} = \textbf{1,8 / 3}$$

Academic impact level: Medium positive impact

4.6.2.1. Analysis

It's pretty evident that nearly all the indicators are sitting right in the middle, showing a moderate positive effect.

The medium positive impact shows that AI tools have really helped students keep track of their writing tasks more effectively, leading to more consistent submissions. Still, some learners found themselves depending on teacher reminders, which highlights that while AI can promote a sense of academic responsibility, it hasn't fully fostered independent task management for every level.

The slight positive impact suggests that learners only made a little headway in accurately judging the quality of their own writing. Even though AI tools provided feedback,

many learners struggled to critically assess their work. This points to the need for formal training in self-assessment skills, alongside the use of AI in writing tasks.

The medium favorable impact indicates that AI tools played a significant role in helping students organize and revise their work more effectively. They were able to produce more comprehensive drafts and correct basic errors. However, when it came to deeper content refinement and critical rewriting, the results were a bit hit or miss. This suggests that while AI tools were useful for editing, they didn't quite help students develop their advanced revision skills to the fullest (Tran, 2025).

It was also possible to discern that AI tools have really boosted learners' engagement in writing tasks and their motivation to finish projects. That said, the level of engagement varied among students, highlighting that while AI technologies grabbed their interest, their ongoing commitment to academics still relied heavily on the guidance of instructors and the way assignments were designed.

At length, AI tools suggest that they assist students in planning, writing, and revising their assignments on their own. While learners showed greater initiative in coming up with ideas and managing their tasks, they didn't fully achieve complete independence. This indicates that AI resources enhanced, rather than replaced, the traditional support in developing independent writing skills.

4.6.3. Digital Literacy impact

Table 5

Digital Literacy indicators

Indicator / Impact levels	-3	-2	-1	0	1	2	3
a) Ethical and Data-Privacy						X	
b) Digital Equity and Access							X
c) Identifying credible and safe AI platforms							X
d) Human abilities impact							X
e) Evaluating AI-generated outputs critically						X	
Total							**13**
Author: Amado Páez							∑ **13**

Digital literacy impact level: $\frac{13}{5} = 2{,}6 / 3$

Digital literacy level: Medium positive impact

4.6.3.1. Analysis

It was evident that the assessments are at a midpoint, showing a moderate positive effect.

Learners became more cautious when using AI technologies, but their understanding of data protection and the ethical implications still leaves a lot to be desired. While there's a moderately positive shift towards responsible usage, the lack of knowledge about privacy laws and digital risks highlights the urgent need for better digital literacy education.

By fostering a greater awareness of ethics, we can see a strong positive effect: expanding access to gadgets and AI technologies has helped bridge the participation gap among students. This means more kids are getting the chance to engage in writing assignments regularly, highlighting how equitable access can significantly boost digital

inclusion and support a more balanced growth of digital literacy skills across different grade levels.

After enhancing digital equality and access, learners have made a notable positive impact on identifying trustworthy AI technologies. Students are now more inclined to choose secure websites, check essential privacy features, and steer clear of unverified sources. This trend indicates that increased access, combined with guided practice, has bolstered students' ability to make informed and responsible digital choices.

As students got better at spotting reliable AI platforms, it was noticed a really positive impact on essential human skills like critical thinking and decision-making. They started to dive deeper into AI concepts, tweaking them with a critical eye and making informed choices. This shows that as their digital literacy grew, it actually boosted their important human abilities instead of taking them away (Nur, 2025).

Lastly, as learners got better at spotting reliable AI platforms, we noticed a really positive impact on essential human skills like critical thinking and decision-making. They started to dive deeper into AI concepts, tweaking them with a critical eye and making informed choices. This shows that as their digital literacy grew, it actually boosted their important human abilities instead of taking them away.

CONCLUSIONS

- Integrating AI assistants significantly enhances student enjoyment and engagement in L2 writing. Most B.G.U. students reported that instant feedback and structural suggestions reduce the anxiety associated with language errors, fostering a more positive and interactive learning environment that encourages continuous writing practice and skill development.
- The AI tools that became popular and widely used by students were ChatGPT and Google Gemini. Their diverse features, such as quick grammar correction and vocabulary expansion, encourage writing with their intuitive interfaces. They are also a preferred option for completing workbook exercises and assignments.
- The grammatical correction and lexical variety offered by the AI assistants had a significant positive impact on students' linguistic development. These tools helped students connect their work to academic guidelines by providing context-appropriate synonyms and correcting grammatical errors. The linguistic patterns in this type of feedback also helped learners internalize the material more effectively than previously used methods.
- AI serves as a cognitive support tool that helps students generate ideas and overcome writer’s block. By providing supporting details, it enables learners to focus more on organizing their thoughts and improving overall coherence in their writing.
- AI tools significantly reduce the cognitive burden of writing by automating mechanical processes like spelling and basic syntax. This "offloading" effect makes the writing process more manageable, especially for students with lower proficiency levels, thereby increasing their confidence and willingness to engage in complex tasks.
- There is a strong consensus among students regarding the need for formal instruction on AI usage. A large number of participants expressed a desire for teachers to guide

them in using these tools ethically and effectively, highlighting that student interest in technology must be met with pedagogical supervision and training.

- Students and educators alike, despite the advantages of AI, were concerned that over-reliance on it could undermine critical thinking and influence future outcomes, highlighting the importance of establishing clear standards and ethical use to achieve a balance between self-directed learning and AI assistance.
- Interviews with teachers and authorities demonstrated that the role of the educator remains crucial in the classroom, with or without AI support. Pedagogical supervision, ensuring academic integrity, and fostering critical thinking are skills that automated technologies cannot replicate; therefore, these responsibilities continue to fall primarily on instructors, far more so than the technological assistance that AI can provide, thus making AI a complement.
- There was a moderate positive impact of AI on academic and digital literacy, improving knowledge about platforms and efficiency in tasks; however, students' ability to critically evaluate AI-generated content and the privacy of AI-generated data independently remained in doubt.
- Students' progress in English according to the CEFR gradually increased thanks to the integration of artificial intelligence into its teaching, especially at levels A2 and B1, by improving the relevance and structural complexity of the texts. Consequently, this intervention strengthened students' preparation for future academic fields.

RECOMMENDATIONS

- Implement useful and attractive resources like workbooks or guides to sustain student motivation. Using instant feedback and interactive narrative-driven lessons reduces writing anxiety and encourages frequent, enjoyable practice as highlighted in the research findings.
- Adopt generative AI assistants like ChatGPT and Gemini for classroom activities. These tools' intuitive interfaces support immediate writing needs, aligning with the student preference observed during the research process.
- Integrate AI assistants as self-correction tools for grammar and vocabulary. This promotes independent learning habits, allowing students to refine lexical variety and identify linguistic patterns without constant teacher intervention during the drafting phase.
- Use AI as a cognitive scaffold in pre-writing to generate ideas and supporting details, helping students overcome writer's block and focus on organizing coherent, well-structured texts effectively.
- Employ AI techniques to automate repetitive tasks such as syntax and spelling checks. Reducing this cognitive burden allows lower-proficiency learners to focus on conceptual growth, enhancing their general confidence and interest in writing activities.
- Launch institutional training programs centered on effective, timely engineering and ethical application. This space directly addresses the increased need for formal supervision among students while also ensuring that AI integration is pedagogically responsible and successful.
- Even more than the final product, the writing process should be valued more by teachers, who should design "AI-resistant" rubrics and assessments. Studying how

these types of tactics would influence learners' independent performance, for example on standardized international exams, could be a good starting point for future research.

- Teachers will need to continue fulfilling their role as pedagogical facilitators, fostering critical thinking and academic research, and providing ongoing support to students. Meanwhile, institutional policies must ensure that AI is used merely as a complementary tool in the classroom, prioritizing the learner's primary authorship.
- Students, guided by teachers and through digital literacy protocols implemented at the institution, should learn to critically analyze the results generated by AI. Promoting the independent development of language skills by addressing topics such as data privacy and ethics could significantly reduce reliance on digital tools.
- Support curricular objectives and connect language learning with real-world situations, it will be necessary to align AI-assisted activities with the CEFR B1 descriptors within the scope of Content and Language Integrated Learning, thereby better preparing students for the diverse global possibilities.

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ANNEXES

1.1. Annex 1. Surveys and Interviews

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: "AI Assistants as tools for L2 writing in 1st, 2nd and 3rd - year B.G.U. Learners at U.E. Thomas Russell Crampton."

Objetivo: To adapt strategies for developing better writing tasks that utilize different AI assistants in a non-dependent educational manner for BGU students.

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA** **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- EN LÍNEA**
GRADUATION WORK "AI ASSISTANTS AS TOOLS FOR L2 WRITING IN 1ST, 2ND AND 3RD - YEAR B.G.U. LEARNERS AT U.E. THOMAS RUSSELL CRAMPTON."
Fecha: **Posición:** Rector y Vicerrector
Objetivo: To adapt strategies for developing better writing tasks that utilize different AI assistants in a non-dependent educational manner for BGU students.
Cuestionario 1. What is your level of concern about AI use in academic life, especially for English? 2. Is there a school policy about AI tool usage for English? 3. Does your institution support the use of digital tools for English language learning? 4. Are AI tools currently included in the English curriculum? 5. Has this institution offered training for AI-based educational tools for English? 6. Are you familiar with AI writing assistants used for English like ChatGPT or Grammarly?

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

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

Observaciones:

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- EN LÍNEA

GRADUATION WORK

"AI ASSISTANTS AS TOOLS FOR L2 WRITING IN 1ST, 2ND AND 3RD - YEAR B.G.U. LEARNERS AT U.E. THOMAS RUSSELL CRAMPTON."

Interview date:

Interviewed: English teachers

Objective:

To adapt strategies for developing better writing tasks that utilize different AI assistants in a non-dependent educational manner for BGU students.

Questionnaire

1. Do you like to use AI tools or assistants to supplement or plan your lessons?
2. What AI writing tools have you used in your classroom?
3. In what ways have these tools impacted your students' writing, specifically with content and organization?
4. How useful do you consider AI tools for improving L2 writing?
5. Do you think AI tools will be fully incorporated for long-term use in education? Why?
6. Do you consider that AI can help students write better in English?
7. Considering the CEFR, How do you rate current L2 writing performance among 1st, 2nd and 3rd-year B.G.U. students?

8. What do you think might be the main drawbacks of using AI writing assistants?

9. Could you provide examples of effective prompts you've used when interacting with AI assistants?

10. What are your thoughts on potential challenges related to academic integrity and ethical issues surrounding the use of AI?

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

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

Observaciones:

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

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

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- EN LÍNEA

GRADUATION WORK

"AI ASSISTANTS AS TOOLS FOR L2 WRITING IN 1ST, 2ND AND 3RD - YEAR B.G.U. LEARNERS AT U.E. THOMAS RUSSELL CRAMPTON."

Survey date:

Class: 1st, 2nd and 3rd –year B.G.U.

Objective:

To adapt strategies for developing better writing tasks that utilize different AI assistants in a non-dependent educational manner for B GU students.

Questionnaire

1. What B.G.U. level are you in?

- 1st B.G.U.
- 2nd B.G.U.
- 3rd B.G.U.

2. Do you think AI tools will make you enjoy more writing in English?
o Very much
o A little
o Somewhat
o Not at all

3. Which AI assistant has best suited your writing needs?
o Rewritify
o Grammarly
o Eskritor
o Quillbot
o Gemini
o Chat GPT

4. What is the main benefit of using AI for writing?
o Grammar help
o Vocabulary improvement
o Ideas support
o Time saving
o Synonyms and antonyms

5. In what aspects of writing is an AI assistant most useful to you?
o Research
o Keyword optimization
o Text analysis
o Content improvement
o Homework

6. How often have you used AI tools like Rewritify, Grammarly, Eskritor, Quillbot, Gemini, ChatGPT? Put an X on how often you use each tool, choose only one frequency per each tool.

	Always	Rarely	Once	Often	Sometimes	Never
Rewritify						
Grammarly						
Eskritor						
Quillbot						
Gemini						
Chat GPT						

7. What AI tool do you typically use to answer the student's book or workbook activities?

……

8. What AI tool do you think helps you more to write simple connected text on topics which are familiar or of personal interest?
o Rewritify
o Grammarly

o Eskritor
o Quillbot
o Gemini
o Chat GPT

9. What AI tool do you think helps you more to write personal letters describing experiences and impressions?

o Rewritify
o Grammarly
o Eskritor
o Quillbot
o Gemini
o Chat GPT

10. Does AI make writing easier for you?

o Absolutely yes.
o Just a little
o Absolutely no.

11. Would you like teachers to teach you how to use AI tools for English writing?

o Definitely yes
o Definitely not

12. Are you afraid of relying too heavily on AI tools that will prevent you from performing well on international exams?

o Very afraid
o Somewhat afraid
o Just a little
o Not very afraid
o Not afraid at all

13. Which AI tool or assistant would you like to learn more about?

o Rewritify
o Grammarly
o Eskritor
o Quillbot
o Gemini
o Chat GPT
o Other: ……

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		

Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			

Fecha de envío para la evaluación del experto:	17/ 07/ 2025
Fecha de revisión del experto:	

Firma del Evaluador

C.C.:

Marcia Mantilla

Firmado digitalmente por Marcia Mantilla
Fecha: 2025.07.29 18:50:45 -05'00'

Apellidos y nombres completos	Marcia Lucía Mantilla Guerra
Título académico	Magíster en Lingüística Aplicada Magíster en Docencia Superior e Investigación Educativa
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1.2. Annex 2. Transcript of the Interviews

Transcript of the interview with Greta Ávila Olalles, the principal at Unidad Educativa "Thomas Russell Crampton"

Interviewer: Muy buenos días, nos encontramos en la Unidad Educativa Thomas Russell Crampton. En este momento estoy con la Magíster Greta Ávila Olalles, rectora de la unidad, y procedo a realizar la entrevista. Primera pregunta: ¿Le preocupa el uso de la inteligencia artificial en la vida académica, especialmente para la enseñanza y aprendizaje del inglés? ¿Por qué?

Principal Greta Ávila: Bueno, más allá de una preocupación, es el hecho de que se pueda utilizar correctamente esta herramienta tecnológica. Si hablamos acerca de los

docentes, considero que es una herramienta muy importante, ya que ellos pueden gestionar cualquier tipo de actividad dentro de su planificación para poder desarrollar recursos más aplicados y aplicables a los estudiantes. En el caso de los estudiantes, considero que ahí sí sería un problema porque es muy difícil darnos cuenta de que el estudiante utilizó o no una herramienta así, como en el caso de la inteligencia artificial.

Interviewer: La pregunta número dos: ¿Existe alguna política escolar sobre el uso de herramientas de inteligencia artificial para la enseñanza del inglés?

Principal Greta Ávila: Bueno, a nivel ministerial pues no tenemos una directriz clara. Sin embargo, a nivel de la institución, todos los estudiantes obviamente tienen que utilizar metodología APA para que ellos a su vez puedan evidenciar su trabajo como autores. De hecho, pues los maestros también, no solamente los profesores de inglés, sino todos los maestros, están en la obligación de enseñar primeramente, aplicar y exigir que los estudiantes utilicen normativa APA.

Interviewer: La pregunta número tres: ¿La institución apoya el uso de las herramientas digitales para la enseñanza-aprendizaje del inglés?

Principal Greta Ávila: Definitivamente sí. Trabajamos primeramente con una universidad que nos da este aval para poder enseñar a través de plataformas digitales. Es por eso que nosotros aprovechamos al 100% la tecnología para que los estudiantes, a través de los diferentes recursos tecnológicos, ellos puedan desarrollar sus habilidades.

Interviewer: La pregunta número cuatro: ¿Se incluyen actualmente herramientas de inteligencia artificial en el currículo de inglés institucional?

Principal Greta Ávila: Directamente como política no. Sin embargo, los docentes sí lo incluyen dependiendo de las destrezas que ellos vayan a desarrollar y también, como había mencionado anteriormente, dentro de las plataformas también ellos han usado y usan inteligencia artificial. Hoy en día pues dentro de estos recursos, como por ejemplo en el tema

de presentaciones, exposiciones, redacción, podemos utilizar tecnología y la metodología con inteligencia artificial para que el trabajo también sea desarrollado de mejor manera y de esta manera también se ayude al estudiante para que él pueda entender y mejorar sus habilidades.

Interviewer: La pregunta número cinco: ¿Se han impartido capacitaciones sobre herramientas educativas basadas en la inteligencia artificial para la enseñanza-aprendizaje del inglés en la institución?

Principal Greta Ávila: Actualmente no. No lo hemos hecho todavía. Sin embargo, dentro de nuestra propuesta para este nuevo año nosotros en el cronograma tenemos una capacitación que la vamos a hacer en los próximos meses. Así que lo que sí puedo mencionar es que ya está considerado en este año.

Interviewer: Y la última pregunta: ¿Conoce asistentes de IA como ChatGPT o ha usado alguno, y para qué motivo lo ha usado?

Principal Greta Ávila: Bueno, conozco ChatGPT, sé que hay otros también. No me gusta usarlos mucho, a menos que sean útiles para investigación. Sin embargo, considero que no hay nada mejor que la inteligencia de la persona para poder desarrollar las ideas. Sí las he usado para tener unos criterios de alguna manera diferentes o avanzados o científicos; sin embargo, quien desarrolla todas las actividades, ensayos, investigación directamente soy yo.

Interviewer: Muchas gracias, Magíster. Esa sería toda la entrevista.

Transcript of the interview with Luis Jarrín, the vice principal at Unidad Educativa "Thomas Russell Crampton"

Interviewer: Buenos días, estamos aquí en la institución de la Unidad Educativa Thomas Russell Crampton con el señor Vicerector, Magister Luis Jarrín y procedemos con la entrevista. La primera pregunta, Magister, ¿le preocupa el uso de la inteligencia artificial en la vida académica, especialmente para la enseñanza-aprendizaje del inglés? ¿Por qué?

Viceprincipal Luis Jarrín: Bueno, muy buenos días, qué gusto saludarte. Es una pregunta que podría tener una polisemia conceptual y también varios puntos de vista para poder abordarlo. Soy una de las personas que creo o considero que este recurso, como bien lo menciono, pues es un recurso, es decir, nos permite ampliar el conocimiento, nos permite también tener magnitudes más grandes sobre procesos, sobre planificación, incluso acerca del aprendizaje mismo del idioma.

Entonces, la verdad para mí, yo le veo, diríamos que si hablamos acerca de porcentajes, yo le daría acá un 60, un 70, inclusive me atrevo a decir hasta un 80% de beneficio. ¿En dónde está lo malo? Lo malo estaría en la cuestión del uso, es decir, cuando nosotros hacemos un mal uso de este recurso.

Si nosotros lo enfocamos de manera correcta, la inteligencia artificial es un recurso que nos puede ayudar muchísimo, como digo, pues en varias facetas, puede ser esto en la didáctica, en la metodología, en lo que es el speaking, hablando, si es que es de pronto en el inglés, en el writing, es decir, pues de muchas formas nosotros le podríamos dar este uso. Entonces, yo creo para mí que la inteligencia artificial, hablando desde este punto de vista didáctico y hablándolo como un recurso, pues es una herramienta importantísima para el aprendizaje de idioma inglés. Claro está, como digo, pues hay que tomar su debida precaución, porque pues si de pronto hacemos mal uso de esta situación, podemos llegar a plagios o de pronto pues a que el objetivo que es el principal en este caso de que el estudiante habla o escribe inglés, pues no se va a dar, porque no está logrando, digamos, las destrezas necesarias, sino que más bien utiliza la inteligencia artificial, digamos que de pronto pongámosle un ejemplo para una traducción.

Si nosotros de pronto cogemos esto, la inteligencia artificial, hacemos la traducción, la inteligencia artificial prácticamente ya no es el trabajo del estudiante, pero si nosotros tomamos este recurso como para poder basarnos de pronto en palabras que a lo mejor no son

entendibles, o de pronto en la construcción gramatical, o de pronto para que nos revise la cuestión de signos de puntuación, yo creo que pues ahí es una herramienta importante, es decir, depende muchísimo del enfoque que nosotros le podamos dar.

Interviewer: La siguiente pregunta. ¿Considera usted que la institución apoyaría el uso de estas herramientas digitales para la enseñanza-aprendizaje del inglés?

Viceprincipal Luis Jarrín: La globalización educativa, como lo hablamos así, y dentro de los objetivos que se propone la misma ONU, la UNESCO, está esto, es decir, la innovación educativa. La innovación educativa tiene que ver muchísimo con el desarrollo de nuevas estrategias, de nueva didáctica, de nueva metodología que se enfoque más en el estudiante, de tal manera que se pueda aprovechar todas sus aptitudes y actitudes para que ellos puedan desarrollar sus destrezas. Vuelvo y repito, ahí está la inteligencia artificial, que de una u otra forma nos ayudaría a enfocarnos mejor, y nosotros poder seguir adelante.

Como institución, dentro de nuestra dimensión o enfoque pedagógico, es obviamente la innovación educativa, a través del conectivismo de Siemens. Nosotros impulsamos el uso de tecnología, impulsamos los recursos tecnológicos para nosotros tener una formación integral. Entonces, mal haría yo, de pronto, pues, en enfocar o decir que la inteligencia artificial no estaría dentro de nuestros parámetros.

Como digo, lo importante aquí es enseñar al estudiante a hacer el uso adecuado y correcto de la inteligencia artificial dentro de su proceso de aprendizaje. Entonces, yo como estudiante, de pronto, o formador del idioma en inglés, debo enseñar al estudiante, ¿sabes qué? Esto debe utilizarse de tal manera que no incurra o, de pronto, vaya esto a sobreponer el trabajo que el humano hace.

Porque ya no sería de él, sino es de la inteligencia artificial. Entonces, por eso es necesario que nosotros aprendamos a hacer uso correcto de la inteligencia artificial. Como

institución, vuelvo y repito, nosotros estamos muy gustosos de que este recurso se utilice siempre y cuando también se vaya limitando.

Nosotros la institución también limitamos, tenemos códigos sobre el uso de lo que es la inteligencia artificial, de tal manera que esto no se vaya, de pronto, a tornar, en vez de ser un beneficio, un maleficio, digámoslo así, hablando de forma popular. Entonces, nosotros impulsamos esto de tal manera que el estudiante tenga esa formación integral. Ahora ya no es necesario como antes, es decir, teníamos que ir nosotros a la biblioteca.

Nuestra inteligencia artificial, hablando de los 80, de los 90, nuestra inteligencia artificial era la biblioteca. Allá íbamos y le consultábamos al bibliotecario, necesito este tema, y buscaba. Es lo mismo lo que hace la inteligencia artificial, va a buscar temas de información, coge la información y luego la procesa de acuerdo a nuestra necesidad.

Entonces, como institución promovemos eso, es decir, que la inteligencia artificial, si el estudiante lo va a hacer de acuerdo al código ético sobre este uso, pues que lo haga de forma correcta. Pero ¿de quién depende? Depende muchísimo de la formación del docente y depende también de la concientización dentro de casa y sobre todo del estudiante.

Interviewer: Muchas gracias, Mejiste. La última pregunta es, ¿conoce asistentes de IA para la escritura como ChatGPTí? ¿Ha usado alguna y por qué motivo lo ha hecho?

Viceprincipal Luis Jarrín: Bien, bueno, al ser yo estar inmerso dentro de la educación, ahora ya hay maestrías en inteligencia artificial, hay institutos, hay formación, hay doctorados también en inteligencia artificial. Entonces, yo creo que esto va de la mano hacia una nueva formación, es decir, hacia algo que va cambiando el mundo. Van cambiando también las necesidades y estas nuevas necesidades que se van formando, está obviamente el uso de la inteligencia artificial. ¿Cuál es el problema? Yo recientemente leía un libro que decía que la inteligencia artificial dentro de pocos años puede convertirse en nuestro asistente personal. Es decir, usted ya no va a necesitar de una secretaria para hacer sus procesos

administrativos, sino solamente va a necesitar su asistente de inteligencia artificial que le va a dar haciendo todo.

Claro, también está esto, sobreponer el trabajo humano sobre algo que se venía haciendo y vamos perdiendo esa plaza. A eso voy de que yo he utilizado la inteligencia artificial, utilizo inteligencia artificial, no tanto chat GPT. Me gusta mucho la programación que tiene, los prongs que se pueden utilizar, pero lamentablemente hay las cuestiones que son versiones pagadas y las cuestiones que son free.

Es por eso que yo no he utilizado mucho lo que es, es más, no me encuentro muy inmerso de lo que es chat GPT. He utilizado más lo que es Copilot y Jiminy, también la inteligencia artificial de China, ahorita no recuerdo el nombre, se me va el nombre. Y hay otra inteligencia también que la están desarrollando en Rusia, que pues me gusta mucho investigar bastantisimo, ver cómo funciona, porque hice yo una comparación.

Lo que es chat GPT con lo que es Copilot, Copilot pues ya es de Microsoft, y cuando yo utilizo chat GPT, la primera vez que utilicé, es como que si yo la estuviera formando recién a esta inteligencia artificial. Porque la inteligencia artificial se va formando de acuerdo a nuestras necesidades. Entonces, cuando yo utilizo chat GPT como que no responde, es decir, tengo que yo formarle nuevamente de acuerdo a mis necesidades.

A diferencia de lo que es Copilot, Copilot en cambio ya lo vengo utilizando casi, casi sería desde su versión beta hasta la actual. Creo que son casi tres años que la vengo utilizando, desde que salió, y pues tiene muchas ventajas. La primera es de que pues no tiene muchos limitantes, hay inteligencias por ejemplo para diseño, inteligencia artificial para lo que es redacción de documentos, etc.

Que ya se van vinculando exactamente para cada objetivo. Y Copilot para mí, tiene toda esa diversidad, ese multiverso, digámoslo así, de varios ejecutantes, donde puedes tú hacer al mismo tiempo una traducción en inglés. Y al mismo tiempo que haces una traducción

en inglés, le pides que conjunto la traducción en inglés, también te forma imágenes, puedes hacer historias, historietas y toda la cuestión.

Todo depende muchísimo de los pronts que se utilice. Entonces bueno, yo como te digo, utilizo muchísimo Copilot, Jiminy, utilizó también la inteligencia de Canva, que me parece súper genial. Utilizo también la inteligencia artificial de lo que es de WhatsApp, súper buena.

Si de pronto nosotros podemos hacer investigaciones, preguntas sobre cualquier índole, yo creo que ahí tienes la información a la mano, eso es importante. Hay que saber diferenciar, yo cuando utilizo inteligencia artificial, utilizó para información, más no para procesos. Entonces, digámoslo así, yo necesito información acerca de, por ejemplo, qué pasó en 1980 con la situación del Congreso Nacional de ese tiempo.

¿Qué es lo que salió? Entonces busco informaciones como parte investigativa. Hay la otra parte que en cambio es estructura, escritura, difusión y diseño, que pues ya tiene que ver otras cosas, otras dimensiones.Yo lo utilizo más para investigación. Si nosotros lo utilizamos para estructura, que también lo he hecho, pero muy limitado, es por ejemplo cuando yo hago una traducción en inglés, digámoslo así. O estoy haciendo los abstracts de alguna investigación, de algún artículo científico.

Y bueno, ya hago la traducción, todo eso, pero de pronto pues digo, parece que no estoy tan seguro en una coma, en dos puntos, en un punto y coma. Entonces ahí sí, por favor, ayúdame, revisa, genero el prompt y le pido que me ayude con esta situación. Entonces, está de la mano, yo vuelvo y repito, es un recurso muy, muy, muy importante.

Yo lo utilizo también en el diario Vivir, pero sabiendo diferenciarlo. Yo lo he diferenciado, como le digo a mi profe, en dos partes. La una que es para investigación y la otra que es para estructura y diseño.

Entonces muchas de las veces el estudiante utiliza estructura y diseño. Entonces lo que hace es, dame a 100, que es muy diferente cuando utilizas la inteligencia artificial para investigación. Por ejemplo, recientemente había esta cuestión del 3D Atlas. ¿Sabes qué? Por favor, dame las dimensiones, cuál es la velocidad a la que viene, cuántas colas tiene ahora. Antes tenía una sola cola, el 3D Atlas.

Ahora investigando ya tiene cuatro colas. Entonces eso es bonito porque tú vas generando y le digo, dame los enlaces donde yo pueda verificar que esta información sea verídica. Entonces me da esa facilidad de poder verificar y sustentar la información.Pero la otra también está como estructura. Creo que hoy por hoy la inteligencia artificial ha avanzado muchísimo. Sé que también hay una película que dice Yo Robot. Me parece que es de Will Smith. Y ahí te pone toda la cuestión de los desafíos de la inteligencia artificial y qué es lo que puede hacer a futuro. Nosotros de los 80, de los 90, ya vamos dejando esta situación. Ya nos vamos perdiendo. Las nuevas generaciones a partir del 2010, del 2020, son ellos quienes van a revolucionar aún más. La inteligencia artificial, yo creo que después se va a unir la inteligencia artificial con la nanotecnología.

Dios quiera que algún rato yo pueda ver y mis ojos puedan ver eso. Me gusta muchísimo la cuestión de lo que es informática, todo lo que es robótica. Una vez que se una nanotecnología con robótica y también inteligencia artificial, estaremos en otro lado. Yo sé que en otros lados ya lo están haciendo, lamentablemente. Aquí en Ecuador, más o menos, hablando de generaciones y de capacitación educativa, estamos más o menos con un retraso de unos 10 a 11, 15 años. También se habla muchas de las veces.

Entonces yo creo que quizás algún momento se vaya revolucionando la educación, de tal manera que nosotros tengamos docentes con una formación integral basada en los nuevos desafíos de las nuevas eras. Si un docente no, de pronto no se va capacitando y no se va enfocando hacia la nueva era y a las nuevas necesidades que van avanzando, que se van

dando, créanme que nosotros vamos a ir quedando atrás. ¿Por qué hablo esto? Por lo mismo uso de la inteligencia artificial. La inteligencia artificial antes no era una necesidad. Para nosotros de los 80, 90 no es necesidad.

Hablamos de unos 40, 42, 45 años. O para las personas que de pronto tienen 50 años también. No era una necesidad. Para los chicos esto se va haciendo una necesidad. El celular antes en los 60, en los 30, en los 40 no era una necesidad. Ahora es una necesidad. Y ahora tú compras un celular asistido con inteligencia artificial. Es el mejor celular. Buscas cuando está en los programas.

Por ejemplo, hablaba acerca del uso de la inteligencia artificial y decía yo tengo acá la inteligencia artificial propia, ¿usted utiliza? Sí utilizo, claro. En los programas de Adobe o de Adobe, que es para diseño, voy a Premiere, Adobe Premiere, que es para editar videos, ahora tiene inteligencia artificial. Antes no era necesidad. Editabas, cogías los videos y hacías uno por uno, pañabas el uno, pañabas el otro, cortabas, pegabas y ponías la transición y se acabó. Y ahora tiene inteligencia artificial.

Entonces viene también, veo yo también le veo por esa parte. Antes yo me demoraba editando, qué sé yo, una hora, viendo dos, tres horas y haciendo toda la cuestión. Pero ahora con la asistencia, como te digo, la asistencia, eso se puede ir reduciendo y tú vas siendo más, tus capacidades van mejorando.

Eres más prepositivo para seguir avanzando dentro de tu empresa. Ahora ya no hablamos de tres horas para editar un video, ahora hablamos de cuarenta minutos o hablamos de veinte segundos. Ahora con la inteligencia artificial puedes hacer un montón de cosas. Eso de Premiere, puedo hablar de Photoshop. Antes cogías tu fotografía, para los que están en los cuarenta, los sesenta, tenías que retocar la fotografía, ver, filtrar, luz, etc. Entonces pones Photoshop, quitas el fondo, le pones, le quitas, le añadas y ya está.

Entonces yo creo que dependiendo también muchísimo del lugar en donde te desempeñas, haces uso diverso de varias inteligencias artificiales. Inclusive lo mismo que estamos haciendo, por ejemplo, ahorita, esta entrevista. Antes en las universidades te exigían y tenías que ir pasando tu punto por punto, vas poniendo el minuto en donde yo me voy deteniendo y luego vas haciendo comparaciones con tu trabajo y a la final vas sacando teoría.

Que era así, ¿no? Entonces ahora, por ejemplo, puedes coger este audio, coges en el audio, lo ingresas a inteligencia artificial, que me parece que está vinculado con chat GPT dentro de los procesos estos, y les saca un resumen que es para presentar como tesis. Esto es lo que yo a veces digo.Se van cortando los tiempos. Eres más óptimo en tu trabajo. Sin embargo, el temor más grande que yo tengo es que la capacidad creativa, la capacidad creativa en algún momento quede limitada.Eso sí. Seamos más, ya no seamos seres tan emocionales, sino seres tan pasivos, tan estructurales y objetivos, digámoslo así. Inclusive podríamos ser una sociedad más flemática, digamos.

Entonces ese es el miedo que a lo mejor yo sí tengo, de que la cuestión de la inteligencia artificial no llegue a tener el control necesario, se salga de las manos y que pues esta capacidad creativa, este sentimiento que muchas veces nosotros le ponemos para crear, se termina. Entonces, inclusive para el mismo desarrollo del idioma, puede crearse una brecha en la que tú puedas presentar redacciones hermosísimas en inglés, bien hechas, bien estructuradas, pero en el momento en que ya te preguntan, por ejemplo, ¿cómo estás en inglés? ¿Cómo estás?

Y ya tendrás que responder. En el trabajo escrito está bien, porque hay que diferenciar que las destrezas en el inglés son tan definidas con el speaking, con el writing, son tan definidas, que a la final yo puedo escribir correctamente, pero mi pronunciación no sea buena. ¿Y eso quién hace?La escritura lo hizo la inteligencia artificial. ¿Y ahora cómo quedamos? Entonces, vuelvo y repito, si es necesario definir parámetros, realizar una ética moral también,

yo creo que con el futuro también se hará esto, es decir, establecer un código de ética, igual que una constitución de la república, habrá un manual acerca del uso, de lo que tú puedes o no puedes hacer sobre inteligencia artificial.

Eso sería de mi parte, espero haber aportado de pronto con mis respuestas, mi experiencia también a la investigación que estás realizando, y pues de una u otra forma, que si se va formando teoría con esta conversación que hemos tenido, pues les sirva a las nuevas generaciones, eso sería de mi parte, muchas gracias.

Interviewer: Muchas gracias Magíster, por su amable tiempo también, y pues eso sería todo, muchas gracias.

Transcript of the interview with Janeth Cifuentes, the English department coordinator at Unidad Educativa "Thomas Russell Crampton"

Interviewer: Good morning, we are here with the English department coordinator, Ms. Janet Cifuentes, and we will now proceed with the interview. First question: Do you use artificial intelligence tools or assistants to complement or plan your classes? Why?

Coordinator Janet Cifuentes: I use AI applications to support my lesson planning, such as strategies, interactive games, and writing tools to improve grammar in students' basic writing.

Interviewer: Next question: What AI-powered writing tools or text generators have you used in the classroom?

Coordinator Janet Cifuentes: In the classroom, I have used Grammarly. It is an AI-powered application where students can enter their text and correct grammatical errors, as well as improve their writing skills, not only grammatically but also in terms of overall writing.

Interviewer: Next question: How have these tools impacted your students' writing, specifically in terms of content and organization?

Coordinator Janet Cifuentes: These tools are very useful for organization, as they provide specific steps on how a text should be structured in general. For example, if it's an email, they provide the structure of an email, the steps it should follow. If it's a letter, they provide connectors, specific and appropriate ideas, depending on whether it's formal or informal language. So, it's very, very good for them; they learn about organization and specific content because of this approach.

Interviewer: Ok. Next question: How useful do you consider artificial intelligence tools for improving English writing?

Coordinator Janet Cifuentes: As a support tool, it's very good, but we must also consider supervision and ensure that these tools aren't overused, since they are meant to be a support tool, not a copy-and-paste solution. We must provide a specific topic, the grammar to be used, and make sure it's a support tool, not a copy.

Interviewer: Ok. Next question: Do you think artificial intelligence tools will be fully incorporated for long-term use in education? Yes, no, why?

Coordinator Janet Cifuentes: I don't think they will be fully incorporated, since the teacher's role is very important. I think they will be incorporated forty percent, but sixty percent of the work is the teacher's, since they are the ones who guide, answer questions, and explain the reasoning. The application gives you the answer and the structure, but not the reason why you should use it, and that's what teachers are for. So, I don't think they will be fully incorporated in the future.

Interviewer: Ok. Sixth question: Do you think artificial intelligence can help students write better in English?

Coordinator Janet Cifuentes: Yes, of course. It helps them write better because, as I mentioned, it's a tool that provides organization and specific content. So yes, it helps with writing, quite a lot.

Interviewer: Next question: What do you think might be the main disadvantages of using writing assistants with artificial intelligence?

Coordinator Janet Cifuentes: The disadvantage of using artificial intelligence is that the student stops thinking and lets the machine do it for them. They no longer contribute their own ideas, they no longer reflect; it's simply copy and paste. They no longer think about why or the reason why it should be that way, they no longer contribute their own ideas. That's a disadvantage.

Interviewer: Ok. The next question: Could you provide examples of effective prompts you have used when interacting with artificial intelligence assistants?

Coordinator Janet Cifuentes: An advantageous and educational prompt that I have used... as a teacher, what I do is have a specific and clear indication of what I want to generate. If it's an email, the email, the context in which it is developed, who it is addressed to; I give clear instructions on what I need so that it doesn't stray from the main topic. I include the grammar, content, and vocabulary of the unit. That 's what I use.

Interviewer: Ok, and the last question: What are your thoughts on the potential challenges related to academic integrity and the ethical issues surrounding the use of artificial intelligence?

Coordinator Janet Cifuentes: Well, if we're talking about ethical issues, I consider this a tool that tests students' honesty. If I copy a text and write it in my notebook exactly as it appears, it's not authentic work; but if I take the main idea and adapt it to my own reality, it would no longer be a dishonest act, but rather a support, because the tool is a support, not a facilitator that prevents the student from completing the activity. Therefore, I believe that the

ethical aspect depends entirely on how the teacher and the student approach the use of this application.

Interviewer: Thank you very much, Ms. Janet Cifuentes, that concludes the interview.

Transcript of the interview with Ricardo Choi, the English teacher of 1st, 2nd and 3rd - year B.G.U. at Unidad Educativa "Thomas Russell Crampton"

Interviewer: Good morning, we are here with Rich Choi, an English teacher for first, second, and third-year high school students, and we are going to proceed with the interview. The first question is: Do you use AI tools or assistants to complement or plan your classes? If not, why?

Mr. Ricardo Choi: No, of course I use them. Yes, I use three: ChatGPT, Gemini, and I can't remember the other one... to help me with weekly lesson planning.

Interviewer: Question number two: What AI writing tools have you used in the classroom?

Mr. Ricardo Choi: I haven't used AI tools in the classroom.

Interviewer: Question number three: How have these tools impacted your students' writing, specifically in terms of content and text organization?

Mr. Ricardo Choi: I haven't used the tools in the classroom, so I can't give you a concrete answer.

Interviewer: Question number four: How useful do you consider AI tools for improving English writing?

Mr. Ricardo Choi: Extremely important.

Interviewer: Question number five: Do you think AI tools will be fully incorporated for long-term use in education? Why?

Mr. Ricardo Choi: 100%. Why? Because we're already in that era where you either make artificial intelligence your ally or it will become your enemy.

Interviewer: Question number six: Do you think AI can help students write better in English?

Mr. Ricardo Choi: Rich Choi: Of course, 100%.

Interviewer: Question number seven: According to the Common European Framework of Reference for Languages (CEFR), how would you rate the current English writing performance of first, second, and third-year B.G.U. students?

Mr. Ricardo Choi: To be honest, in writing, I would give them an A2.

Interviewer: Overall?

Mr. Ricardo Choi: Overall.

Interviewer: Question number eight: What do you think might be the main disadvantages of using AI writing assistants?

Mr. Ricardo Choi: A disadvantage would be codependency, but that's when humans have to ensure they maintain a state of constant growth and not depend too much on technology.

Interviewer: Question number nine: Could you provide examples of effective prompts you have used when interacting with AI assistants?

Mr. Ricardo Choi: We are currently studying a platform that uses AI for all four components of English language learning, and once it is developed, we will definitely implement that platform with our students.

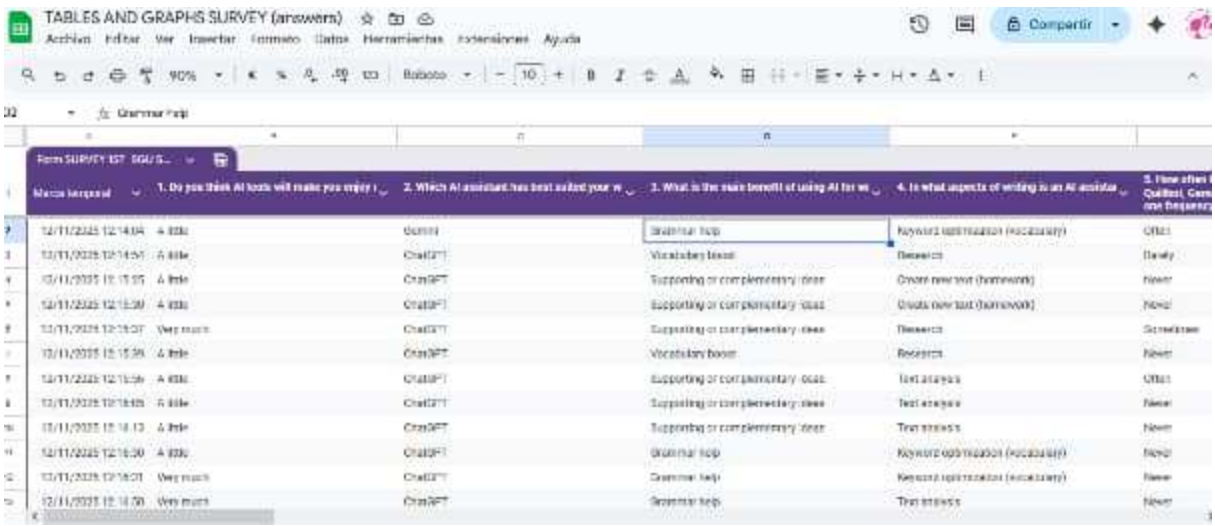
Interviewer: And the last question: What are your thoughts on the potential challenges related to academic integrity and the ethical issues surrounding the use of AI?

Mr. Ricardo Choi: This topic has already been addressed, and with all the tools that AI itself develops, one can now determine which parts of any type of writing have been created by AI and which parts have been developed by human beings. So, I am not concerned about that issue.

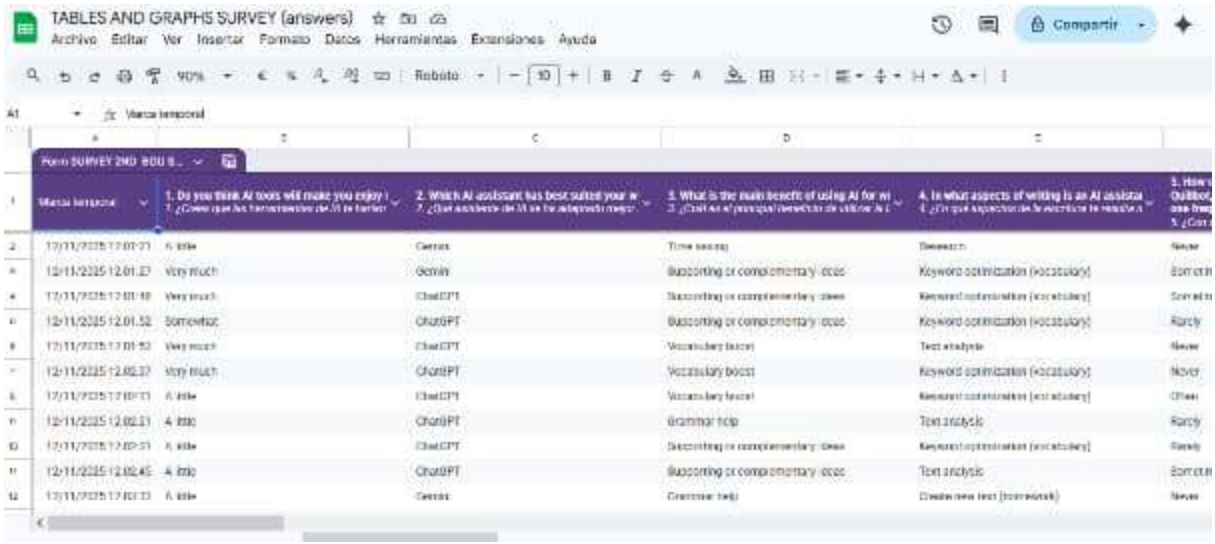
Interviewer: Okay, thank you very much, teacher. That concludes the interview.

1.3. Annex 3. Survey Applied to Students

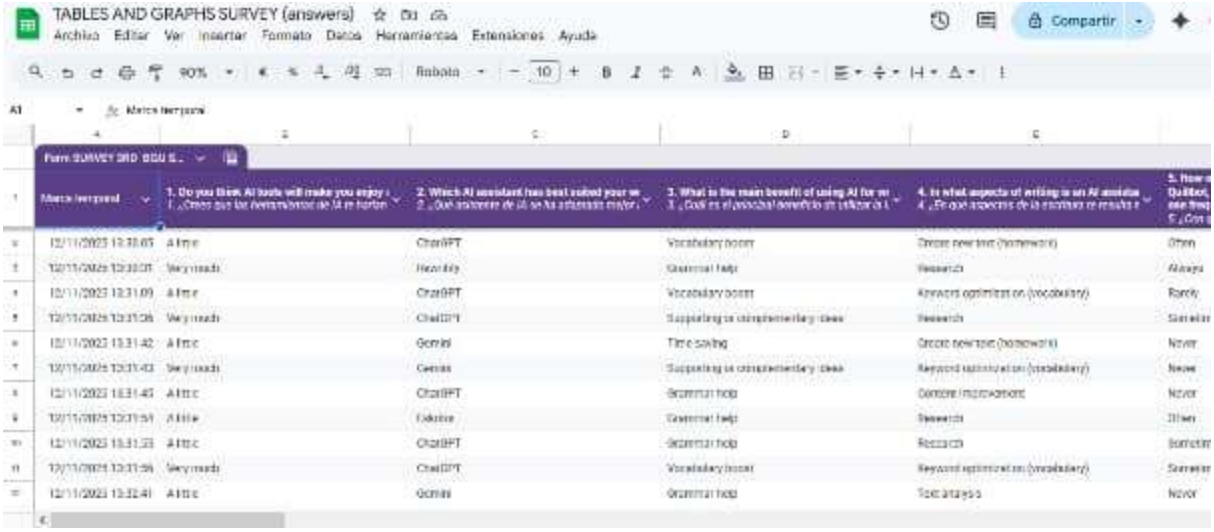





2ND BGU STUDENTS SURVEY
Preguntas
Respuestas 23
Configuración
23 respuestas
Ver en Hojas de cálculo
Resumen
Pregunta
Individual
1. Do you think AI tools will make you enjoy more, writing in English?
1. ¿Crees que las herramientas de IA te harían disfrutar más, escribir en inglés?
23 respuestas
Copiar gráfico
Very much
A little
Somewhat
Not at all
56,5%
13%
30,4%


TABLES AND GRAPHS SURVEY (answers)
Archivo Editar Ver Insertar Formato Datos Herramientas Extensiones Ayuda
Compartir


3RD BGU STUDENTS SURVEY
Preguntas
Respuestas 17
Configuración
17 respuestas
Ver en Hojas de cálculo
Resumen
Pregunta
Individual
1. Do you think AI tools will make you enjoy more, writing in English?
1. ¿Crees que las herramientas de IA te harían disfrutar más, escribir en inglés?
17 respuestas
Copiar gráfico
Very much
A little
Somewhat
Not at all
64,7%
29,4%



1.4. Annex 4. Proposal Socialization



1.5. Annex 5. Guide Resources for Preparing Surveys and Interviews

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