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CHAT GPT AND ITS INFLUENCE ON B1 ENGLISH LEVEL WRITING.

Thesis prior to obtaining the Master's degree in Education

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DEDICATORIA

Dedico este trabajo de investigación, en primer lugar, a mi esposa y a mis hijos, quienes han sido mi mayor fuente de inspiración, fortaleza y motivación a lo largo de este proceso académico. Su comprensión, paciencia y apoyo incondicional me permitieron perseverar en los momentos de mayor exigencia, recordándome siempre el valor del esfuerzo y la constancia.

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INDICE DE CONTENIDOS

AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TRABAJO DE TÍTULACIÓN	ii
APROBACIÓN DEL TUTOR	iv
DECLARACIÓN DE AUTENTICIDAD.....	v
APROBACIÓN TRIBUNAL	vi
DEDICATORIA	vii
AGRADECIMIENTO	viii
INDICE DE CONTENIDOS.....	ix
INDICE DE TABLAS y/o CUADROS.....	xii
INDICE DE GRAFICOS.....	xiii
REVISIÓN DEL RESUMEN EJECUTIVO	xiv
ABSTRACT	xvi
INTRODUCTION.....	1
1. Importance and relevance	1
2. Problem tree	5
3. Problem statement	5
4. Beneficiaries.....	6
5. Research question.....	7
6. Objectives	7
6.1 General objective	7
6.2 Specific objectives	7
CHAPTER I.....	8
THEORETICAL FRAMEWORK.....	8
1. PREVIOUS STUDIES RELATED TO THE RESEARCH TOPIC	8
2. CONCEPTUAL FRAMEWORK	12
2.1. Educational innovation	12
2.2. Digital tools for feedback	13
2.3 ChatGPT	16
2.4. Computer assisted language learning (CALL)	18
2.5. Productive Skills	20

2.6. Writing.....	21
CHAPTER II	24
METHODOLOGICAL DESIGN.....	24
1. Research approach and design	24
1.1 Quali-Quantitative Approach.....	24
1.2 Quasi-experimental Design	25
1.3 Field research	26
1.4 Documentary research	28
1.5 Action research	28
2. Description of the sample and the context of the research	29
3. Data collection process	31
3.1 Techniques and data collection instruments.....	31
3.2 Validity / reliability.....	33
3.3 Application Procedures	34
Analysis and discussion of the results	34
CHAPTER III.....	40
PRODUCT	40
Innovative proposal to the problem.....	40
Proposal Name:.....	40
Type of Product:	40
Objective of the Proposal:.....	41
Structure of the Proposal:.....	42
1. Cover page.....	42
2. Table of contents.....	42
3. Introduction	42
4. Writing tasks.....	43
5. Structure of the different writing tasks (E-mail, Review, Article, Story).....	43
6. Evaluation	46
7. Prompts to ask ChatGPT for feedback	46
Phases of the implementation of the proposal	47
Design.....	47

Socialize.....	47
Implement.....	47
Evaluation of the Innovative Proposal:	48
Validation of the Proposal:	50
Conclusions	51
Recommendations	51
REFERENCES	53
ANEXES.....	59

INDICE DE TABLAS y/o CUADROS

Table N°. 1 Sample (Group A).....	30
Table N°. 2 Sample (Group B).....	31
Table N°. 3 Results of the instruments of evaluation (Group A).....	34
Table N°. 4 Results of the instruments of evaluation (Group A).....	35
Table N°. 5 Normality test	36

INDICE DE GRAFICOS

Graphic N° 1 Problem tree	5
Graphic N° 2 Paired Sample test (Group A)	37
Graphic N° 3 Paired sample test (Group B)	38
Graphic N° 4 Writing structures	43
Graphic N° 5 E-mail structure	44
Graphic N° 6 Review structure.....	44
Graphic N° 7 Article structure	45
Graphic N° 8 Story structure	45

REVISIÓN DEL RESUMEN EJECUTIVO

El presente estudio, “ChatGPT y su influencia en la escritura de inglés del nivel B1”, explora el impacto de la retroalimentación generada por ChatGPT en el desempeño escrito de estudiantes de inglés como lengua extranjera (EFL) de nivel B1 y cómo contrasta con la retroalimentación presencial del docente. La escritura es una de las habilidades más difíciles de dominar en el nivel B1, ya que requiere una comprensión más que básica de la estructura, el vocabulario, la organización y el propósito comunicativo de la escritura. El estudio se llevó a cabo en el instituto Charlotte English en Ambato, Ecuador. La muestra incluyó a 47 estudiantes: 23 del grupo experimental, que recibieron retroalimentación a través de ChatGPT mediante indicaciones guiadas, y 24 del grupo de control, que recibieron retroalimentación del docente de forma tradicional. Un diseño cuasiexperimental de métodos mixtos incorporó pruebas previas y posteriores, que se evaluaron mediante la rúbrica de escritura de Cambridge B1 Preliminary, que abarca contenido, logro comunicativo, organización y lenguaje. Tras el análisis inferencial, se realizaron pruebas de normalidad para determinar la pertinencia del uso de pruebas paramétricas. Las pruebas t para muestras pareadas demostraron un cambio positivo estadísticamente significativo en las puntuaciones de ambos grupos. En el grupo experimental, el cambio medio fue de -2,42, lo que sugiere que la retroalimentación de ChatGPT tuvo efectos positivos en la escritura de los participantes. A pesar de ello, el grupo de control presentó una diferencia media de -3,87, lo que sugiere que la retroalimentación del docente, aunque este grupo no contó con ChatGPT, tiene una mayor influencia. También se administró una encuesta de satisfacción al grupo experimental para determinar cómo percibían los

estudiantes el cuadernillo, las indicaciones, la retroalimentación y la motivación general. La retroalimentación mostró que los estudiantes tenían una percepción general muy positiva y la mayoría calificó la experiencia como muy satisfactoria. Los estudiantes comentaron que su confianza aumentó, que organizaron mejor sus ideas y comprendieron mejor los errores que cometían al escribir. Según los resultados, la pedagogía de ChatGPT constituye un complemento importante para la enseñanza de la escritura. Aun así, la intervención humana es necesaria para lograr un aprendizaje más rico, preciso y verdaderamente significativo en la escritura en inglés como lengua extranjera.

Palabras clave: inteligencia artificial, Escritura en inglés como lengua extranjera, retroalimentación, ChatGPT.

ABSTRACT

This study explores the impact of feedback generated by ChatGPT on writing performance of English as a Foreign Language (EFL) students of the B1 level, and how it contrasts with face-to face feedback from teachers. Writing is one of the most challenging skills to master at B1 level, as it requires a more than basic understanding of structure, vocabulary, organization, and the writing's communicative purpose. The study was conducted at the Charlotte English School in Ambato, Ecuador. The sample embraced 47 students; 23 students in the experimental group who received feedback through ChatGPT with the use of guided prompts, and 24 students in the control group who received feedback from teachers in the traditional way. A mixed-methods, quasi-experimental design incorporated pre-tests and post-tests, which were assessed via the Cambridge B1 Preliminary writing rubric encompassing content, communicative achievement, organization and language. Upon the completion of the inferential analysis, normality tests were conducted to ascertain the appropriateness of the use of parametric tests. Paired-samples t tests exercised demonstrated the statistically significant positive change in both groups' scores. In the experimental group, the mean change was 2.42, which suggests that the feedback from ChatGPT had positive effects on the participants' writing. In spite of this, the control group had a mean difference of 3.87, which suggests that teacher feedback, albeit this group did not have the ChatGPT, is of higher influence. Also, for the experimental group, a satisfaction survey was administered to determine how the students perceived the booklet, the prompts, the feedback, and the overall motivation. The feedback showed that students had a very positive perception overall and most of

the students rated the experience as very satisfactory. The students commented that their confidence increased and that they had a better organization of their ideas and a better understanding of the mistakes they had made in their writing. Based on the results, ChatGPT pedagogy serves as an important adjunct to the teaching of writing. Still, human intervention is necessary to accomplish richer and more precise and truly meaningful learning in EFL writing.

Keywords: artificial intelligence, writing, feedback, ChatGPT.

1 Aprobado por la Comisión Académica Universitaria

INTRODUCTION

1. Importance and relevance

Writing is one of the most difficult and essential English skills to master in second language learning due to the fact that usage of grammar, vocabulary, and organization is needed for a text to be effective and cohesive (Hyland K, 2003). At a B1 level, English students need more than just basic language knowledge, it is also necessary that students adapt their thoughts appropriately for different types of texts. Constructive feedback is crucial to improve writing skills since it gives not only the correction of errors but confirms and addresses the problem to motivate students to do better text next time. As Bitchener and Ferris (2012) state, feedback in EFL writing provides independence to the students and improves the quality of a text when it is given in a timely, task-related, and student-focused way.

Nowadays, Artificial Intelligence like ChatGPT in the educational field has emerged as an innovative resource which provides effective and individualize feedback almost instantaneously. ChatGPT, developed by OpenAI, uses a natural language processing model to interact and coach students by making suggestions for vocabulary, correcting grammar mistakes and giving explanations. According to Mahapatra, S. (2023), AI-based

feedback is more effective than traditional methods because it is immediate, scalable and personalized. Likewise, Ibrahim and Kirkpatrick (2022) show that the use of AI tools in the instructions of EFL writing enhances students' engagement. Therefore, the use of ChatGPT in the classroom corresponds to current pedagogical shifts such as student-centred approaches and the meaningful use of digital tools in language education.

The research aligns with the English Master Program's research lines that are aimed at the learning and teaching of language, particularly to the sub-line focusing on educational innovation and the integration of digital tools into the field of ELT. This research places ChatGPT, an advanced artificial intelligence technology, at the centre of the writing process, consequently leading to the establishment of innovative strategies for feedback delivery in the English language classroom. The study deals with the issue of writing skills improvement through the more efficient and accessible feedback mechanisms in language education which is definitely the artificial intelligence at the present time. The research not only leads to the increasing need for digital skills among teachers but also encourages to have a better understanding of how AI technology supports the process of language learning specifically in high school settings.

The Ecuadorian Ministry of Education's "Currículo Priorizado con Énfasis en Competencias" for the superior level emphasizes the development of the communicative, digital and cognitive competences in English as a Foreign Language (Ministerio de Educación, 2021). In this case, writing is a

key productive skill that students should improve in order to write clearly about ideas through different written forms, such as emails, articles, and stories. The performance indicators make students practice the writing process (planning, drafting, revising) and at the same time, digital tools are used to write, edit, and revise texts collectively and independently (CE.EFL.5.15, CE.EFL.5.14).

These goals help to make use of new Artificial Intelligence technologies such as ChatGPT, which are intended for students' revision, feedback, and self-directed learning.

Furthermore, the Ecuadorian EFL Curriculum incorporates the evaluation criteria of the Common European Framework of Reference for Languages (CEFR) which defines the students at the B1 level as those who are able to produce connected texts on a particular subject and provide explanation with supporting details (Council of Europe, 2020). In the current research, as students are being prepared to take the PET certification which is an international certification and formally evaluates the writing skills through different writing questions, the inclusion of ChatGPT feedback could support both national and international educational objectives providing innovative scaffolding for the students at the moment to improve their writing coherence, accuracy and organization.

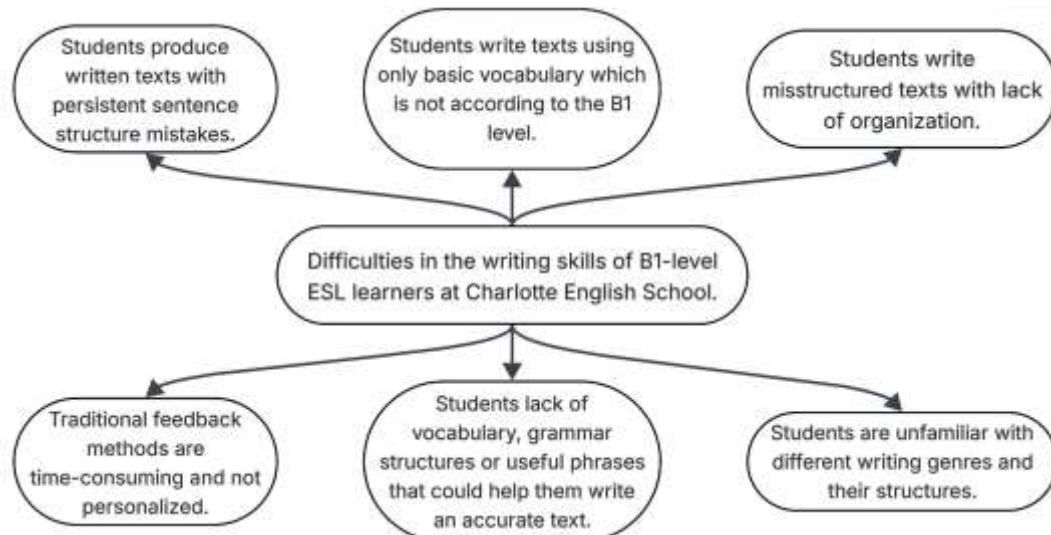
In the Ecuadorian context, Rodriguez and Naranjo (2024) used literature to analyse the implementation of ChatGPT in EFL instruction. In their article they point out the ever-growing importance and the ways in which the tool is beneficial in improving the productivity of students, especially in

writing activities that are used for pedagogical purpose and with teacher assistance. The authors mention that ChatGPT offers different benefits such as providing feedback, assisting with vocabulary, and creating contextual model texts which serve as scaffolding for writing development. However, the researchers are also aware of the necessity of implementing AI responsibly and ethically ensuring that it aligns with communication objectives and encourages critical thinking. Their study highlighted the effectiveness of ChatGPT to achieve some of the objectives of the national curriculum of Ecuador, particularly those related to the promotion of autonomy and the use of technology in the classroom of a foreign language.

Looking at an international context, Mahapatra (2024) conducted a mixed-method intervention study in India which analysed how students who received feedback from ChatGPT in the post-tests showed a marked improvement in their writing performance in different writing genres. The post-tests scores proved that students were capable of understand and benefit from the tool since it was mainly excellent in areas such as coherence, range of lexicon, and grammar accuracy, leading to satisfaction and engagement during the process in most of the students. Similarly, Abduljawad (2023) explored the integration of ChatGPT in writing classes of a university in Saudi Arabia. The results showed that students liked the tool's instant feedback and were more confident when revising their texts. Nonetheless, both studies warn against dependency and highlight the need of a teacher to assist students in analysing AI output critically and constructing meaning. This evidence supports the

worldwide shift towards the use of ChatGPT as a complementary, rather than a replacement tool for feedback in EFL writing classes.

2. Problem tree



Graphic N° 1 Problem tree
Elaborated by: Javier Poveda
Source: Author's own elaboration

3. Problem statement

One of the main reasons why the students of B1 level of EFL at Charlotte English School cannot improve their writing skills is because of the use of traditional feedback tools, which are usually time-consuming, not personalized, and delayed. Bagheri and Arab (2023) showed that students who learnt through a computer program had more complex sentences than those whose teachers gave direct instructions. The study results suggest that the traditional feedback approaches are not effective when the feedback does not come directly or is not concrete, which makes students remain with errors in their sentences. The students without constant and individual help can hardly

understand and correct both the lexical and grammatical patterns which impedes them to remain syntactically accurate over time.

Another factor that impedes the improvement of the writing skill is that students have a limited knowledge of vocabulary, functional phrases and grammar structures, which are highly important to produce accurate writing texts (Alqahtani, 2015). Therefore, when students lack of vocabulary instruction, they limit themselves to the basic words that are likely to restrict their expression and coherence. This deficiency leaves a gap leading to the use words that do not coincide with specific genres nor they meet the curriculum standards or CEFR descriptors.

Finally, most of the students produce texts with poor organization and coherence due to unfamiliarity with the various writing genres and their corresponding structures. This lack of appropriate exposure to genre specific parts, like structures, ordering and linking or cohesive elements, makes the students generate disorganized and inaccurate texts. Vidakovic (2023) states that knowing the type and structure of writing is crucial for effective writing communication. If a student is not given the necessary information about the different genres and how each should be approached purposefully, then the student's writing will not be well planned, and this will cause them to fail, especially when preparing for international exams like PET.

4. Beneficiaries

The main beneficiaries of this research are 47 students of a B1-level from Charlotte English School in Ambato. These students, who are aged

between 14 and 18, are focusing on developing their proficiency in the English language due to the fact that they want to take a PET certification. As their language proficiency is at level B1, they are expected to write coherent texts about familiar topics, order ideas logically, and use the grammar and vocabulary that are appropriate for their level of achievement according to the CEFR. Furthermore, English teachers can be benefited from this document as they can use it as a source of information for future researches based on similar topics.

5. Research question

- What is the effect of ChatGPT feedback on the writing performance of B1-level EFL students compared to traditional teacher feedback?

6. Objectives

6.1 General objective

- To evaluate the impact of ChatGPT feedback on the development of writing skills in B1-level EFL students.

6.2 Specific objectives

- To identify the writing challenges faced by B1-level EFL students prior to receiving feedback.
- To design templates generated by ChatGPT based on the writing process according to each type of writing in order to help the students.

CHAPTER I

THEORETICAL FRAMEWORK

1. PREVIOUS STUDIES RELATED TO THE RESEARCH TOPIC

The pedagogical use of ChatGPT in the context of Ecuadorian EFL classrooms was explored in Hernández's (2024) research "*Optimizing the Effectiveness of ChatGPT's Feedback on EFL Students' Written Productions: An Approach from the Programmer Teacher.*" The research's objective was to determine how the principles of prompt crafting and feedback rubrics could be an advantage to exploit ChatGPT's potential when it comes to getting a response during the writing process. This goal was achieved by teaching students how to interact with ChatGPT based on specific grading criteria like grammar, vocabulary, organization, coherence, and task completion. In terms of methodology, Hernández used the design where students had to submit drafts, receive AI feedback, and revise texts based on rubrics. At the end, the data showed that there was a progress with respect to grammatical accuracy and syntactic complexity. In addition, the research documented behavioural changes among the students since participants demonstrated increased metacognitive control and active revision processes, indicating improvement in autonomy over the tasks performed in the writing process.

This study is actually in line with the ongoing study at Charlotte English School. The article was useful as an excellent guide because it is a local, contextually relevant model that was used for the implementation of ChatGPT in writing instruction. It also shows the effectiveness of using rubric-driven prompts, which in this study will be adapted for B1 students. Hernández's methodology with pre and post-tests incorporates quantitative methodologies, which is aligned with the longitudinal approach of this current research due to the fact that it allows comparison of writing progress over time. Also, the application of Vygotsky's Sociocultural Theory, especially the use of scaffolding with AI applied in Hernández's study aligns with the research framework of this research. Through Hernández's research work, it is possible to demonstrate the development of language proficiency through guided interaction with AI. Finally, his study empowers the conversation regarding the responsible use of ChatGPT within Ecuadorian classrooms, which is the concern of the current research.

The second national study titled "*Students' Perceptions of Generative AI Use in Academic Writing*" Nelson, Santamaría, & Javens (2024) speak of the experiences of Ecuadorian university students who feel about using ChatGPT as a tool for their academic papers writing. It involved qualitative questionnaires and interviews with undergraduate students from different disciplines who were given ChatGPT as a tool for their written assignments. In this context, the research employed thematic coding to evaluate students' comments about the impact of ChatGPT on grammar checking, idea structuring, vocabulary use, and writing proficiency in general. The findings

showed that students perceive ChatGPT's role primarily as a first-draft assistant. Participants acknowledged the enhancement of fluency and clarity, increasing the range of vocabulary and the need for guidance by teachers balanced with ethical use. Some other students acknowledged that the use of this technological tool helped them to enhance their metacognitive skills by reflecting actively over their language choices at the moment to write.

This study significantly contributes to ongoing research by mentioning the significance of combining teacher guidance and AI interaction, a practice that will be adopted in Charlotte English School's instructional design as well. The focus on students' reflective and ethical dimensions shows the study's theoretical commitment noticing Hypothesis and Sociocultural Theory to both the students and the community. Nelson, Santamaría, & Javens's findings reinforce the argument, which this thesis develops, that AI technologies should enhance and not replace educational interaction, thus framing the discussion on autonomy and responsibility in a more sophisticated manner, but keeping the key concepts of this thesis. Their analysis of student perception data as part of the methodology also justifies the inclusion of reflective journals and guided discussion sessions in the current research as instruments for evidencing cognitive and affective changes in writing development.

The study titled "*Cognitive Engagement of Low Proficiency Learners: Evaluating the Impact of ChatGPT Feedback in EFL Writing*" by Li, Du, & Zhu (2023) internationalized the impact that ChatGPT feedback has on writing performance as well as engagement on Japanese university students at the A2

to low B1 level. ranging within levels of A2 to low B1. The study had the main purpose of establishing how AI feedback affected the grammatical accuracy, lexical range, and students' reflective engagement with their writing. Via a mixed-methods approach, the authors collected data by conducting pre- and post-tests, gathering writing samples, and collecting student reflection register during the semester. The students worked on writing essays weekly, getting the essays revised by ChatGPT, and correcting their texts taking into consideration the feedback. The data indicated that the students improved significantly in the areas of sentence structure, lexicon, and use of cohesive devices. Also, the students felt that they had better motivation and confidence, since they reported that the tool was a guide in their independent writing process. in their independent writing process. The study concluded that the interactive AI communication caused not only the improvement of the mechanics of writing but also induced the students' cognitive engagement.

This research has a direct impact on the current study, as it shows with solid data how mechanically reflective AI usage can be conducive to students' writing proficiency with student's transitioning from basic to intermediate levels. The population of study, methodology, and findings are pertinent to the Ecuadorian case as they align with the objectives set for B1 Intermediates of Charlotte English School. The data about reflection and AI assisted writing cycles employed by Li, Du, & Zhu (2023) are going to be used in this research as tools for student awareness and progress tracking. The study further illustrates the relevance of Long's Interactionist Theory and Schmidt's Noticing Hypothesis to learning and the way in which the interaction with

ChatGPT can help students to detect and correct their mistakes in an easy and fast way. Besides pointing out the fact that AI technology is a source of both technical and student motivation, the research also confirms the potential of ChatGPT as a means of cognitive and linguistic growth which is an important point in this study.

2. CONCEPTUAL FRAMEWORK

2.1. Educational innovation

Educational innovation is commonly understood as bringing contemporary teaching practice, methods, and technologies into classrooms to keep pace with how students learn today. Its aim is to reshape teaching and learning, making both more adaptable, effective, and centred on the student. Vygotsky's Sociocultural Theory serves as a theoretical backing for such innovation, positing that learning occurs within a social framework, where students advance through their Zone of Proximal Development (ZPD) with the support of a more knowledgeable other (Vygotsky, 1978). When reframed through today's available technologies, interactive tools such as ChatGPT, which function as digital mediators within this framework, providing adaptable scaffolding and real-time, personalised feedback. By emulating the responsive role of a teacher, such platforms foster student autonomy and ensure that support is continually aligned with the immediate needs of the student.

The structure of Education 4.0 further amplifies the international vision. Miranda et al. (2021) frame Education 4.0 as the educational response to the fourth industrial revolution, integrating emerging technologies, innovative

instructional models, and competency-centred frameworks into a cohesive whole aimed at global challenges. In this design, technology changes are not simply new tech devices, but key elements in the learning process that allow for customized learning paths, immediate feedback, and greater student engagement. For instance, AI-based resources such as ChatGPT are a part of the Education 4.0 component as they enable the tailoring of writing skills by offering instant corrective feedback and being a source of language accuracy and flow of the text. Indeed, this fits well with the socio-cultural perspective as ChatGPT can be seen as a more knowledgeable assistant in the student's zone of proximal development that prompts students to improve their writing skills.

Consequently, the study conceptualizes educational innovation as the systematic embedding of AI technology into the foreign-language writing classroom. The design takes into consideration the artefact as an addition to, rather than a replacement for, and as a result, traditional pedagogical practices with cutting-edge technological tools can be possible.

2.2. Digital tools for feedback

Digital tools for feedback include software and platforms that provide, transmit, and refine formative assessments of student tasks so that responses are ready, individualized, and dialogic. In the Education 4.0 framework, these environments use information and communication technologies to widen both the modalities (text, audio, video, screen-recording) and the origins (educator, peer, and intelligent agent) of feedback, thereby enhancing student ownership and enabling instruction that draws on ongoing data (Miranda et al., 2021;

Huang et al., 2025). Viewing the issue through a sociocultural perspective, technology acts as a mediational tool capable of guiding effort within students' Zones of Proximal Development so long as feedback is dialogically updated, closely tied to students' current actions, and focused on an imminent learning milestone rather than only on final judgement (Vygotsky, 1978; Payne, 2021).

New data shows that electronic feedback improves the immediacy, consistency, and extensive scalability of formative assessment. These setups, when supported by AI, allow quick, objective reflections and reveal statistics that facilitate educational planning and student's own regulation (Hooda et al., 2022). Comprehensive meta-analyses confirm that technological support helps to improve the variety of feedback modalities, creating conversations among instructors, peers, and students. However, the value is contingent on students' skills in interpreting and taking the feedback, by making targeted scaffolding necessary for the uptake (Huang et al., 2025). Similarly, offerings like ChatGPT diagnose grammatical and lexical inaccuracies, suggesting revisions that advance the cohesiveness and fluency of subsequent drafts (Bagheri & Arab, 2023; Algaraady & Mahyoob, 2023; Schmidt, 2001).

Contemporary classrooms have digital feedback that usually moves through an ecosystem of integrated tools. Learning management systems enable criterion-referenced responses through rubrics and online commentaries which make feedback dialogic rather than transmissive. Also, automated writing evaluators and conversational AI offer immediate, fine-grained input on accuracy and style while providing follow-up clarification to visualize next

steps for both teachers and students (Huang et al., 2025; Payne, 2021; Hooda et al., 2022). The pedagogical worth of this ecosystem is its potential to combine quick, surface-level guidance with the provision of more profound discussion opportunities about organization, audience, genre, and argumentation, those areas where human intervention is still required (Hyland, 2003).

Corrective feedback (CF) is an important element in developing second language writing skills. In the research study carried out by Bagheri & Arab (2023), they argue that AI-based feedback, when properly executed, greatly enhances students' syntactic accuracy, with improvements evident on more manageable errors like verb tense and article usage. As shown by Hernández (2024) in his research, students were able to develop correction patterns by using ChatGPT and rubrics. This phenomenon is consistent with the Noticing Hypothesis, which mentions that students need to pay attention to linguistic input in order to acquire it. Furthermore, in the international research study done by Algaraady & Mahyoob (2023), the authors showed that ChatGPT could analyse and spot EFL students' errors and offered students comprehensive and useful feedback regarding grammar, word choice, sentence construction, and more.

As mentioned before, the current research places ChatGPT as a digital feedback tool, which offers immediate, personalized input on writing at the B1 level and allows a dialogic clarification as the students ask 'why' and 'how to fix'. The intervention combines AI feedback with instructor-guided self-revision in order to support the transfer of improvements to the final versions.

While doing so, it positions AI as a pedagogically purposeful scaffold within Education 4.0 which is co-functioned with human instruction and facilitates students' development (Miranda et al., 2021; Vygotsky, 1978).

2.3 ChatGPT

ChatGPT is defined as a language model which is designed to generate very similar texts to the ones that humans create, as well as have conversations with users in a very natural way (Rudolph et al., 2023). According to Liu & Ma (2023) ChatGPT could be described as one of the most advanced chatbots in the world, which has the power to revolutionize the EFL education. These concepts align with the current research because it is possible to notice that ChatGPT not only helps to correct texts, it also helps to engage students actively in the writing process. In the research "*ChatGPT and the EFL Classroom: Supplement or Substitute in Saudi Arabia's Eastern Region*", Ahmed (2023) points out that ChatGPT can work as a tutor since it provides responses as if the students were receiving feedback from a teacher. It means that students can ask specific questions such as "Is this paragraph coherent?" or "Is the sentence grammatically correct?" and ChatGPT will answer immediately motivating individualized learning.

Similarly, Fitria (2022) claims that ChatGPT helps to structure complex academic genres and facilitates coherence and cohesion in student writings. This evidence shows that students who get constructive feedback from ChatGPT are more motivated to edit their texts.

In the research “*Cultivating Writing Skills: The Role of ChatGPT as a Learning Assistant—A Case Study*”, Özçelik & Ekşi (2024) demonstrate pedagogic benefits of ChatGPT by demonstrating students’ improvement in grammar and in writing in academic styles. This emphasizes the mechanisms value as a teaching tool when integrated into classroom practices.

Taking into consideration these findings, it is possible to say that ChatGPT could be considered a learning tool with the feature of interaction due to its effectiveness towards individualized learning, motivation, and better academic writing, which is align with the current research’s objectives: to find out whether the students who get ChatGPT feedback perform better in writing in comparison to those students who are taught in the traditional way.

In another research, “*Cultivating writing skills: the role of ChatGPT as a learning assistant—a case study*”, Özçelik & Ekşi (2024) showed the use of ChatGPT in fostering both syntactic and pragmatic mastery in EFL writing. From the results we can put forward the idea that application of ChatGPT together with guided prompts and instructional support can work as a scaffolding tool within the student's proximal development, thus, creating an atmosphere that confirms Vygotsky's theoretical concepts. Likewise, Nizzolino (2024) in his research “*Artificial Intelligence in Language Teaching: Using ChatGPT to assist teachers of English as a Foreign Language*” pointed out that ChatGPT can serve as a digital peer or assistant as long as it is used within sound instructional boundaries, resulting in higher student control and participation.

This section supports the current research by presenting a theoretical argument for using ChatGPT as a learning support in writing education. As this study is focused on comparing the repercussions of ChatGPT under such conditions with those of conventional teacher feedback, Sociocultural Theory becomes a solid tool for explaining how students learn through mediation. The choice of ChatGPT as metaphor of “more knowledgeable other” in the student's Zone of Proximal Development, in the present research, is consistent with Vygotsky's theory of social constructivism. The results from Özçelik & Ekşi (2024) and Nizzolino (2024) validate that ChatGPT is a practice that enables not only with instructional but also with support which can contribute to creating the writing ability to syntactic and pragmatic development and this is the primary purpose of the research in the case of B1-level EFL students

2.4. Computer assisted language learning (CALL)

Computer Assisted Language Learning, or CALL, is an engaged, hands-on teaching approach in which computers guide every phase of learning, from presenting new material, to practicing it and offering detailed feedback. As the 2009 Handbook for English Language Laboratories observes, the advantages to language instruction are substantial. CALL deepens proficiency in English, seamlessly connects classroom learning to real-world contexts, ties classroom study to day-to-day requirements, and can effectively behave like an additional instructor. Beyond that, it actively promotes team-based, delivers precise and prompt guidance, and often simulates authentic contexts by, for example, pairing spoken material with related images. CALL further blends

reading, writing, speaking, and listening exercises within a single lesson. Perhaps most valuable, it lets students choose among varied approaches, adjust speed to personal rhythm, and keeps relevant resources available for urgent reference. As computers grow more sophisticated and more affordable, language-learning labs have settled in across most campuses, widening the range and reach of language instruction for both students and teachers.

In second language writing, corrective feedback (CF) has emerged as one of the most compelling innovations of computer-assisted language learning (CALL). Studies show that AI-driven feedback platforms raise students' syntactic precision and guide them to identify and address discrete problems such as verb tense and article choice that instructors have long considered relatively straightforward (Bagheri & Arab, 2023). These findings confirm Schmidt's Noticing Hypothesis, which argues that conscious awareness of the input is a very important factor for language learning. Hernández (2024) observed that participants internalized distinct correction strategies when employing ChatGPT with prescribed grading rubrics. Equally, Algaraady and Mahyoob (2023) demonstrated the program's capacity to correct weaknesses in grammar, diction, and syntax, delivering feedback that meaningful for the students.

Consequently, CALL and any generative AI systems emerging in the classroom provide students with customized, purpose-driven, and responsive instructional encounters that are intentionally complementary to teacher mediation. Within that structure, CALL operates not merely as a supportive

technology, but rather as a systematic pedagogical framework that cultivates independent study, distributes targeted scaffolding, and systematically narrows the distance between prescribed curriculum and authentic, unrehearsed communication in academic and professional contexts.

2.5. Productive Skills

Productive skills, speaking and writing, are the visible results of second language acquisition and must be supplemented by continuous interaction with receptive skills. Students use language they have understood to create language that is suitable for the task, the audience, and the context through repeated cycles of production and feedback so that both accuracy and communicative adequacy are consolidated. Both empirical and pedagogical literature highlight those productive skills improve when classroom work is done with the integration of purpose communication, guided practice, and the opportunity for self-evaluation instead of giving more value to error correction only (Verovkina, Kvasnetska, & Kasatkina-Kubyskhina, 2024). Under the concept of the sociocultural theory, productive leadership is not an individual act alone but a socially mediated act, where the students use the language resources provided by the teacher through scaffolding and gradually become more independent in the use of form and meaning.

Although speaking as well as writing involve planning, monitoring, and repair, writing usually puts heavier cognitive demands on the writers as it requires them to manage global organization, cohesive devices, and genre conventions along with local grammar and vocabulary. In EFL situations, these

needs are especially important at the B1 level where students are expected to create connected discourse on familiar topics with adequate range and control for giving opinions, sequencing events, and writing simple texts that are understandable to a non-specialist reader (Council of Europe, 2020; Hyland, 2003).

The scope of the research paper focuses on the productive skills of the students, especially writing, which is considered the most demanding one as it requires the students to show their linguistic proficiency and discourse organization at the B1 level. The intervention uses writing as a communicable, socially shared practice where students produce short and task-authentic texts to get explicit, criterion-based feedback, and take part in guided self-revision. This model recognizes the dependence of communication and accuracy by using feedback for both local corrections (e.g., tense, articles, agreement) and global features (e.g., cohesion and paragraph organization). By doing so, the research work grounds the creation of productive skills in line with the speech and noticing theories of second language that it employs as well as the contemporary pedagogical studies on mediated, iterative revision that students' written performance fosters thus, students' written performance.

2.6. Writing

Considering the B1-level EFL students, writing becomes one of the most difficult language skills due to the fact that it requires the control over grammar, vocabulary, text structure, and organization for a text to be effective and coherent (Hyland K, 2003). Moreover, writing is among the language skills

that are hard to learn, especially for such students of English as a Foreign Language who are at the B1 level, and have to cope with such grammar, vocabulary, text structure, and coherency. According to Alqahtany (2015), proficiency in writing not only correlates with accuracy in language form but also the diversity in the choice of words and the ability to naturally express coherent ideas. Thus, students need to increase their knowledge when it comes to vocabulary, grammar structures, organization, and writing structures in order to write cohesive and coherent texts, which is the objective of the current research. However, feedback plays an important role in the improvement of the writing skill, as Bitchener and Ferris (2012) mention, feedback in EFL writing provides independence to the students and improves the quality of a text when it is given in a timely, task-related, and student-focused way. Additionally, in the research “SOME THOUGHTS ON WRITING SKILLS”, Sim (2010) supports the fact that not only writing but the subsequent cognitive and linguistic development related to writing will play a major role in the process of language learning.

Development in writing can be assessed through criteria like syntactic complexity and lexical diversity, as well as cohesion and coherence. This criterion aligns with CEFR B1 descriptors, where students have to be able to produce clear and organized texts related to familiar subjects and topics of interest. The research done by Mahapatra (2024), shows that students improved their fluency and text structure after several weeks of using ChatGPT, which highlights its value in the development of writing skills.

Likewise, Ibrahim & Kirkpatrick (2024) illustrate that the improvement that students made in their writings after doing self-revisions with feedback from ChatGPT led to increased autonomy and confidence regarding to their written tasks. These studies highlight that the use of AI in teaching writing facilitates improvement, especially when activities are accompanied by rubrics and scaffolded with teacher support and guidance.

This section supports the focus of the current study by discussing the difficulties B1 level EFL students are struggling with in writing skills, which is exactly the group of students depicted in this study. The interrelation of the vocabulary range and grammatical control networks with coherent text production corresponds to the criteria of constructing writing tasks for evaluation in the design of the quasi-experimental research. Alqahtany (2015), Sim (2010), and Mahapatra's (2024) studies credit the consistent structured input provided by tools like ChatGPT as beneficial for writing skill acquisition by underscoring that it can profoundly change a B1 level EFL student's writing compared to conventional teacher feedback.

CHAPTER II

METHODOLOGICAL DESIGN

1. Research approach and design

1.1 Quali-Quantitative Approach

This current research is conducted by combining a quali-quantitative (mixed-methods) approach with a pragmatic orientation: the types of evidence are picked because each one of them helps to find the answer to the research questions. The quantitative part is a quasi-experimental one, with a pre-test and post-test design, and no equivalent groups (one class using ChatGPT feedback and one class receiving traditional teacher feedback). Both groups are given the same writing pre-test and post-test, which are scored with an analytic rubric that is aligned with the B1 descriptors (Content, Communicative Achievement, Organization, and Language). Results are reported descriptively rather than statistically. Instead of presenting percentages or test results, the report talks about changes from the pre-test to the post-test in each group and what rubric dimensions indicated deeper enhancement, always using consistent procedures.

The qualitative piece is derived from the study of the students' written works and the systematic observations of the class. The drafts are analysed focusing on their progress towards B1 standards which are focused on

lessening recurrence of errors such as tense, articles, more logical connectors, more explicit paragraphing, and topic-sentence support. Also, it is important to mention that the research is aligned with Creswell (2018) who explains that in research which is experimental or quasi-experimental, researchers manipulate a feedback type to observe its effect on students' writing performance. As defined by Sampieri et al. (2014), quasi-experimental designs are particularly useful when random assignment is not feasible, which is the case in most real educational environments, and use pre-existing groups. In this case, the use of a quasi-experimental design will enable the researcher to establish a cause-effect relationship between the intervention (ChatGPT feedback) and the observed improvement or lack thereof in students' writing skills. Finally, this strategy meets the objective of exploring the impact of AI tools in language classrooms by offering robust evidence while being flexible enough to apply in actual educational settings.

1.2 Quasi-experimental Design

The research method to be used in this research is the quasi-experimental design which is commonly used in quantitative research to evaluate the impact of a treatment or intervention when random assignment is not possible. According to Creswell (2018), quasi-experimental designs look at approaches in which a group is formed, and a treatment is applied to one of the groups while a comparison is made to a control group. In this case, the experimental group is going to receive feedback from ChatGPT while the control group is going to continue with teacher feedback. Sampieri et al. (2014) mentions that this method enables researchers to find out the cause-and-effect

relationship between an independent variable (type of feedback) and a dependent variable (writing performance), even when the researcher cannot control all the variables or assign participants randomly.

In this research, the quasi-experimental approach will make it possible to compare two intact groups of B1 level EFL students from Charlotte English School in a systematic way. Different instruments of analysis such as pre-tests and post-tests will be used to evaluate writing skills of students from both groups in order to know that their performance has improved and results can be reproduced statistically. This method of data collection fits the purpose of this research, which is to define the level of influence AI feedback has on writing performance and strive to make precise calculations. This investigatory approach is practical for examining the effects of changes within an educational system using direct observation, which, according to Creswell (2018), makes it useful for this focused classroom study. Thus, the combination of scientific control and practical application provided by these frameworks addresses the requirements of both the research and the objectives of the study.

1.3 Field research

The research is a field research study since it investigates writing development and the use of feedback in students' classes without changing the students' usual routines or creating artificial conditions. Each real-world class is an instance of dealing with reality thus the comparison between AI-mediated and traditional feedback retains ecological validity (Burgess, 2004). Here, fieldwork means working with the context as it is, time, classroom norms, and

curriculum demands, while documenting change carefully across the pre-test and post-test period. Instead of depending solely on one information source, the study gathers a corpus that merges classroom observations, student tasks such as drafts, final scripts, and rubric-based judgments, so that patterns of improvement in the products that students create in the processes can be recognized since the comparison between AI-mediated and traditional feedback retains ecological validity for authentic conditions, which is in line with the field approaches that consider studying phenomena “in situ” rather than under researcher-engineered treatments (Putnam & Mumby, 2014).

The methods used for the current research are descriptive and comparative, which means that the research is not statistical in nature. As a result, the findings are presented as patterns of change due to the pre-test and post-test within each class, as well as contrasts between classes on various rubric dimensions. Besides that, the findings are illustrated with brief before and after comments and are also triangulated with the observation record. This reporting approach is consistent with the process of field inquiry, which relies more on text-based and process-based evidence rather than numerical claims (Van de Ven & Poole, 2004). To make a long story short, the field portion enhances the methodological integrity by keeping the setting authentic, the procedures stable, and the evidentiary links between classroom behaviour and written products transparent (Burgess, 2004).

1.4 Documentary research

The current research applies the documentary research method to analyse the texts that have been created during instruction, these include students' pre- and post-test scripts, rubrics, and the feedback produced under each condition, whether be teacher comments or ChatGPT corrections.

Documentary research is a method of finding, deciding, assessing, and interpreting documents in order to find answers to research questions in the domain of social research (Mogalakwe, 2006). In this research, documents are not secondary but the primary ones since they show what has changed in students' writing and allow those changes to be verified through the different writing tasks and evidence with rubrics.

Moreover, the documentary research is an appropriate fit for the current study due to the fact that the documentary analysis offers a methodologically consistent way to inform changes without using percentages (Bowen, 2009). It is possible to explain the ways in which the changes were made after the intervention by evidencing in the tasks done by the students. Essentially, documentary research provides the necessary procedural transparency and the interpretative discipline that allow making non-inferential claims about classroom-based research both believable and replicable (Lee, 2021).

1.5 Action research

This study adopts an action research stance because the innovation under examination, integrating AI-mediated feedback into B1 writing, occurs in the teacher's real classroom and is investigated with the explicit aim of

improving practice while generating trustworthy knowledge about what changes and why. In action research, the teacher studies their own practice through short, repeating cycles: plan what to try, act by putting it into the lesson, observe what happens, and reflect on what to keep or change next time (Kemmis & McTaggart, 1988).

In this project, each writing unit follows that simple cycle. The teacher–researcher plans a feedback routine (the rubric focus and either standardized prompts for ChatGPT or parallel teacher comments), uses it during drafting, observes how students respond (with brief, time-stamped notes), and then reflects in a diary to decide the next step. Evidence comes from normal class work—pre- and post-tests, annotated rubrics, and the actual feedback messages—so improvements can be shown directly in the students’ texts rather than through statistics (McNiff & Whitehead, 2002).

2. Description of the sample and the context of the research

This research will be conducted at Charlotte English School, a private school in Ambato which certifies students along with the Common European Framework of Reference for Languages (CEFR), hence enabling the institution to offer English as a Foreign Language (EFL) Teaching. The focus of this particular research will be on students who take the B1.1 course, which corresponds to a B1 level of English language skills according to CEFR descriptors. At this stage, students are expected to be able to write basic texts outlining ideas on themes that they are familiar with in a logical manner and appropriate grammatical terms are used.

The sample will consist of 47 students of a B1 level divided in two groups chosen in a randomly way, which is a characteristic of the quasi-experimental research. One group was set as experimental, where they are going to receive feedback from ChatGPT on their writing tasks, while the other group will be a control where a teacher is going to provide feedback. Both groups had between 23 - 24 students each and are between the ages of 14 and 18. The selection of these groups were based on their availability and the possibility of finding a counterpart group with the same academic characteristics, thus allowing for a balanced comparison between the two levels of feedback one at a time. It is important to mention that the group that is going to receive feedback from ChatGPT will be trained to use AI in order to get feedback based on a rubric.

Table N°. 1 Sample (Group A)

Group A	
Male students (11)	Female students (13)
Acosta Josué	Almanza Camila
Argotti Daniel	Acosta Viviana
Aveiga Dylan	Freire Cristina
Chariguaman Kevin	Guamán Sabrina
Lluga Marlon	Guanoluisa Inoa
Pacari Jairi	Gutiérrez Zusette
Poveda Roberto	Ichina Tatiana
Rodríguez Adrián	Leresmo Jennifer
Silva José	Masaquisa Danna
Villacis Damián	Montesdeoca Angela

Villacrés André	Pacha Shirley
	Sambache LEFLie
	Sánchez Ángeles

Elaborated by: Javier Poveda
Source: Author's own elaboration

Table N°. 2 Sample (Group B)

Group B	
Male students (9)	Female students (14)
Caguana Ismael	Anguisaca Mabel
De la Torre Neymar	Cáceres Andrea
Freire José	Chachipanta Sofía
Jeréz Lucas	Lara Micaela
Paucar Matías	Lizano Michelle
Pullutaxi Sebastián	López Naía
Sánchez Yandel	Mayorga Johanna
Verdezoto Carlos	Naranjo Paz
Verdezoto Fernando	Núñez María
	Ortiz Zuleya
	Pérez Karla
	Sánchez Betsabé
	Suquilanda Carolina
	Villegas Diana

Elaborated by: Javier Poveda
Source: Author's own elaboration

3. Data collection process

3.1 Techniques and data collection instruments

To collect valid information for this quasi-experimental study, the researcher employed a standardized test as a technique to assess students'

writing performance before and after they had received the intervention. The major tools that were used as an instrument were: a writing pre-test, a writing post-test, and an analytic rubric to evaluate writing performance. These test items were determined to be the best option for accurately tracking students' development in content, communicative achievement, organization, and language since the students are being prepared to take the PET test at the end of the course.

The pre-test and post-test were tasks that require the students to write an essay aligned to CEFR B1 descriptors from brief prompts like dealing with everyday matters, such as getting up and getting ready, or cultural celebrations, or expressing opinions about vacations, or about going to school. These prompts ensured that all students, irrespective of groups, are given the same opportunities and thus facilitating valid comparisons of progress. Both control and experimental groups completed the same assessments under the same conditions during class hours without AI or external assistance available during the composition phase.

To determine the writing quality, a rubric from Cambridge B1 Preliminary (PET) Writing scale was used. It focused on four areas: content, communicative achievement, organization, and language. Each criterion was rated between 0 and 5, with detailed descriptions for each level to enhance scoring standards. Both groups received the same pre-test and post-test rubrics.

In the experimental procedure, participants from the trained group were instructed ChatGPT to revise their drafts. Students were instructed to prompt

ChatGPT with specific questions to obtain feedback based on the rubric. In the writing control group, students followed the school's conventional routine which included receiving handwritten corrections from the teacher. Every written assignment was collected and analysed to assess the impact of each feedback strategy on the writing performance of the participants.

3.2 Validity / reliability

To ensure the reliability of the study, there is a very careful process focused in the methods and approaches chosen for data collection. The writing pre-test and post-test contained official writing exercises based on the PET test which is recognized internationally and aligns with the CEFR due to the fact that it gives a specific certification of a certain level in the different English skills, it means that these international certifications are focused on skills-based and authentic assessment using a combination of objective test items. Such correspondence ensures content validity because the material used in the writing tasks is appropriate for the B1 level.

With regard to construct validity, applying an analytic rubric from the official PET Writing criteria further validates the test with the measurable writing skills being assessed. The rubric starts from constructive dimensions of writing performance such as content, communicative achievement, organization, and language, which is in relation to the objectives of this research. Furthermore, to ensure reliability in scoring, all writing samples were scored by the same person using the same set of scoring criteria.

Finally, two experts evaluated the instruments of evaluation for their design, relevance, and purpose for the study. Each instrument was examined on different criteria through the use of a rubric, so the instruments assessed the variables and the question the research is trying to solve. The experts' feedback on the instruments of evaluation was valuable by ensuring that they were both comprehensive and manageable for the participants.

3.3 Application Procedures

The data collection process for this study was based on a pre-test and post-test application to a control and experimental group of B1 level students from Charlotte English School. In these tests the students had to write ten articles of 100 words during ten regular class periods of 40 minutes under controlled conditions without any AI tools or external help. The same approach was used in the post-test following the intervention period. During the process, the experimental group was instructed to use ChatGPT as a feedback tool, so they were receiving feedback from it. The control group, on the other hand, received traditional feedback in the form of handwritten comments from the teacher. The written test of each student was collected and evaluated using a common rubric to ensure reliability of the results of the effect of ChatGPT's feedback on students' writing skills.

Analysis and discussion of the results

Table N°. 3 Results of the instruments of evaluation (Group A)

Students' names	Pre-test	Post-test
Group A		
Almanza Camila	15	17
Acosta Josué	13	16
Acosta Viviana	10	12

Argotti Daniel	17	19
Aveiga Dylan	11	14
Chariguaman Kevin	13	15
Freire Cristina	12	16
Guamán Sabrina	11	13
Guanoluisa Inoa	14	16
Gutiérrez Zusette	15	17
Ichina Tatiana	14	16
Leresmo Jennifer	13	15
Lluga Marlon	10	13
Masaquisa Danna	10	13
Montesdeoca Angela	17	19
Pacari Jairo	17	19
Pacha Shirley	11	14
Poveda Roberto	15	17
Rodríguez Adrián	13	15
Sambache Leslie	12	16
Sánchez Ángeles	14	17
Silva José	11	13
Villacis Damián	16	18
Villacrés André	14	16

Elaborated by: Javier Poveda

Source: Author's own elaboration

Table N°. 4 Results of the instruments of evaluation (Group A)

Group B	Pre-test	Post-test
Anguisaca Mabel	14	17
Cáceres Andrea	13	16
Caguana Ismael	17	19
Chachipanta Sofía	14	17
De la Torre Neymar	13	16
Freire José	16	19
Jeréz Lucas	11	14
Lara Micaela	12	18
Lizano Michelle	13	17
López Naía	15	20
Mayorga Johanna	14	17
Naranjo Paz	16	18
Núñez María	13	17
Ortiz Zuleya	12	15
Paucar Matías	14	18
Pérez Karla	15	17
Pullutaxi Sebastián	15	18
Sánchez Betsabé	11	16
Sánchez Yandel	11	18
Suquilanda Carolina	16	20
Verdezoto Carlos	12	18

Verdezoto Fernando	12	19
Villegas Diana	16	20

Elaborated by: Javier Poveda
Source: Author's own elaboration

Because of the parametric requirements of the tests, the assumption of normality had to be verified before the pre-test and post-test results could be analyzed. The normality of the pre-test and post-test data was evaluated with a small sample size normality test. The obtained scores had to be analyzed for statistically normal variation. The results of the normality tests for the levels investigated are presented below.

Table N°. 5 Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistical	gl	Sig.	Statistical	gl	Sig.
PRE-TEST						
Group A	.137	23	.200*	.932	23	.118
Group B	.129	23	.200*	.938	23	.166
POST-TEST						
Group_Apt	.132	23	.200*	.945	23	.226
Group_Bpt	.141	23	.200*	.950	23	.298

Elaborated by: Javier Poveda
Source: Author's own elaboration

Concerning the procedure of checking for normality, the null hypothesis was set with the assumption that the data follow a normal distribution, and the alternative hypothesis was set that the data do not follow a normal distribution. As the sample size has less than 50 observations, the Shapiro–Wilk test was used, as it is usually used for small samples and is suitable for this kind of analysis. In the pre-test, samples Level_A ($p = 0.118$) and Level_B ($p = 0.166$) have significance levels that are higher than the $\alpha = 0.05$ value, and therefore, the null hypothesis is not rejected, and it is concluded that the data follow normality. Likewise, in the

post-test, the samples Level_Apt ($p = 0.226$) and Level_Bpt ($p = 0.298$) also have p-values that are greater than 0.05, and therefore, there is not enough statistical evidence that a deviation from normality is significant. Therefore, it follows that in both the pre-test and post-test, all the samples analyzed show a behavior of having a normal distribution.

Due to all samples' normality tests confirming that they all have normal distributions, this means that there is justification of using a paired-samples t-test for determining the difference between the pre-test and the post-test scores within each group. For Level A, the t-test will show if the differences that arise between the first and the last observations is something that is due to chance or due to the effect of the intervention. Likewise, the same test will be performed to Level B to determine if there are any improvements between the post-test and the pre-test scores within that group. This way of doing things methodologically demonstrates the soundness of the inferential analysis and the correctness of the conclusions that have been drawn.

		Paired differences						Significance		
		Media	Standard deviation	Standard error of the media	95% Confidence interval of the difference		t	gl	P of one factor	P of two factors
Lower	Upper									
Pair 1	Group_A - Group_Apt	-2,41667	,65386	,13347	-2,69277	-2,14056	-18,107	23	<,001	<,001

Graphic N° 2 Paired Sample test (Group A)

Elaborated by: Javier Poveda

Source: Author's own elaboration

For the Group A, the paired-samples t-test established the existence of score gains by evaluating the difference between the scores of the pre-test and post-tests and discovered a statistically significant difference between the

measures. This score difference carried a mean value of -2.42 , thus, suggesting a significant improvement in the performance of the students post the intervention which was based on the feedback of artificial intelligence. The confidence interval central value is 95% which ranges between -2.69 and -2.14 , without containing a value of zero, thus, as for the confidence interval, it indeed contends the existence of a difference in score performance. Moreover, the t value ($t = -18.107$, $gl = 23$) in relation to the level of significance ($p < 0.001$) indicates that this change was as such statistically significant. Hence, the null hypothesis assuming equality among the post-test and pre-test scores is disproved thus, there is evidence in support of the fact that the intervention indeed had a positive impact and was statistically significant for the Group A.

		Paired differences					t		Significance	
		Media	Standard deviation	Standard error of the media	P of one factor		P of one factor	gl	P of one factor	P of two factors
Par 1	Group_B - Group_Bpt	-3,86957	1,48643	,30994	Lower -4,51235	Upper -3,22678	-12,485	22	<.001	<.001

Graphic N° 3 Paired sample test (Group B)

Elaborated by: Javier Poveda

Source: Author's own elaboration

For the Group B, the paired-samples t-test assessed the scores before and after the effect and revealed a statistically significant difference of -3.87 , showing a difference of students' performance in the face-to-face feedback as an English teacher. The estimated difference of the lower limit of 4.51 and an upper limit of 3.22 provided a 95% confidence that the difference in the media, it was due to the real improvement the students received. The t ($t = -12.485$, $gl = 22$), and the significance level was ($p < 0.001$) which means that the differences were real. The null hypothesis, stating that the pre-test scores and post-test scores statistically

remained the same, was rejected. This demonstrates a statistically significant improvement in the implementation of methods with students in the Group B.

From both interventions, one can tell that the face-to-face teacher feedback (first table) had a bigger difference on post-test score improvements, a mean difference of -3.87, than the AI feedback (second table), which also had a considerable amount, but smaller one, mean difference of -2.42. Although the AI feedback brought significant improvements in supporting English learning, it can still be concluded that teacher feedback intervention was stronger. As a result, even though AI is an efficient and important supplementary material, the presence of a teacher is vital for obtaining the deepest and most accurate learning outcomes.

CHAPTER III

PRODUCT

Innovative proposal to the problem

This chapter presents the proposal of the research, which is to evaluate the efficacy of ChatGPT feedback on the writing development of EFL B1 students at a private school. The focus of the current research is to evaluate the impact of ChatGPT on the writing skills of students compared to a teacher's feedback. Considering the problems students encounter with vocabulary, grammar, and the overall poor structure of their writing, the application of ChatGPT as a technological tool could provide instant, personalized support to increase students' motivation and significantly enhance the coherency, accuracy, and overall organization of their writing.

Proposal Name:

"From Errors to Excellence: ChatGPT's feedback in B1 Writing Development"

Type of Product:

The product developed for this research will be a booklet, which is understood as a small, self-contained publication designed to present information in a concise and organized manner. Traditionally, a booklet is a short printed or

digital document that is shorter than a book but more detailed than a flyer or brochure, usually containing between 8 and 40 pages, and its structure allows it to function as a complete unit of information on a specific topic, providing readers with a beginning and end that are clearly delimited (Robinson, 1991). This characteristic of being self-contained and at the same time adaptable makes the booklet an effective model for educational products, as it allows the integration of theory, methodology, and practice in a manageable format.

For this proposal, the booklet will serve as a pedagogical resource that compiles information using prompts related to the use of ChatGPT feedback in the development of EFL B1 students' writing skills. It will be useful for teachers, by offering strategies and examples to integrate ChatGPT feedback into classroom practices; for students, as a guide to interpret and apply automated feedback to improve their writing.

Thus, the booklet will not only function as a dissemination tool but also as a practical manual that supports innovation in English language teaching. Its self-contained nature, similar to the medieval booklet described by Robinson (1991) the booklet ensures that it can be easily distributed, consulted, and replicated, making the findings of this research accessible to future educators and students.

Objective of the Proposal:

To improve the EFL writing skills of B1-level students by using a ChatGPT mentored activity booklet.

Structure of the Proposal:

As the proposal is going to be focused on the use of a booklet, this will contain prompts that the students will use in order to give instructions to ChatGPT so they can have their feedback according to the rubric that is going to be used for grading the writing tasks.

In the booklet the students will find the following information:

1. Cover page

In this section, students will find the topic and objective of the proposal to be applied in this research since it outlines what is the focus of the study and what it aims to achieve, which helps students to understand the purpose and expected outcomes of the proposal activities in order to improve their writing skills.

2. Table of contents

This part of the booklet gives a clear and organized overview of all the parts that the booklet contains. It also serves as a guide to help students find a specific section, which is useful to follow the sequence of topics step by step.

3. Introduction

This section provides a brief but meaningful introduction to the booklet, which allows students to understand its main purpose and objectives clearly. It explains what the booklet is about, the reason of its creation, and how it will help students in their learning process. Additionally, it guides them on how to use this material effectively by

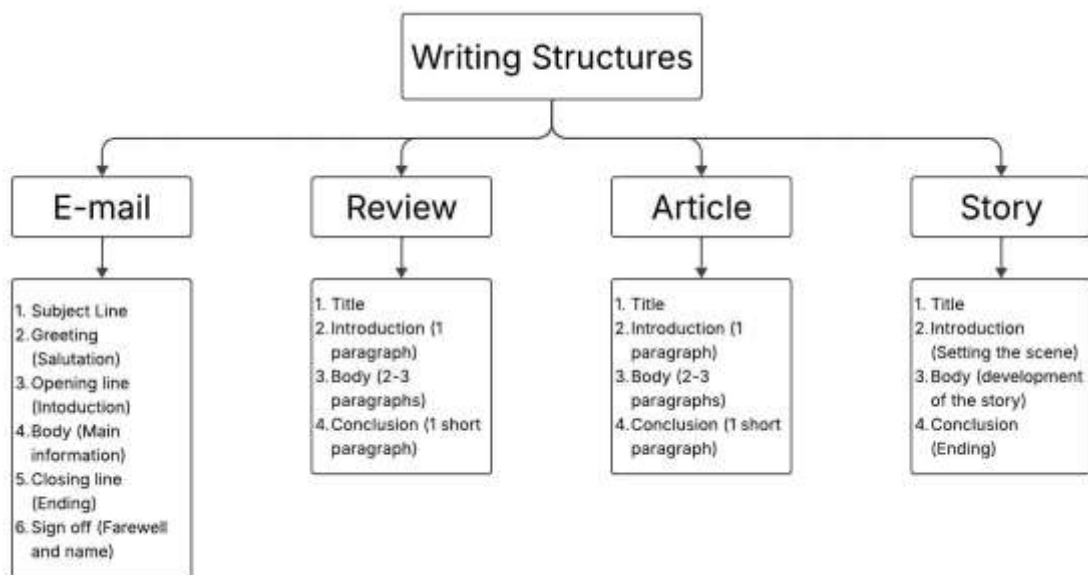
encouraging them to engage actively with the activities, and develop their writing skills step by step.

4. Writing tasks

This part describes the writing activities, topic for each writing task, context, and number of words. There will be 8 writing tasks in the booklet, 2 per each type of writing task that students may have in the PET writing test (E-mail, Review, Article, Story). Moreover, the students will receive guidance based on the writing process (pre, while, and post) before each writing task.

5. Structure of the different writing tasks (E-mail, Review, Article, Story)

This part presents an example of a structure to write the different writing tasks that students may find in the PET writing test. Also, it will give some suggestions of the information that each part must have.



Graphic N° 4 Writing structures
Elaborated by: Javier Poveda
Source: Author's own elaboration

E-mail structure

1. Subject Line

Short and clear: it tells the reader what the email is about.

- Example: "Plans for the Weekend" / "Information about the English Course"

2. Greeting (Salutation)

Begin politely, depending on how formal or informal the email is.

Type	Examples
Formal (teacher, company, unknown person)	Dear Mr. Goto, / Dear Ms. Sanchez, / Dear Sir or Madam,
Informal (friend, acquaintance)	Hi Laura, / Hello Tom,

3. Opening Line (Introduction)

Purpose: start in a friendly way and explain why you are writing.
Add: a short greeting + reason for the email.

- Examples:
 - How are you? I hope you're doing well.
 - I'm writing to tell you about my new hobby.
 - I'm writing to ask for more information about your summer course.

4. Body (Main Information)

This is usually 2-3 short paragraphs depending on the task.
Each paragraph should cover one idea.
Example structure for the body:

- Paragraph 1: Give details about the main topic.
 - e.g., I started playing tennis last month. It's great exercise and a lot of fun.
- Paragraph 2: Add extra information, examples, or personal opinions.
 - e.g., My coach is very friendly, and I've already met some new friends at the club.
- Paragraph 3 (optional): Ask a question or give more background if needed.
 - e.g., Do you play any sports? I'd love to hear about it.

5. Closing Line (Ending)

End politely, showing you're finishing the message.

- Examples:
 - Write back soon!
 - I'm looking forward to your reply.
 - See you soon!

6. Sign-off (Farewell and Name)

Type	Examples
Formal	Best regards, / Kind regards, / Yours sincerely,
Informal	See you! / Take care! / Love, / Bye,

Then write your first name (informal) or full name (formal). Example:
Best regards,
Javier Poveda

PAGE 4

Graphic N° 5 E-mail structure
Elaborated by: Javier Poveda
Source: Author's own elaboration

Review structure

1. Title

Purpose: Give the reader a clear idea of what the review is about.

Example:

- "A Great Movie for Family Night"
- "My Experience at The Green Café"

2. Introduction (1 paragraph)

Purpose: Introduce the subject of the review (book, movie, restaurant, etc.) and give a general opinion.

Add:

- Name or title of the item you are reviewing
- General impression (positive or negative)
- A brief description or context (e.g., "This movie is about...")

Example:

- "Last week, I watched the movie *The Secret Garden*. It's a beautiful family film, and I was really impressed by its magical atmosphere."

3. Body (2-3 paragraphs)

Purpose: Explain your opinion in more detail.

Add:

- Paragraph 1:** Features and qualities you liked (or didn't like).
 - Example:** "One of the best things about the movie was the setting. The garden was amazing, and the special effects were fantastic. The actors did a wonderful job, especially the children."
- Paragraph 2:** Anything you didn't like or could be improved.
 - Example:** "However, the story was a bit predictable. Some parts felt too slow, and I think it could have been more exciting."
- (Optional Paragraph 3):** Add more details or examples, especially for more complex reviews.
 - Example:** "The music was also beautiful. It really added to the atmosphere and made the movie even more emotional."

4. Conclusion (1 short paragraph)

Purpose: Wrap up the review with a final recommendation or rating.

Add:

- Summary of your overall opinion.
- Who would you recommend it to?
- Rating if needed (1 to 5 stars, thumbs up, etc.)

Example:

- "Overall, I would definitely recommend *The Secret Garden* to families who enjoy heartwarming stories. It's a lovely movie that will make you feel good. I would give it 4 stars out of 5."

PAGE 7

Graphic N° 6 Review structure
Elaborated by: Javier Poveda
Source: Author's own elaboration

Article structure

1. Title

Make it short and eye-catching
Example: Why Swimming Keeps Me Fit

2. Introduction (1 paragraph)

Purpose: Attract the reader and introduce the sport you will write about.
Add: Introduce your chosen sport.

- **Example:** "I enjoy sports because they help me stay healthy, but my favorite is swimming. It's fun and gives me a lot of energy."

3. Body

Follow some guiding questions:

- **Paragraph 1** – Which sport helps you to keep healthy and fit?
 State your chosen sport clearly.
 - **Example:** "The sport I enjoy the most is swimming because it moves all the muscles in the body. It's a complete workout."
- **Paragraph 2** – What do you like about the sport?
 Write about your feelings, opinions, or experiences.
 - **Example:** "I like swimming because it's relaxing and refreshing. I also enjoy going to the pool with my friends, which makes it more fun."
- **Paragraph 3** – How does it make you fitter?
 Explain the benefits for your health (physical + mental if possible).
 - **Example:** "Swimming makes me stronger, improves my breathing, and gives me more energy. After swimming, I always feel happier and less stressed."

4. Conclusion (1 short paragraph)

Summarize your opinion.
 Add a closing thought or a suggestion for the reader.

- **Example:** "In conclusion, swimming is the perfect sport to stay healthy and have fun. I recommend it to everyone."

PAGE 18

Graphic N° 7 Article structure
Elaborated by: Javier Poveda
Source: Author's own elaboration

Story structure

1. Title

Keep it short and related to the theme of the story
 • **Example:** "The Mystery of the Golden Island"

2. Introduction (Setting the Scene)

Purpose: Introduce the main character(s), the setting, and the situation.
 • Start with the prompt sentence.

- **Example:** "As the plane flew lower, Lou saw the golden beaches of the island below."

- Add some description:
 - Where are they? (Location: island, airport, etc.)
 - Who is the main character (name, feelings)?
 - Why are they there?

3. Body (The Development of the Story)

Purpose: Develop the events, introduce the problem, and explain how the character reacts.

- **Paragraph 1: The First Event**
 - What happens next? (First action, decision, or observation).
 - **Example:** "As Lou looked out the window, he couldn't believe his eyes. This island was more beautiful than he had ever imagined."
- **Paragraph 2: The Conflict or Problem**
 - Something goes wrong or there's a challenge.
 - **Example:** "But as the plane landed, something strange happened. Lou saw a figure running across the beach, and he suddenly felt uneasy."
- **Paragraph 3: The Resolution or Climax**
 - How does the character solve the problem or what happens at the most exciting part?
 - **Example:** "Lou ran after the figure and discovered a hidden treasure chest. It was the start of an unforgettable adventure."

4. Conclusion (Ending)

Purpose: Conclude the story and provide a resolution or a final thought.

- What happens to the character at the end? Does everything end well or is there a twist?
- **Example:** "In the end, Lou learned that the island was full of secrets, and his life would never be the same again."

PAGE 19

Graphic N° 8 Story structure
Elaborated by: Javier Poveda
Source: Author's own elaboration

6. Evaluation

The CAMBRIDGE B1 writing rubric is shown in this part so the students know what is the criteria to be evaluated on their writing tasks. This rubric is focused on four areas: Content, Communicative Achievement, Organization, and Language, which gives a final grade of 20 out of 20 points according to the different scores per criteria to evaluate the writing tasks. These scores go from 5 (the highest), to 0 (the lowest). By reviewing the rubric, the students will know what is expected in each part and how to improve their writing skills in order to meet the B1 level standards.

Moreover, the assessment of research writing activities and their influence will be made through a post-test to see differences between students who were given ChatGPT feedback and those who received teacher feedback. The post-test results, classroom observations and rubric analysis data, will be used to evaluate the impact of the intervention.

7. Prompts to ask ChatGPT for feedback

As the prompts will be used to ask feedback, there will be only two prompts that students can use for any of the ten writing tasks that students are going to do.

- Can you give me feedback on my article? I want to know if the ideas are relevant and complete, if I communicate well for the reader, if the text is well structured, and if I use good vocabulary and grammar. Please tell me my strengths and what I need to improve.

- Please evaluate my article using four points: 1) Content – is all information relevant and complete? 2) Communicative Achievement – do I hold the reader’s attention with appropriate style? 3) Organisation – are my ideas connected and cohesive? 4) Language – is my vocabulary varied and my grammar accurate? Give me advice for each point.

Link of the booklet:

https://www.canva.com/design/DAG1B9K_z8M/ivoGcHS1scXxjZ_Rse2X6Q/edit?utm_content=DAG1B9K_z8M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Phases of the implementation of the proposal

- **Design**

At this stage, the proposal was carefully designed by taking into consideration the objectives, structure, and activities to be developed by the students. It is important to mention that the proposal was created based on the students’ needs and goals of the research.

- **Socialize**

At this point, the proposal was shared with students and teachers in order to explain the purpose, process and expected outcomes to ensure that everyone understands the importance of their participation, as well as the benefits of the implementation.

- **Implement**

This phase involved putting the proposal into practice by giving the booklet to the students and guide them along the different writing

activities. Continuous observation and feedback were provided in order to ensure that the proposal was effectively applied and met its objectives. The implementation phase took ten days due to the fact that there were ten writing activities during the whole process.

Evaluation of the Innovative Proposal:

A survey was designed as part of the research in order to gather students' perceptions taking into consideration different aspects such as usefulness, clarity, and effectiveness of the booklet, as well as the feedback provided by the technological tool. The survey helped to assess the impact of the booklet on the development of students' English writing skills which provided important insights to improve it and implement it in the future as a resource in the teaching and learning process.

This survey was taken by the students who used ChatGPT to receive in their learning process. The purpose of the survey was to gather students' opinions and evaluate their experiences with the AI feedback provided for their writing activities. This survey had ten closed-ended questions, each of them offering four options to choose from (Not satisfactory - Slightly satisfactory - Satisfactory - Very satisfactory).

The satisfaction survey on the use of the booklet contained the following questions:

1. How clear did you find the information presented in the booklet?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

2. How useful were the prompts in the booklet to support your writing in English?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

3. How satisfied are you with the feedback you received from ChatGPT?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

4. How easy was it to understand the suggestions for improvement given by ChatGPT?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

5. How useful was the booklet in helping you organize your ideas when writing?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

6. How satisfied are you with the quality of the activities in the booklet?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

7. To what extent did using ChatGPT increase your confidence in writing texts in English?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

8. How motivating did you find working with the booklet and receiving immediate feedback?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

9. To what extent do you think your writing in English improved thanks to the booklet and ChatGPT?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

10. How satisfied are you with the overall experience of using this booklet as a learning tool?

- Not satisfactory
- Slightly satisfactory
- Satisfactory
- Very satisfactory

Validation of the Proposal:

To validate the proposal, it was checked through applying the method of “Verification of the results showing a change from the initial diagnosis”, which was validated through comparison between the classroom application that will include the two groups, the experimental group (receiving ChatGPT feedback) and the control group (receiving traditional teacher feedback).

Furthermore, a peer evaluation with two experts was carried out in order to validate the proposal. During this evaluation, teachers played an important role in reviewing and validating the content, structure, and effectiveness of the booklet. This collaborative validation process helped to identify areas of improvement that contributed to ensure that the proposal meet the students and teachers’ needs.

Conclusions

The primary goal of this research was to evaluate if the writing performance of B1 level EFL students would improve as a result of receiving feedback from ChatGPT. The results of the quasi-experimental design confirmed that there was a statistically significant increase in students' writing scores in the areas of relevancy of content, structure, and linguistic accuracy post receiving ChatGPT feedback. The results were aligned with the research aim of determining the effects of ChatGPT feedback, which reaffirm that AI feedback can be a valuable addition to the traditional feedback provided by teachers, as it enables students to receive writing assistance that is tailored to meet their individual needs and is provided in a timely manner.

This research shows that B1 level EFL students' writing is often characterized by a limited vocabulary, lack of grammatical accuracy, and poor idea organization. These issues were mitigated during the writing process through the use of writing templates produced by ChatGPT. Having a writing template provided students with a structure and a revising prompt. The aims of the research were achieved and provided evidence that the students were able to organize their thoughts and structure their writing. The use of ChatGPT writing templates in this case was an example of effective use of artificial intelligence to assist students in overcoming the typical obstacles in writing.

Recommendations

Considering the positive impacts recorded from this research, it is suggested that English teachers utilize ChatGPT as an additional resource in their

teaching of writing. For example, guided AI feedback can assist students in enhancing their writing by providing timely, specific, and personalized constructive comments. It is important that teachers receive instruction on how to integrate effectively ChatGPT feedback into lesson plans so students can use the tool in an appropriate and constructive manner. This practice will improve students' writing and develop their learning autonomy.

The positive use of the templates produced during the research indicates that English writing exam templates, particularly the genre-based ones from the PET, could be expanded. In addition, templates should be updated to reflect student input so that they meet the needs of the students. Moreover, it would be a very good strategy to develop and/or integrate templates to other language levels, providing students with additional support as they develop their writing. This would enable students to enjoy a more scaffolded approach in the development of their writing skills, as well as their confidence and mastery in a variety of writing tasks.

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ANEXES

Ambato, Ecuador 29 de septiembre de 2025

Asunto: solicitud de autorización

Jeanner Adrián Sánchez Vera
Representante Legal
UNICAP-EC CIA. LTDA

PRESENTE

Por medio de la presente, me permito solicitar su autorización para desarrollar mi tesis de grado en el contexto del instituto "Charlotte English School". El tema de mi investigación es "**CHAT GPT AND ITS INFLUENCE ON B1 ENGLISH LEVEL WRITING**". Este estudio tiene como objetivo analizar cómo la implementación de la retroalimentación de una herramienta tecnológica con inteligencia artificial puede influenciar en el desarrollo de la destreza de escritura en estudiantes de un nivel B1.

Para llevar a cabo la investigación, se realizarán actividades interactivas y prácticas que involucrarán a los estudiantes en clases dinámicas, utilizando herramientas como ChatGPT y plataformas digitales que permitirán evaluar el impacto de la propuesta de investigación.

Durante la implementación se realizarán observaciones, y una encuesta para recoger datos sobre el comportamiento de los estudiantes antes y después de la implementación de la propuesta.

Agradezco de antemano su atención a esta solicitud, y quedo a su disposición para cualquier información adicional que requiera.

ATENTAMENTE



Jefferson Javier Poveda Taípe

APROVADO POR:



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Validation Form: Instruments of evaluation (Pre-test and Post-test)

Objective:

To evaluate the quality and effectiveness of the assessment instruments used in the research project (Pre-test and Post-test) to measure the impact of ChatGPT feedback on the development of writing skills in English as a Foreign Language (EFL) students.

Instrument:

Below is a matrix with dimensions that should be evaluated by the expert to determine the validity and quality of the assessment instruments used in this study.

Instruments of evaluation	Clarity and Appropriateness		Coherence		Alignment with the objectives		Measures the intended variables		Addresses the research questions	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Pre-test	X		X		X		X		X	
Post test	X		X		X		X		X	

Criteria	Yes	No	Observations
1. The instrument is clear and appropriate for measuring the study variables.	X		The tasks are clearly structured, follow explicit writing models, and are appropriate for B1 learners, as shown in the email, review, article, and story tasks.
2. The tasks effectively assess writing skills in terms of structure, content, and language.	X		Each task explicitly evaluates structure, coherence, communicative achievement, and language use, supported by the B1 evaluation rubric (page 16).
3. The tasks are aligned with the objectives of improving writing at the B1 level.	X		The booklet targets B1 descriptors, focusing on clarity, organization, vocabulary range, and grammatical accuracy.
4. The tasks are appropriately timed and allow students to demonstrate their writing abilities.	X		The 100-word limit is appropriate for B1 learners and allows meaningful language production without cognitive overload.
5. The writing tasks allow to evaluate the students' improvement.	X		Comparison between Pre-test and Post-test writing samples clearly reflects progress after Chat GPT - guided feedback.
Validation (Mark with an X in the appropriate box)			
Applicable		Not applicable	
X			
Validated by		Mg. Tannia Lozada	
ID Card		1804916771	
Date		26-01-2026	

Signature	
E-mail	tanniliz31@gmail.com

Evaluation of the Proposal: ChatGPT's Feedback in B1 Writing Development

Objective:

To establish an AI-based tool that helps improve English language learning at the B1 level by providing students with feedback through ChatGPT to assist in their writing development.

Criteria	VA	QA	A	BA	U
Proposal Aspects (Objectives, Structure, Evaluation)	X				
Clarity of the Writing (Simple language)	X				
Relevance of the Proposal's Content	X				
Feasibility for the Context in which it is Proposed		X			
Transferability to Other Contexts (if applicable)		X			

VA: Very Acceptable; QA: Quite Acceptable; A: Acceptable; BA: Barely Acceptable; U: Unacceptable

Validated by



Name: Tannia Lozada

ID:1804916771

Validation Form: Instruments of evaluation (Pre-test and Post-test)


Objective:

To evaluate the quality and effectiveness of the assessment instruments used in the research project (Pre-test and Post-test) to measure the impact of ChatGPT feedback on the development of writing skills in English as a Foreign Language (EFL) students.

Instrument:

Below is a matrix with dimensions that should be evaluated by the expert to determine the validity and quality of the assessment instruments used in this study.

Instruments of evaluation	Clarity and Appropriateness		Coherence		Alignment with the objectives		Measures the intended variables		Addresses the research questions	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Pre-test	X		X		X		X		X	
Post test	X		X		X		X		X	

Criteria	Yes	No	Observations
1. The instrument is clear and appropriate for measuring the study variables.	X		
2. The tasks effectively assess writing skills in terms of structure, content, and language.	X		
3. The tasks are aligned with the objectives of improving writing at the B1 level.	X		
4. The tasks are appropriately timed and allow students to demonstrate their writing abilities.	X		
5. The writing tasks allow to evaluate the students' improvement.	X		
Validation (Mark with an X in the appropriate box)			
Applicable		Not applicable	
X			
Validated by	Betsabé Lara Barros		
ID Card	1850287952		
Date	January 20, 2026.		
Signature			
E-mail	betsabelara@outlook.com		

Evaluation of the Proposal: ChatGPT's Feedback in B1 Writing Development

Objective:

To establish an AI-based tool that helps improve English language learning at the B1 level by providing students with feedback through ChatGPT to assist in their writing development.

Criteria	VA	QA	A	BA	U
Proposal Aspects (Objectives, Structure, Evaluation)		X			
Clarity of the Writing (Simple language)	X				
Relevance of the Proposal's Content	X				
Feasibility for the Context in which it is Proposed		X			
Transferability to Other Contexts (if applicable)	X				

VA: Very Acceptable; QA: Quite Acceptable; A: Acceptable; BA: Barely Acceptable; U: Unacceptable

Validated by



Betsabé Lara Barros

ID #. 1850287952.



