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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS.**

**TOPIC:**

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| <b>ARTIFICIAL INTELLIGENCE AND ITS INFLUENCE ON THE<br/>DEVELOPMENT OF PRODUCTIVE SKILLS IN A2-LEVEL ENGLISH<br/>LEARNERS</b> |
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Thesis before obtaining the Master's degree in Education

**Author:** Nieto Toapanta Conie Masiel.

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Autor: Conie Masiel Nieto Toapanta.

Firma:



Conie Masiel Nieto  
Toapanta



Número de Cédula: 172324545-0

Dirección: Quito, S57 Oe 2-120 y Patricio Romero.

Correo electrónico: conie1masiel5@gmail.com

Número de teléfono: 0959216346

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In my capacity as Tutor of the Degree Thesis “ARTIFICIAL INTELLIGENCE AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS IN A2-LEVEL ENGLISH LEARNERS” presented by Conie Masiel Nieto Toapanta to qualify for the Master's Degree in Pedagogy of National and Foreign Languages – English. ,

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The thesis has been reviewed, approved, and authorized for printing and binding, on the topic: “ARTIFICIAL INTELLIGENCE AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS IN A2-LEVEL ENGLISH STUDENTS.” prior to obtaining the Master's Degree in Pedagogy of National and Foreign Languages – English, meets the substantive and formal requirements for the student to be able to defend the thesis.



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.....  
Mg. Bonilla Yucailla Daniela Alejandra

Tribunal's President.



.....  
Mg. Moreno Genoves Mayra Alejandra

Examinator

.....  
Mg. Jarrin Escobar Veronica Gissela

Tutor

## **DEDICATION**

I would like to dedicate this research project to the most important people in my life, my parents Héctor and Yolanda.

To my mother, who has been the cornerstone of my personal and professional development, and who will always be the living example of the woman I want to become. To my father, for giving me years of immense effort that is now reflected in my professionalism. Both of them will always deserve the best in life, and I love them with all my heart. Thanks to them, I am who I am today, and I couldn't be happier to have them with me and dedicate their efforts to them.

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**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
**CON MENCIÓN EN ENSEÑANZA DEL INGLÉS.**

**TEMA:** ARTIFICIAL INTELLIGENCE AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS IN A2-LEVEL ENGLISH LEARNERS.

**AUTOR:** Conie Masiel Nieto Toapanta.

**TUTOR:** MsC. Verónica Gissela Jarrín Escobar

**RESUMEN EJECUTIVO**

La presente investigación, desarrollada en la Universidad Tecnológica Indoamérica, aborda la problemática del uso limitado de herramientas de Inteligencia Artificial en el desarrollo de las destrezas productivas; escritura y expresión oral, en estudiantes de nivel A2 de inglés como lengua extranjera, considerando que, aunque existen plataformas como ChatGPT, Duolingo, Grammarly y Speak & Improve, su implementación no siempre garantiza aprendizaje significativo ni comprensión profunda de los errores; en este contexto, el objetivo fue explorar cómo los estudiantes desarrollan sus habilidades productivas mediante el uso guiado de estas herramientas y comprender sus percepciones sobre su efectividad, partiendo de la hipótesis implícita de que la integración pedagógica de la IA fortalece la motivación, la confianza y el desempeño en speaking y writing cuando existe mediación docente adecuada; la metodología adoptó un enfoque cualitativo con diseño de investigación-acción, aplicado a diez estudiantes A2, mediante entrevistas semiestructuradas, observación áulica, diario reflexivo y grupo focal, utilizando análisis temático y triangulación para garantizar validez y credibilidad; los resultados evidenciaron aumento en la participación oral, mejora en pronunciación y mayor precisión gramatical en la escritura, así como reducción de ansiedad al practicar con entornos digitales no punitivos, aunque también se identificó tendencia a la dependencia tecnológica cuando no se promovía reflexión metalingüística; se concluye que la Inteligencia Artificial, integrada de manera planificada y crítica, actúa como recurso complementario que potencia la autonomía y el aprendizaje activo, sin sustituir el rol esencial del docente en la orientación, contextualización y construcción significativa del conocimiento.

**DESCRIPTORES:** Destrezas productivas, herramientas con IA, innovación pedagógica. inteligencia artificial.

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**ABSTRACT**

The present research, conducted at Universidad Tecnológica Indoamérica, addresses the issue of the limited use of Artificial Intelligence tools in developing productive skills, specifically, writing and speaking development among A2-level students learning English as a foreign language. Although platforms such as ChatGPT, Duolingo, Grammarly, and Speak & Improve are available, their implementation does not always guarantee meaningful learning or a deep understanding of errors. Within this context, the study aimed to explore how students develop their productive skills through the guided use of these tools and to understand their perceptions of the tools' effectiveness. The research is based on the implicit hypothesis that the pedagogical integration of Artificial Intelligence strengthens motivation, confidence, and performance in speaking and writing when appropriate teacher mediation is present. The methodology employed a qualitative, action-research design with ten A2-level students. Data were collected through semi-structured interviews, classroom observation, reflective journals, and a focus group. The analysis employed thematic analysis and triangulation to ensure validity and credibility. The results revealed an increase in oral participation, improvement in pronunciation, and greater grammatical accuracy in writing. Additionally, an anxiety reduction was observed when students practiced in non-punitive digital environments. However, a tendency toward technological dependence was also identified when metalinguistic reflection was not encouraged. It is concluded that Artificial Intelligence, when integrated in a planned and critical manner, functions as a complementary resource that enhances learner autonomy and active learning, without replacing the essential role of the teacher in guiding, contextualizing, and facilitating the meaningful construction of knowledge.

**KEYWORDS:** AI-powered tools, artificial intelligence, pedagogical innovation, productive skills.

## INTRODUCTION

### 1. Importance and relevance

The constant advancement of artificial intelligence has had a crucial impact on several fields, including English as a foreign language. In this way, AI has powerful tools for improving all the aspects related to it, but mainly writing and speaking, which are known as productive skills. For instance, Abdulkareem & Saleh (2024) mentioned that “advancements in AI have resulted in the creation of innovative writing tools that provide students with sentence completion suggestions and generate text that closely resembles human writing” (p.2). Likewise, Davila et al. (2024) stated that “AI can create real-life speaking scenarios, enhancing pronunciation, vocabulary, and communication strategies that traditional methods cannot achieve.” Therefore, AI advancements make learning more accessible and personalized, but they should be seen as supportive rather than replacing human interaction.

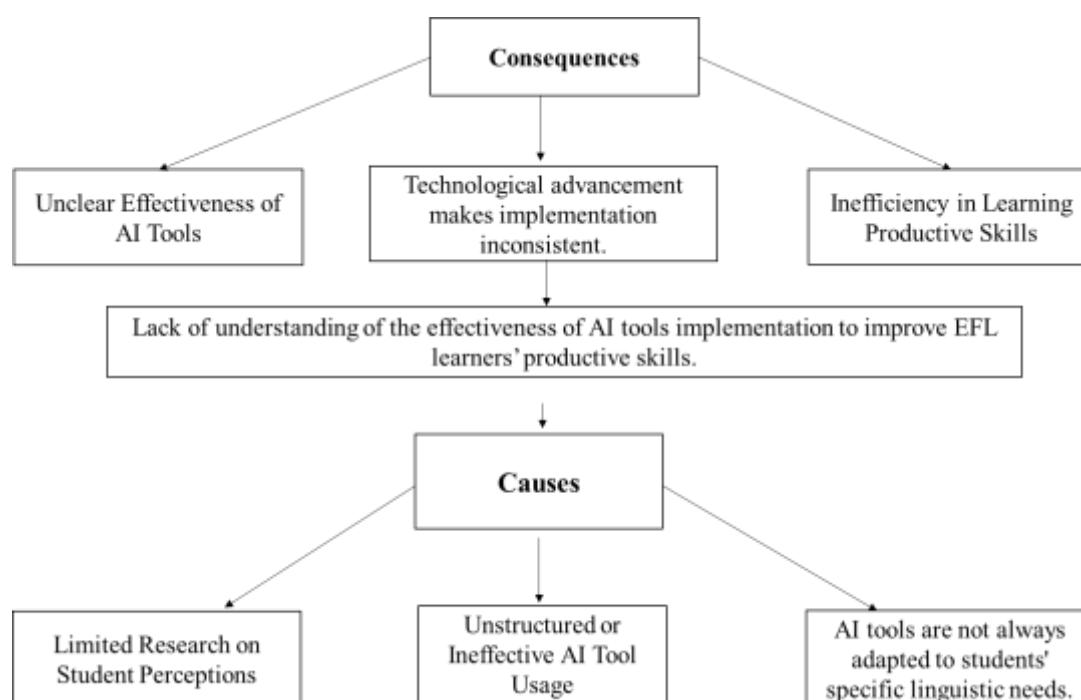
Consequently, the present study investigates the Artificial Intelligence Tools applied to develop productive skills in A2-level English students aligning with the research line Pedagogy Innovation and, in the same way, the subline Foreign Language Didactic because as the impact of AI has increased significantly, teachers have the chance to use different kinds of systems to improve or develop productive skills to innovate and advance constantly their performance in the teaching-learning process. Likewise, productive skills can also be developed using AI because it offers endless ways to learn, and this will avoid the traditionalism that students are exhausted of witnessing, and in the same way, ensuring that both educators and students benefit from technological innovations.

On the other hand, in the Ecuadorian context it was mentioned that international standards should be used and likewise within its curriculum it is highlighted that the educational policy has designed a new English foreign language curriculum that responds to the needs of the Ecuadorian reality, so this curriculum recognizes that not all students in Ecuador are L1 Spanish speakers

and there are varying degrees of bilingualism in the communities and that is the reason why in the teaching-learning process the MCER it is used due to teachers need to know the level of each student to fulfill with their needs. Similarly, an important aspect related to the present study is that language is best learned as a means to interact and communicate and not as a set of knowledge that is memorized, emphasizing that interactive media should be used, in this case IA, since it is part of a variety of tools facilitated by technology. Not all areas of Ecuador have the facilities to use technology as a teaching method; some institutions have remained with their traditional teaching, especially those in rural areas, however, other institutions and academies take advantage of technology and apply new ways of teaching.

Additionally, Abdulkareem & Saleh (2024) highlighted in their study that ChatGPT has several benefits for EFL students who want to improve their writing skills centered mainly on fluency, accuracy, and academic writing though this they recommend EFL students can use ChatGPT as a helpful tool to improve their academic writing while still upholding academic integrity. Instead of relying too much on AI, they should focus on developing their critical thinking skills and using the tool as a guide rather than a replacement for their ideas. Similarly, Lema & Bajaan (2024) based their research on the use of AI tools to develop speaking skills in students with deficiencies in speaking; that is the reason why the main tool that they employed was Google Assistant through Voice, and at the end these tools showed that can assist students in achieving the necessary level of proficiency, aligning with modern educational standards, by employing apps or virtual assistants as valuable learning resources. Evidently, those studies have shown that tools like ChatGPT and Google Assistant can be beneficial for EFL students looking to improve both writing and speaking skills, even if there is an important student need. Briefly, these tools help students meet educational standards by supporting their development in specific areas, making AI-driven tools valuable resources for learning.

### 1.1.Problem tree



### 1.2.Problem statement

Artificial Intelligence tools in English as a Foreign Language are becoming increasingly popular due to their ability to provide personalized learning experiences, immediate feedback, and interactive engagement Rabehi & Hadfi, (2024, p.39).

AI systems such as ChatGPT, Grammarly, Quillbot, Write and Improve, and Speak and Improve, and Giglish offer opportunities for students to improve their productive skills, facilitating independent practice and self-assessment. However, despite their growing use, there is still little clarity about how effectively they are being implemented in real classroom settings. Many teachers are not fully trained to use these tools to their advantage, and often, the tools themselves are not tailored to meet the specific needs of learners. Additionally, most evaluations tend to focus on the tools' features rather than how students perceive their usefulness. Because of this, there is a gap in understanding how much these technologies truly contribute to skill development, engagement, and communication. Exploring these aspects is essential to ensure that AI tools are used meaningfully and not just as a trend in language learning.

### **1.3. Research Idea**

This qualitative study reflects how AI tools can improve productive skills in A2-level English students. It explores their insights, highlighting the perceived effectiveness of AI-powered tools on improving their learning.

### **1.4. Beneficiaries**

The participants and beneficiaries of this research include both direct and indirect. First, the direct participants are a small group of students from a school located in Quito. This school not only focuses on discipline and leadership but also places strong importance on English, especially to prepare students for Cambridge exams offered in the city. These students are the main beneficiaries of the study, as they will have the opportunity to use AI tools to develop their productive English skills. They currently have an A2 level according to the CEFR ( pre-intermediate level). On the other hand, indirect beneficiaries include other students, teachers, and pre-service teachers from different institutions who might be inspired by or learn from the finding of this research.

### **1.5. Research Question**

What are the students' perspectives on AI tools for developing productive skills in English as a foreign language?

## **2. Objectives**

### **2.1. General objective.**

To explore how A2-level students develop their productive skills in English through the use of Artificial Intelligence tools by understanding their perspectives.

### **2.2. Specific objectives**

- To identify the most effective AI-based platforms that support language learning.
- To implement AI-based learning tools in the classroom to improve productive skills.
- To reflect on students' insights about how AI tools influence their productive skills.

## **CHAPTER 1: THEORETICAL FRAMEWORK**

The present chapter provides a structured review of essential concepts, previous studies, and foundational definitions needed to fully grasp the core ideas of primary studies related to integrating AI tools to improve productive skills in the EFL classroom fully. It is organized into two main sections: firstly, it explores previous research on the topic, while the second focuses on the fundamentals of productive skills and key aspects of AI.

### **3. Previous Studies.**

To begin with, Vera (2023) conducted a study to explore the perceptions of English as a Foreign Language teachers concerning incorporating Artificial Intelligence systems in their lessons. The author employed a qualitative method to interpret the insights from professors and used instruments such as interviews with three open-ended questions and a literature review. Evidently, the population was a group of 12 teachers from a University in Chile, and after that, the findings show that teachers generally view AI positively in the classroom. However, it's important to consider students' motivation levels when incorporating AI into EFL learning.

The analysis and discussion presented that AI's role in EFL , revealed the complex relationship between AI integration, language learning outcomes , ethical considerations, and how teachers utilize AI tools, leading to valuable insights and recommendations for future implementations. To end, this research offers insights into teachers' perspectives and highlights key factors for successfully integrating AI into EFL instruction.

On the other hand, another study made in Cuenca, Ecuador, about AI and productive skills, written by Juca (2024) mentioned that the main objective was to synthesize fifteen studies in which previous research examined how chatbots shape students' language learning and overall experience. Using mixed methods, the authors found that chatbots can enhance writing and speaking skills while making students more engaged, motivated, confident, and



independent. However, some concerns emerged, such as students relying too much on chatbots and a decrease in interaction with teachers and peers. Finally, these findings highlight the importance of using chatbots thoughtfully, ensuring they complement rather than replace meaningful language learning experiences. In conclusion, it was also pointed out that students are becoming too dependent on chatbots and that there is a decrease in interaction between teachers and peers. To conclude, the research shows that chatbots can significantly enhance writing and speaking skills; however, it is important to avoid becoming overly dependent on them.

Similarly, Nuñez et al. (2024) , leaded a study in Ambato- Ecuador, in which AI has taken an important role in the teaching-learning process, which is why the principal purpose is to promote the use of artificial intelligence to strengthen language skills and how using them will help students to develop their skills. In order to know all the aspects previously mentioned the authors used a mixed approach in which the instruments employed were a pre-test, post-test, survey, interviews, and a table with tools based on artificial intelligence. The population to develop this study were 36 students from eight basic education and 4 teachers of the English department. After that, based on the survey and interviews, the results showed that the evaluation of the four skills was accepted according to key factors: clarity and relevance of the activities. Additionally, the results of the pre-test and post-test demonstrated an initial score of 6.3, but after using the AI-based repository table, the post-test scores improved to 9, which was a significant increase and a noticeable improvement in their language skills. To conclude, the AI-powered tools not only engaged and motivated students but also contributed to improving their academic performance in English learning.

Finally, Yerbabuena et al. (2024) conducted a study in Chimborazo about AI tools applied in Education, and the main aim was to analyze how AI is transforming the teaching and learning process. The methodology employed by the authors was a PRISMA methodology,

which is used to determine the incidence of different academic bases related to the topic, and the purpose was to answer the research questions. Those were focused on the main tools used, how those are applied, and their advantages and drawbacks. To fulfill it 33 articles were employed between 2019 and 2024 as instruments. Moreover, findings exposed that AI has the potential to transform education by making learning more personalized, improving teaching effectiveness, and providing access to advanced resources. Finally, the last analysis revealed that its implementation also comes with challenges, such as the risk of generating inaccurate information and biases in the training data. To conclude, Artificial Intelligence can play a key role in enhancing learning experiences, supporting teachers, and expanding educational opportunities.

#### **4. Theoretical Framework**

##### **4.1.Connectivism Learning Theory in English Language Teaching.**

Nowadays, learning is no longer limited to traditional classrooms, knowledge is constantly evolving, and technology plays a major role in how people acquire English skills. For this reason, the Connectivism Learning Theory takes place since it is a model that allows acquiring knowledge through connections and networks. According to Alam (2023), “connectivism was developed by George Siemens and Stephen Downes in 2005, suggesting that knowledge is spread across different networks, and learning involves being able to identify, connect with, and navigate those networks effectively” (p,2). Moreover, the WGU School of Education (2021) defined Connectivism as a modern learning theory that encourages students to connect ideas, concepts, and information in a meaningful and practical manner.

Likewise, EBSCO Information Services (2025) confirmed that connectivism is a learning theory that describes how people gain knowledge in the digital era, highlighting the importance of technology in influencing how learning takes place.

In other words, in the AI-driven era, this theory is more relevant than ever, as students can access endless resources, collaborate globally, and receive instant feedback through digital tools. When it comes to developing productive skills like speaking and writing, AI-powered platforms provide personalized practice, real-time corrections, and interactive experiences, making learning more dynamic and engaging. By embracing connectivism in the digital age, educators can help learners navigate and thrive in an ever-connected world.

#### **4.2.Artificial Intelligence.**

Currently, as it is already known, populations around the world are going through a digital era, which has been taking place for several years, however, it is recently that artificial intelligence has become so immersed in people's lives. This is a technological tool that is used to develop things that humans cannot do instantly. Hence, Saha (2024) established that “Artificial Intelligence is a computer concept that contributes to think and solve complex problems as a human being does with his intelligence” (p.1) . Similarly, AI is a technology that permits computers to simulate human learning, understand information, solve problems, make decisions, and be creative (Stryker & Kavlakoglu 2024) . In short, people are living in a time where digital technology is everywhere, and artificial intelligence has started playing a bigger role in our everyday lives. It helps people do things faster and more efficiently, especially tasks that usually take a lot of human effort and time.

Additionally, related to EFL education, these systems can adapt to each student’s pace, help teachers with tasks like grading, and even suggest personalized learning materials. Instead of replacing teachers, they serve as helpful assistants, making learning more flexible, interactive, and accessible for students everywhere. As education continues to evolve, these tools are becoming valuable partners in creating more engaging and effective learning experiences. According to IOWA University (2024), AI systems offer programs that provide immediate feedback and personalized learning paths based on students' responses. Also, the

College of Education (2024) mentioned that Artificial Intelligence within Education can help spark creativity, offer fresh viewpoints, simplify complex content, support the development of lesson plans, and even assist in creating visual materials.

As education moves forward, smart technologies are playing a key role in making learning more dynamic and effective. These tools can adjust to each student's needs, giving instant feedback and guiding them. Ultimately, they also support teachers by helping simplify content, build lessons, encourage creativity, and even create visuals that enhance understanding.

#### **4.3.Artificial Intelligence in EFL classroom.**

After understanding how AI is touching education in general, it is important to show how it is used in EFL classrooms. In language learning, these tools help students practice all the skills and provide instant corrections that guide progress. They create new opportunities for learners to interact with the language in meaningful ways, making the learning process more engaging, flexible, and effective for both schoolchildren and teachers.

Lidija (2023) believed that “AI tools have made their way into EFL classrooms through innovative technologies that are changing the way languages are taught and learned” (p.2) . These modern solutions have the power to reshape language education in significant ways. Moreover, Vera (2023) highlighted that “AI has revolutionized the EFL landscape by offering powerful tools and technologies that enhance teaching and learning experiences” (p.67).

AI tools are an important part of EFL classrooms, offering new ways to support both teaching and learning. These tools allow learners to practice all four language skills - reading, writing, listening, and speaking, while receiving immediate feedback to help them improve in real time. They also offer to make lessons more interactive and tailored to individual need.

Clearly, AI has much to offer, however, it is important to understand what types drive innovation in the classroom. Hence, educators should explore different intelligent systems such as data-driven platforms, automatic evaluation systems, Chatbots, language-based models, and personalized learning algorithms, which can be aligned with specific pedagogical objectives.

AI is becoming a helpful companion in the language learning journey, making things easier and more engaging for both students and teachers. Therefore, Jiang (2022) highlighted some types of AI utilized in classrooms and their features, such as, Automatic Evaluation Systems (AESs), Neural Machine Translation (NMT) tools, Intelligent Tutoring Systems (ITSs), AI chatbots, and Intelligent Virtual Environments (IVEs) . Those are reforming the way English is taught and learned. AESs, such as Write and Improve , and Pigai, help students improve their writing accuracy and encourage more practice, though they are not perfect and still lack the depth of human feedback. NMT tools like Google Translate have become everyday learning aids, making it easier for learners to explore vocabulary and grammar, but they sometimes produce awkward translations and can even reduce motivation if overused. ITSs and AI chatbots are popular for giving instant, personalized feedback and boosting confidence in speaking and writing, although they do not work equally well for every level of learner. Finally, virtual reality tools and 3D avatars create immersive and engaging environments that make learning more interactive and less stressful, even if technical limitations and cost remain obstacles for many classrooms (p.3).

#### **4.4.Productive skills in EFL.**

Speaking and writing are the most important skills in English as a foreign language, as both allow for communication and interaction not only in the classroom but also in real-life scenarios as time advances. Hence, (Hyland, 2021 as quoted in Juca, 2024) mentioned that “writing skills involve creating clear, structured texts by mastering grammar, vocabulary, coherence, and cultural awareness” (p.17) . Students develop these skills by generating ideas,

organizing information, constructing cohesive paragraphs, and refining their work through editing. Moreover, Juca (2024) stated that “speaking skills involve effectively conveying ideas and information through spoken language. This includes using proper pronunciation, intonation, and fluency while also incorporating nonverbal cues such as facial expressions and gestures to enhance communication” (p.19).

Strong communication skills in both writing and speaking are essential for effective language use. Equally speaking and writing complement each other, as writing helps organize thoughts more precisely while speaking enables real-time interaction. By developing these abilities, language learners gain the confidence to communicate in different contexts, making their language learning journey more meaningful and practical.

On the other hand, Golkova & Hubackova (2014) affirmed that “productive skills, also known as active skills, involve expressing and conveying information through speaking or writing in a language” (p.478) . Likewise, Mizhir (2023), defined productive skills “as barometers since they control how much the schoolchildren have learned during the lessons” (p.6). Additionally, Rozimela et al. (2024) stated that “ productive skills serve as tangible proof of language acquisition” (p.1496).

Evidently, both writing and speaking not only reflect a student’s ability to use the language but also serve as a clear indicator of their learning progress. When students actively engage in productive skills, they demonstrate how much they have internalized, making these skills a key measure of language acquisition. In this way, active skills provide concrete evidence of a student’s growth and proficiency, helping teachers assess and support their development.

#### **4.5.Reasons to teach productive skills in EFL**

There are several reasons to teach writing and speaking since they help students build confidence, improve fluency, and develop their ability to organize ideas effectively. Writing strengthens clarity and structure, while speaking enhances spontaneity and interaction. Both skills are crucial for academic, professional, and social settings, allowing learners to participate fully in conversations and written exchanges. By focusing on productive skills, professors prepare students to use English in real-world situations, making their language learning experience more practical and meaningful.

According to Nayman & Bavlı (2022), “in a classroom, the essential way to teach productive skills is to get students to produce” (p.180). Likewise, that “teaching of speaking is essential, as the development of this skill provides students with a tangible sense of progress and significantly increases their confidence, making them more comfortable using the language in real-life situations” Xojar & Sayora (2021, p.53 ). On the other hand, Rabehi & Hadfi, (2024) mentioned that “teaching writing is crucial for helping students develop the skills, knowledge, and confidence they need to succeed in their academic, professional, and personal lives, especially in an ever-evolving world” (p.28)

Clearly, teaching productive skills is essential for language learners, as it enables them to use their knowledge actively. Speaking builds the capability to communicate, while writing enhances organization. Hence, learners with strong speaking and writing skills are prepared for academic success, career opportunities, and everyday interactions, ensuring they can navigate diverse situations with confidence.

Having a meaningful conversation with someone, writing a clear message, or speaking up in a group, strong speaking and writing skills help us connect with others and express ourselves better. For instance, (Rico, 2014 as cited in Mizhir, 2023) highlighted the crucial reasons to teach productive skills, thus, academically, these skills are key to success, students who can

write well and speak clearly tend to do better on assignments, in presentations, and during discussions, which also boosts their confidence. In the professional world, communication is just as important. Professionally, with coworkers, international colleagues, so on, can open doors to career growth and opportunities abroad. (p.6)

On a personal level, learning how to express yourself helps you think more clearly, build stronger relationships, and grow as a person. In short, developing good speaking and writing skills does not just help with school or work, it strengthens the way English learners interact with the world around them.

#### **4.6.Strategies for teaching productive skills in EFL.**

Undoubtedly, the teaching-learning process of a foreign language can be difficult to process at the beginning, however, the main role is taken by teachers because they provide guidance, create opportunities to practice, and offer constructive feedback that helps students grow. A supportive teacher can make speaking and writing feel less intimidating by encouraging students to express themselves, correcting mistakes helpfully, and introducing engaging activities that build confidence.

According to (Azis et al., 2023), “teaching an strategy is important in a teaching-learning process to manage the teaching-learning objectives coming into reality” (p.1543). Clearly, the teaching of active skills would demand respectable strategies and even more so when technology and specifically artificial intelligence tools are applied to teach them. Likewise, Azis et al, (2023) emphasized that “strategies can be implemented gradually, beginning with lesson planning and followed by classroom contact” (p.1544) . As it is already known, planning for a class requires a series of activities and sometimes there are lesson plans that include all four skills and in other cases only include one skill per lesson plan, in this case it is first necessary to be clear which strategies and activities would be used to plan a class with productive skills.



There are many fun and effective strategies to help students build their speaking skills in the classroom. Firstly, role-playing is a great method, as it lets students step into real-life situations, like ordering at a restaurant or going for a job interview, giving them a chance to practice natural, meaningful conversations. Likewise, according to Wocha (2023), conversation, debates, and discussions allow students to express and defend their opinions, which not only improves their speaking skills but also strengthens their critical thinking and respect for different viewpoints. Storytelling and presentations give students the chance to organize their ideas and speak in front of others, helping them grow more comfortable with public speaking. Finally, pronunciation practice, activities like tongue twisters, shadowing, or using interactive apps can make speaking clearer and more confident. Altogether, these activities create a rich and supportive environment for language learners to prosper.

The strategies previously presented give us an illustration of what can be done to teach speaking, but with an emphasis on the subject of study. When you have a tool such as artificial intelligence, teachers can take advantage of it to develop their classes and apply them so that students learn and improve their speaking.

As it was affirmed by Nutprapha (2024)

AI is transforming the way people learn English pronunciation and speaking skills. With advanced speech recognition technology, learners now have access to tools that can help them practice and improve their oral communication more effectively than ever before (p.109).

As the world is constantly evolving and especially as technology advances in education, and in this case, the teaching of English as a second language, teachers must be aware of new AI-based strategies and take advantage of them. For this reason, artificial intelligence tools are used as strategies. A clear example of them are Artificial Intelligence Recognition Tools such as ChatGPT, Duolingo, Giglish, Quillbot, Speak and Improve, and so on.

On the other hand, being writing the other member of productive skills, it needs a right teaching strategies, so through structured activities, interactive feedback, and engaging exercises, teachers can make writing more accessible and enjoyable. These strategies are based on first, building vocabulary which expands vocabulary and gives students more ways to express themselves. Moreover, teaching students to experiment with different words helps them develop their style and make their writing more vivid and engaging. Encouraging synonyms, descriptive language, and tone variations can improve their expression. In the same way, practice structures that help students write more clearly and effectively. Breaking writing down into simple steps, like topic sentences, supporting details, and transitions, makes it easier to grasp. Finally, Stephens (2024) pointed out that “leaning into technology, AI tools, grammar checkers, and writing apps can provide instant feedback, suggest improvements, and make writing practice more interactive”(p.1).

Emphasizing the last strategy about the use of technology, which relies on the use of AI, there are also certain tools that allow teachers to provide feedback and correct errors in depth, and students can also use them to their benefit. That is why Rabehi & Hadfi (2024) supported it, mentioning that

Teachers can guide students to use AI tools to enhance their writing skills in various ways. These tools can help with grammar and spelling correction, provide detailed feedback on writing, assist with translations and definitions, and offer interactive platforms for language practice (p,36).

Clearly AI plays an important role if you want to apply a good teaching-learning strategy, accordingly, there are several that can be used and some of them are AI Writing Assistants such as Grammarly, Quillbot, ChatGPT, and tools to receive feedback like Write & Improve by Cambridge, there are certainly many more tools but the previous ones mentioned are the most common and used.

#### **4.7.AI tools and Productive skills in EFL teaching-learning process.**

Artificial Intelligence has emerged as a powerful tools that is increasingly influencing various aspects of human activity, including the development of productive skills. These skills, such as writing and speaking are essential for effective communication and professional growth. Rather than replacing human instruction, AI serves as a complementary resource, offering personalized feedback, enhancing efficiency, and enabling individuals to refine and expand their capabilities.

For instance, the teachers need to be aware that they can employ the majority of tools in order to improve their classes, hence Kassem & Imam (2024) supported it mentioning that “English educators are increasingly recognizing the importance of becoming proficient with various AI-driven tools, such as grammar checkers, speech recognition software, and translation systems, that immediate enhance the language learning experience” (p.111). As it benefit professors teaching, AI tools also contribute in a great way in learners, Vera (2023) stated that “when AI systems are integrated into EFL learning, students often experience more effective language development and enjoy a more interactive and motivating learning journey” (p.69).

AI tools have become essential in modern language classrooms, not just as a support for teachers but as a catalyst for transforming the entire learning environment. Their use leads to more dynamic, personalized, and engaging lessons, allowing educators to address individual learning needs more effectively. For students, these tools create a more interactive space where they can practice and improve their language skills in real time, receiving immediate feedback and support.

This is especially important in EFL contexts, where motivation and consistent practice are key to progress. Moreover, as classrooms increasingly adopt blended and digital learning models, AI tools help bridge gaps between traditional teaching methods and the evolving

expectations of tech-savvy learners. This foundation is particularly relevant when focusing on productive skills like speaking and writing, where real-time feedback and adaptive support play a crucial role in building confidence and fluency. Consequently, as AI has many tools available for teachers to use to teach in this case productive skills, these range from the most common ones to new ones that have emerged over time. In this case, the most commonly used tools today by both teachers and students are such as ChatGPT, Duolingo , Speak and Improve, Giglish, Quillbot and Write and Improve, Grammarly, and so on. Each one of them has many characteristics and uses, and those are described below.

**ChatGPT:** “It is a teaching assistant that helps teachers to plan lessons, create fun and level-appropriate materials, and explain grammar or vocabulary in clear-simple way” ATC Language Schools (2024). Teachers or even students just give it a topic or goal, and it can build full material with engaging activities, quizzes, writing prompts, and so on. Related with active skills, it offers a conversation practice, writing support, and personalized feedback.

**Duolingo:** “Duolingo is a well-known learning app that uses AI to make learning English fun and interactive” Vera (2023). It adjusts to each learner’s level, keeps track of their progress, and gives feedback that fits their needs. Beyond vocabulary and grammar, Duolingo also helps develop productive skills through practice exercises, short writing tasks, and pronunciation activities that encourage users to actively use the language.

**Speak and Improve:** This app, developed by Cambridge, allows students to practice their speaking skills by making use of its wide variety of tools such as answering questions, giving opinions, reading aloud, talking about pictures and so on. Evidently, it contributes to speaking skill which is part of the productive skills and it provides immediate feedback and listening and replaying the pre-recorded audios to listen to the pronunciation, thus checking if progress has been made or not.

**Gliglish:** This platform contributes to developing speaking skills. Instead of just doing

grammar exercises, learners actually hold conversations with the AI as if students were talking to a real teacher. According to Thao et al. (2025) “ It uses advanced AI to create a personalized learning experience, simulating real conversations and giving immediate feedback.”

**Quillbot:** It is an AI writing assistant that helps learners write more clearly and confidently. It has many aspects such as paraphrasing, correcting grammar, summarizing and so on. As Nurmayanti (2023) stated, “ Quillbot is an AI writing tool that helps users communicate more effectively by rephrasing text, checking for plagiarism, and summarizing information to improve clarity.”

**Write and improve:** “It is an AI writing tool created by the University of Cambridge to support English learners in developing their writing skills” Write & Improve (2020). It gives students instant, easy-to-understand feedback on their writing. Furthermore, the platform is simple to use and encourages learners to keep practicing and improving through revision. By offering regular writing tasks and useful suggestions, Write & Improve helps students grow more confident and accurate in their written communication, making it a valuable resource for strengthening productive skills.

**Grammarly:** “It is an AI-powered tool that checks your work as you write, offering real-time tips on grammar, spelling, punctuation, and how to make your ideas clearer and more natural” Vera (2023). By encouraging regular writing and providing instant feedback, Grammarly supports the development of productive skills, especially writing, helping users express themselves more effectively and confidently.

To conclude, several of the tools mentioned above have a great influence on the development of productive skills, both students and teachers have the opportunity to use them and improve both their classes and the development of skills on both sides. Evidently, the implementation of these in the teaching-learning environment allows for the creation of less monotony and more interaction and modern methods, especially in second language learning.

## **CHAPTER II**

### **METHODOLOGICAL DESIGN**

#### **5. Research Approach and Design**

The present research is based on a qualitative approach, which is crucial for exploring the perspectives of students about the implementation of AI tools for developing productive skills. According to Oranga & Matere (2023), “Qualitative research describes relationships, experiences, perspectives and group norms” (p.1). Moreover, Ren (2025) stated that “qualitative research allows interpretation, comprehension, and intervention into a specific field of any research study” (p.843). Therefore, in order to understand the perspectives of a specific group of people, in this case, the students, it is necessary to apply a qualitative research since descriptive data will be collected instead of numerical data, because later on it will be possible to interpret and give opinions.

Additionally, Action research is used in this study because it reflects what happens in the classroom every day. Hence, Burns (2022) defines action research as “a process in which participants, often teachers themselves, take a thoughtful, organized, and reflective approach to investigating their practices, while also being active members of the learning community they are studying” (p.188). Evidently, action research plays a valuable role in education because it allows teachers to take an active part in improving their practice. Rather than relying solely on external evaluations, educators become researchers in their classrooms, using structured reflection and analysis to better understand what works and what doesn't. This approach encourages teachers to think critically and systematically about their daily experiences, helping them to identify challenges and develop meaningful solutions. Since they are both practitioners and researchers, their insights are grounded in real classroom dynamics, making the outcomes of action research highly relevant and applicable to their teaching contexts.

### **5.1.Participants and Context of the Research**

For this research, the participants are a group of 10 A2 level students. Although they are receiving English not only as a subject, but they are also receiving English preparation exams, they must prepare themselves mainly for the skills of writing and speaking, which are known as productive skills.

## **6. Data collection process**

### **6.1.Techniques and Data collection instruments**

Data are collected using various techniques and instruments. First, a semi-structured interview with open-ended questions will be conducted before introducing the tools in class.

According to Ruslin, et. al (2022) “ A structured interview follows a fixed set of questions; however, a semi-structured interview is more flexible, allowing the interviewer to introduce new questions based on the participant’s responses.” ( p. 25). Therefore, this will help explore students’ initial perspectives on which AI tools they believe are most effective and what expectations learners have regarding their use.

Second, observation as a technique will be used since it is where the researcher simply watches and notes behaviors, events, or situations as they naturally happen without getting involved or changing anything Jethwani (2025 , p.2). Also, a journal will be used during the implementation phase to document how students interact with the different AI platforms in real time. This will offer valuable insights into their engagement, behavior, and patterns of use.

Finally, after students have had enough time to use the tools, a focus group will be held using a second round of semi-structured interviews with open-ended questions. This group discussion will aim to analyze students’ perspectives on how the AI tools impacted their speaking and writing skills, allowing them to share their experiences. Altogether, these techniques will provide a comprehensive view of the learning process from the learners' perspectives.

## **6.2.Validity and Reliability**

In order to demonstrate the reliability and validity of each instrument, triangulation and member checking will be used. Triangulation allows the comparison of information from different data sources to confirm its consistency. Hence, Arias (2022) stated that “Triangulation refers to using different methods or approaches to study the same subject or event to gain a deeper and more accurate understanding of the phenomenon being investigated” (p.4).

Likewise, Bans & Tiimub (2021) mentioned that “triangulation strengthens the credibility of research findings. When a researcher uses different methods, such as quantitative and qualitative, and all of them lead to similar results, it provides strong confirmation that the conclusions are accurate and reliable” (p.3). Similarly, Harun & Handan (2024) established that

“Triangulation is a research strategy that combines different data sources to make the findings more reliable and valid. It is especially valuable in qualitative studies where the goal is to explore complex social situations and gain a richer understanding of diverse, multicultural contexts” (p.102).

Clearly, triangulation permits the comparison of data from different sources, providing way to verify consistency and gain a more complete understanding of the phenomenon under study. Therefore, by combining methods such as interviews and journals, it will be possible to examine the issue from different angles, which strengthens the credibility of the findings. This approach is particularly valuable in qualitative research , where exploring complex social interactions requires multiple perspectives.

On the other hand, member checking involves sharing my findings or interpretations with participants to verify that the students' perspectives are accurate.



According to McLeod (2024),

“Member checking is a way to make qualitative research more credible by involving participants in the review process. It allows them to look over transcripts or research findings and confirm whether everything reflects their experiences accurately. This can be done by sharing interview or focus group transcripts for their feedback or by conversations” (p.1).

Similarly, McKim (2023) defined it as a “way for researchers to make sure that participants have understood correctly by sharing transcripts and asking for feedback. It is a straightforward process that does not take much time, but it needs clear organization” (p.41). On the other hand, Candela (2020) declared that “member-checking might not always improve a study’s validity. This is because participants may feel uncomfortable challenging the researcher’s analysis” (p.620).

Evidently, member-checking is a helpful way to make sure a study truly reflects what participants meant. It is a simple process that can make the research feel more honest and respectful. Still, it is important to be aware that not everyone will feel comfortable giving honest feedback; some might just agree because they see the researcher as the expert. That is why it contributes to trust, and in order to have clear communication, and genuine openness to what participants have to say.

## **7. Analysis of the results**

To analyze the data obtained, it will employ a method called Thematic analysis, which will enable the interpret the perspectives gathered. According to Dawati (2020) “Thematic Analysis is a type of qualitative method. It is used to analyze classifications and patterns that relate to the data. It illustrates the data in great detail and deals with diverse subjects through interpretations” (p.62). Similarly, Lochmiller (2021) stated that “thematic analysis enables scholars to define and describe what a participant’s reality is using their own written or spoken

account” (p.2031).

Evidently, this method of data analysis allows the researcher to interpret information collected through written or spoken formats, such as responses to open-ended questions or recorded conversations with participants. What’s most important is that it provides the opportunity to review the data multiple times to fully understand what the participant is trying to communicate and then clearly describe the findings based on that understanding. In addition, it is necessary to follow certain steps to analyze data. In fact, those are categorized by Dawati (2020).

**Step 1: Pre-coding stage.** Before diving into analysis, researcher needs to read through the data at least once or twice to become familiar with it. During this phase, initial notes can be taken to highlight interesting or important points.

**Step 2: Start coding.** This step involves identifying and marking key words, phrases, or sections of the text that stand out. These codes represent significant ideas or patterns in the data.

**Step 3: Identify themes.** After coding, the next move is to group similar codes together to form broader themes that reflect deeper meanings or patterns in the data.

**Step 4: Review the themes.** The themes are then checked against the original data to ensure nothing important has been missed and that the themes are still relevant. If needed, revisions are made.

**Step 5: Define the themes.** Each theme is clearly described and defined, based on what it represents in the context of the data.

**Step 6: Write up the results.** Finally, the findings are put into writing, including the results and conclusions drawn from

Clearly, thematic analysis is a valuable method for examining qualitative data, particularly when working with interview transcripts or written responses. It allows the researcher to explore the content and uncover recurring themes, ideas, or meanings that appear throughout the data. To keep the analysis organized and meaningful, researchers typically assign codes to highlight important points. **See Table 1.**

**Table 1: Participants Codes**

| <b>Code</b> | <b>Research subjects.</b> |
|-------------|---------------------------|
| P1          | Student from A2 level.    |
| P2          | Student from A2 level.    |
| P3          | Student from A2 level.    |
| P4          | Student from A2 level.    |
| P5          | Student from A2 level.    |
| P6          | Student from A2 level.    |
| P7          | Student from A2 level.    |
| P8          | Student from A2 level.    |

Additionally, thematic analysis was chosen because the researcher aimed to understand the participants' viewpoints. Since the focus was on interpreting personal opinions, this approach proved to be the most effective for analyzing the gathered information.

### **7.1. Pre-interview data analysis.**

Clearly, thematic analysis helped to separate the pre-interview questions by topic, thereby simplifying the study. However, this examination will also be presented in triangulation later on. Therefore, ten themes were identified, each reflecting a different dimension of students' understanding to integrate AI into their English learning process.

## Understanding of Artificial Intelligence

P1. AI is like a robot or computer that can think and help people.

P2. I only know AI is technology, but I don't know very much.

P3. Artificial Intelligence is a program that works like a brain

P4. AI is when a computer can do things like a person.

P5. I think AI is a smart technology that can answer questions.

P6. AI is like a computer brain that helps people.

P7. AI is intelligence in machines, like robots

P8. AI is technology that helps people in many things.

Participants demonstrated a simple but genuine understanding of AI. For instance, most described it as a robot, smart computer, or technology that helps others. It is important to mention that their explanations were intuitive rather than technical, shaped by what they saw in everyday life rather than academic knowledge. These perspectives revealed that although participants had contact with technology, they lacked conceptual clarity about AI functions. Limiting what was mentioned previously Al-Raimi et al. (2024) mentioned that the form that a language is learned currently requires to be innovative and creative. Clearly, the education must be modern to avoid monotony and distractions, that is the reason why AI tools were chosen to be applied.

## Familiarity with AI tools

P1 I know ChatGPT, Google Translate, and Siri.

P2 I know Google Translate.

P3. I know Google Translate, Alexa, and ChatGPT.

P4. I use Duolingo, and it helps me practice every day.

P5 I know ChatGPT, Grammarly, and Google Translate.

P6 I know Duolingo, ChatGPT, and TikTok filters.

P7 I know Google Translate and Duolingo

P8 I use Duolingo and Google Translate. They help me learn new words.

Each participant was already familiar with some AI tools such as Chat GPT, Google Translate, Duolingo, Grammarly, Alexa, and Siri. Their responses showed that they mainly used these tools for translation, pronunciation, or short exercises. For instance, several mentioned Google Translate to check words or Duolingo just to practice every day. Evidently, this familiarity represents both an opportunity and a challenge. On one hand, students' prior exposure meant that AI would not feel foreign or intimidating. On the other hand, their superficial use of these tools limited their potential for real language development.

#### Current Learning Resources

P1. I use Duolingo because it helps me with vocabulary and small sentences.

P2. I use YouTube to listen to English songs and stories.

P3. I use Duolingo, and it helps me practice every day.

P4. I use Duolingo to write small texts and give me examples.

P5. I use Grammarly for writing. It shows me my mistakes.

P6. I use Duolingo. It helps me practice vocabulary.

P7. I use YouTube and Netflix with subtitles to learn English.

P8. Speaking is harder because I get shy and don't know how to say things.

Contributors mentioned using online resources such as YouTube, Netflix with subtitles, and Duolingo, and Grammarly to learn English. These platforms provided accessible and entertaining ways to practice, mainly focusing on vocabulary, listening, and short sentence writing. The responses reveal an independent approach to learning, learners sought opportunities outside class to reinforce English exposure, often through digital entertainment. However, their use remained passive, focused on repetition or imitation rather than communicative production.

#### AI Support for Writing

P1 AI can give me corrections when I write, so I can see my mistakes.

P2 AI can correct my mistakes in sentences.

P3 AI can correct errors

P4 It can fix my grammar and give me better sentences.

P5. It shows me my mistakes.

P6 It can give me dialogues and listen to my voice.

P7 AI can check if my sentences are correct.

P8 AI can talk slowly with me so I can answer.

Participants believed that AI could correct mistakes, fix grammar, and give better sentences. These perspectives indicate that students perceive AI primarily as a corrective tool. Their focus on error correction reveals an awareness of their weaknesses and a desire for linguistic accuracy. Undoubtedly, their reliance on correction suggests potential overdependence on technology. Pedagogically, this finding underscores the importance of scaffolding teachers must encourage students not only to accept corrections but also to understand them, developing awareness of language form and meaning beyond the surface level.

### Perceived Difficulty: Speaking vs Writing

- P1 In speaking, I don't know how to say words. In writing, I forget spelling.
- P2. Writing is more difficult.
- P3. Speaking is harder because I feel shy.
- P4. Speaking is harder because I don't practice enough.
- P5. Writing is difficult because of spelling, but speaking is more difficult for me.
- P6. Writing is harder because I don't know grammar
- P7. Writing is harder because I need more vocabulary.
- P8. Writing is harder because I don't know how to say long sentences.

Evidently, participants described speaking as more difficult than writing. They mentioned feelings of shyness, fear of mispronunciation, and lack of vocabulary as barriers to oral expression. Writing, in contrast, was seen as less intimidating because it allowed more time to think and correct mistakes. Some of them, however, identified grammar and spelling as their main difficulties, because sometimes they do not know how to form sentences and in that way they cannot speak fluently and coherently.

For instance, Larouz (2021) stated that speaking skills should be developed before writing, as giving students time to practice and rehearse sentences out loud helps them organize their ideas and express them more clearly when they write. That is the reason why AI can improve their confidence and help the writing and speaking because the feedback and corrections are immediate.

### AI Support for Speaking

- P1. AI can help me if it talks with me and I can practice conversation.
- P2. It can repeat sentences, and I can copy the pronunciation.

P3. AI can help me by asking me questions and listening to my answers.

P4. It can talk with me slowly and correct my pronunciation.

P5. AI can ask me questions and I can answer to practice.

P6. It can give me dialogue and listen to my voice.

P7. AI can check if my sentences are correct.

P8. AI helps me with spelling

Undoubtedly, participants wanted tools that talk, ask questions, and correct pronunciation. These perspectives demonstrate an excitement for interaction and a recognition that speaking requires immediate feedback. Their desire for conversational practice reflects their awareness of limited opportunities to speak English during regular class time. Moreover, it is evident that they were not just interested in learning about English, they wanted to use it. Their motivation to communicate with AI shows readiness for active, experiential learning. This highlights AI's potential to fill a gap in traditional instruction by offering limitless, low-pressure practice.

### Challenges in Productive Skills

P1. My challenge is pronunciation in speaking and grammar in writing. Speaking is harder.

P2. My challenge is speaking. I cannot speak

P3. My problem is I forget grammar rules when I speak, so speaking is more difficult.

P4. Writing is difficult because of spelling, but speaking is more difficult for me.

P5. Speaking is difficult because of pronunciation, and writing is difficult because of grammar.

P6. My challenge is I forget words when I speak. Speaking is harder.

P7. Speaking is difficult because of pronunciation, writing because of spelling. Writing is



harder.

P8. My problem is pronunciation in speaking and grammar in writing. Speaking is harder.

Each participant identified pronunciation, grammar, and limited vocabulary as their main challenges. Some expressed frustration about forgetting words when speaking, while others mentioned confusion with spelling and sentence structure. These admissions show self-awareness and honesty about their learning struggles, revealing a genuine desire for progress. Analyzing these responses, it becomes evident that participants understand what their problems are but need tools and guidance to solve them. This insight positioned AI as a potential bridge between self-awareness and skill improvement. Tools that provide real-time correction and repetition opportunities can directly address these needs.

#### Teacher vs AI

P1. I think learning with a teacher is better, but AI is also good for practice

P2. Teachers are better because they explain slowly.

P3. AI is good for practice, but the teacher is better to understand.

P4. Teachers are better for explaining, but AI is good for extra practice.

P5. Both AI and teachers are important, but I like teachers more.

P6. Teachers are better because they explain more.

P7. Teachers are better, but AI is good for practice at home.

P8. AI is good, but a teacher is more patient.

Almost all participants stated that teachers were better for explaining but that AI was good for practice. This shows that students valued human interaction while recognizing the advantages of technology. They saw AI and teachers as complementary rather than competing forces. Teachers offered empathy, and patience, while AI provided instant corrections and endless opportunities for practice.

According to Cardona et al. (2023) affirmed that teachers use AI to personalize learning and improve lesson planning for diverse students. Evidently, most of teachers want to improve their teaching methods, that is why some have chosen to apply and use AI in classrooms, knowing that it has certain benefits. However, according to the participants' responses, teachers explain better than AI, and that is important to keep in mind within the teaching-learning process.

#### Expectations of AI as a Teacher

- P1. I want it to help me speak more confidently.
- P2. I want an AI to help me learn new vocabulary.
- P3. I want AI to help me practice conversations
- P4. I want AI to help me with pronunciation.
- P5. I want AI to help me write paragraphs.
- P6. I want AI to help me learn pronunciation.
- P7. I want it to help me learn vocabulary and practice writing.
- P8. I want AI to help me say sentences correctly.

Visibly, students imagined AI as a friendly, patient, and supportive teacher that could help them speak confidently and teach new vocabulary. Their perspectives revealed not only cognitive expectations but also emotional needs. Moreover, they wanted encouragement, patience, and consistent feedback. They viewed AI as a partner capable of helping them improve without judgment. Tin, et al. (2025) declared that AI can handle some teaching tasks, but it cannot substitute the human connection and interpersonal skills essential in education. Despite the students' expectations in their responses, it is clear that AI is something completely different and interesting for their education, which is why they mention that AI would greatly

help them to create and improve their English productive skills. However, as evidenced in the quote, although AI is something new, it cannot replace human interaction.

#### Preferred AI Tools in Class

- P1. I want a tool that talks with me like a friend.
- P2. I want a tool that shows pictures and words together.
- P3. I want a tool that makes games in English.
- P4. I want a tool that helps me speak correctly.
- P5. I want a tool that checks my writing and explains my errors.
- P6. I want a tool that makes speaking practice fun.
- P7. I want a tool that shows me words and makes sentences.
- P8. I want a tool that practices conversations with me.

Evidently, students preferred interactive, visual, and playful tools. They mentioned wanting programs that talk like a friend, show pictures, or make games. This illustrates the importance of gamification and interactivity in sustaining engagement among A2 learners. The appeal of fun and conversation was stronger than that of grammar exercises or tests. Therefore, these preferences align with modern language pedagogy, which values communication and enjoyment as key drivers of learning. Implementing AI tools that include visuals, conversation prompts, and game-like features responds directly to learners' psychological and cognitive needs. The combination of play, dialogue, and personalization transforms AI from a tool into a dynamic learning companion.

#### **7.2. Teacher's Journal Data Analysis**

Ten teacher's journal were applied through a total of ten lessons , therefore, the analysis of them provides valuable insight into the evolving role of Artificial Intelligence in language

teaching, particularly in A2-level English learners. Each journal reflects a unique learning experience where AI tools such as Speak and Improve ChatGPT, Grammarly, Gliglish, Duolingo, and Write and Improve were integrated into real classroom settings. The following analysis explores each journal individually to uncover patterns, opportunities, and limitations in the use of AI for developing productive skills in A2 learners.

In the first journal (See Appendix 1), "Introducing Myself," ChatGPT served as a motivating tool for written self-presentations. Students enjoyed experimenting with sentences and corrections; however, many focused only on copying the improved versions without processing why changes were made. This shows that while AI promotes quick accuracy, it may hinder deeper cognitive learning. Similarly, oral repetition activities generated mixed reactions, some students gained confidence, while others struggled with shyness or confusion over corrections.

The second journal (See Appendix 2), , My Favorite Film, used the Write & Improve tool to provide instant feedback and scoring. Students found the gamified design engaging, yet often valued their score over understanding the feedback. Repeated errors indicated that immediate feedback alone was not enough to produce conceptual change. This contrasts with the third journal (See Appendix 3), , How Was the Past Different?, where QuillBot encouraged curiosity and peer discussion by showing alternative phrasings. However, the tool sometimes introduced vocabulary beyond A2 level, causing overload and demonstrating the importance of lexical control in AI-supported activities.

In Talking About Yesterday's Weather (Journal 4)(See Appendix 4), , Gliglish enhanced pronunciation practice through repetition and playful self-correction. Learners felt motivated, but difficulties in recognizing certain accents temporarily discouraged some. This highlights how the reliability of AI speech recognition strongly affects learners' confidence. The fifth

journal (See Appendix 5), , What Do Stories Teach Us?, combined Grammarly and ChatGPT to strengthen both grammatical accuracy and creative expression. Students became more willing to perform role-plays, although some over-relied on AI-generated text instead of writing their own ideas, which limited productive struggle and authentic language development.

Journal six(See Appendix 6), , Stories and Prepositions of Movement, applied Duolingo AI, which sustained engagement through storytelling and pair activities. Students' fluency improved, yet advanced vocabulary sometimes confused them. The reflection suggests that AI prompts should remain within learners' lexical range to maximize comprehension. Journal seven (See Appendix 7) , What Do You Value Most?, used Speak & Improve to turn pronunciation practice into a motivating game. While engagement increased, some students became anxious when receiving low scores, focusing more on tool performance than communicative effectiveness.

The eighth journal(See Appendix 8), , also on What Do You Value Most?, used Grammarly to reinforce grammar in a contextualized topic about caring professions. Confidence grew, but again many accepted corrections mechanically. This recurring pattern confirms that AI helps with localized accuracy but does not ensure conceptual understanding. The ninth journal (See Appendix 9 ) , focused on Dream Houses, showed that AI tools can expand creativity and help correct structural mistakes like not enough.

Nevertheless, some learners depended excessively on ChatGPT for ideas, reinforcing the need for teacher guidance to encourage original student drafts before AI intervention. Finally, in the tenth journal (See Appendix 10) , How Can I Stay Safe?, students applied modal verbs through role-plays supported by Grammarly. The combination of written correction and oral practice improved both accuracy and communicative use, especially in distinguishing forms

like shouldn't and must not. This lesson demonstrated that when AI feedback is paired with embodied communicative tasks, it produces balanced progress in form and function. Overall, the journals show that AI tools positively influence motivation, engagement, and immediate accuracy but require pedagogical mediation to transform surface corrections into genuine learning. The teacher's role remains essential in helping students reflect, internalize feedback, and use AI as a modern tool to learn instead of using the typical resources to do it.

### **7.3.Post-Interview Data Analysis.**

#### Feelings about using AI tools

P1: I felt happy because the activities were new and interesting.

P2: I was nervous, but then it was easy to use.

P3: I liked it because the AI helped me when I made mistakes.

P4: It was different from a normal class

P5: Sometimes I felt confused, but I learned a lot.

P6: I felt more confident because the AI corrected me without laughing.

P7: I enjoyed it because I could practice more than usual.

P8: It was exciting to talk and write with the computer.

Participants responses revealed that most of them enjoyed using AI in their English lessons. They described feeling happy, excited, and curious because the activities were different from what they usually did in class. Many said they felt more confident since the AI corrected their mistakes without judgment or embarrassment. A few admitted they were nervous or confused at first, but later found the tools easy and helpful. These reactions show how important emotions are in the learning process. When students feel safe to make mistakes, they participate more and learn better. The AI tools created a positive atmosphere where curiosity replaced fear, and practice felt natural.

For instance, (Reyes, et al., 2025) stated that the impact of AI in schools on the quality of education and student outcomes depends on how it is integrated and the methodologies used, it can either enhance or diminish them. Evidently, when integrated thoughtfully, AI can create a supportive learning environment that fosters curiosity and engagement rather than anxiety. For example, in classrooms where AI tools were used to assist with exercises, students felt more confident experimenting with new ideas because mistakes were immediately corrected in a non-judgmental way. This aligns with observations that AI tools created a positive atmosphere where curiosity replaced fear, and practice felt natural. In such contexts, AI does not just improve accuracy or efficiency, it encourages deeper learning by motivating students to explore, question, and refine their skills without the pressure that traditional methods sometimes impose. In short, this means that introducing AI with clear guidance and emotional support can motivate students while building confidence in using English.

#### Favorite AI tool/activity

P1: I enjoyed Gliglish because it corrected my pronunciation.

P2: I liked Duolingo AI because the stories were funny.

P3: ChatGPT was my favorite because it gave me ideas for writing.

P4: Grammarly helped me write better sentences, so I liked it.

P5: I enjoyed role-play with ChatGPT because I could speak more.

P6: I liked QuillBot because it showed me new sentences.

P7: I enjoyed Speak & Improve because I tried to get a better score.

P8: Duolingo AI was fun because I learned new words in stories.

Students mentioned several tools as their favorites, each for different reasons. Some liked Gliglish or Speak & Improve because they could practice pronunciation and feel progress. Others preferred ChatGPT or Duolingo AI because they offered stories and fun writing ideas. Grammarly and QuillBot were appreciated for helping them write better and learn new expressions. This variety shows that every student connected differently with technology depending on their learning needs. That is why Tuczyński (2024) also mentioned that AI tailors learning to each student by tracking their progress and understanding their strengths and weaknesses. This allows teachers to offer more personalized support, while interactive tools keep students engaged and make learning feel more natural and enjoyable. Therefore, this is a reminder that no single tool fits all. Blending different tools allows students to explore multiple skills, pronunciation, vocabulary, fluency, and creativity. When learning feels personal and enjoyable, motivation naturally increases.

#### AI support for speaking

P1: They corrected my pronunciation.

P2: They made me repeat sentences until I spoke better.

P3: I practiced speaking without feeling shy.

P4: I learned how to say words I didn't know.

P5: The AI asked me questions, and I answered.

P6: It gave me feedback when I said something wrong.

P7: I spoke more English than in normal class.

P8: I improved because I listened and repeated many times.



In this part, participants said AI helped them improve their pronunciation, repeat words correctly, and speak without fear. They enjoyed that they could practice many times until they felt comfortable. Most importantly, they mentioned feeling less shy and more willing to talk in English. Consequently, this shows that AI can create a safe space for oral practice, especially for students who are usually quiet or insecure. When they practice at their own rhythm, they gain fluency and self-assurance. However, it is still the teacher's role to turn these repetitions into meaningful communication, ensuring that speaking remains purposeful, not just mechanical.

#### Comparing speaking with AI vs teacher/classmates

P1: With AI I was less nervous, with classmates I feel shy.

P2: The AI listened to me many times, the teacher sometimes cannot.

P3: Speaking with classmates is fun, but AI helps me more.

P4: The AI corrects me faster than my friends.

P5: With AI I feel safe, with people I feel embarrassed.

P6: The teacher explains better, but the AI gives me practice.

P7: With AI I can repeat without problem, with classmates I feel silly.

P8: I like both, but AI is always ready to talk with me.

Participants shared mixed feelings when comparing AI conversations with real ones. They said they felt calmer and less nervous speaking to AI because it never laughed or judged them. At the same time, they enjoyed talking with classmates since it was more personal and fun. Some believed teachers explained better, while AI offered more chances to practice.

Clearly, this contrast highlights the balance between technology and human interaction. AI gives comfort and unlimited patience, but teachers bring empathy, cultural understanding, and real conversation. Raza (2024) considered that many teachers feel that helping students grow and develop is one of the most fulfilling aspects of their profession, but they also recognize the valuable benefits that AI can bring to the classroom. Undoubtedly, both are valuable. The challenge for educators is to combine them so that AI builds confidence and human interaction builds connection.

#### Preferred AI speaking activities

P1: I enjoyed role-playing conversations.

P2: I liked when AI asked me questions about my life.

P3: Pronunciation practice was my favorite.

P4: I enjoyed describing pictures or situations.

P5: Talking about the weather was funny.

P6: I liked dialogues about movies or music.

P7: I enjoyed practicing “there was/there were.”

P8: I liked free conversation where I could say anything.

Students loved activities that allowed them to discuss real-life topics such as describing pictures, role-playing, or answering questions about themselves. These preferences remind teachers that language learning becomes stronger when it feels authentic. AI can help simulate real situations and spark spontaneous speaking. When students talk about things that matter to them, their learning feels meaningful and personal, and that’s where real communication begins.

### AI support for writing

P1: They corrected my grammar.

P2: They showed me how to write better sentences.

P3: I learned to use new words.

P4: AI gave me ideas when I didn't know what to write.

P5: I could rewrite my texts with corrections.

P6: It helped me write paragraphs more clearly.

P7: It explained my mistakes, so I understood.

P8: I felt more confident to write longer texts.

Students felt that AI tools were like invisible tutors guiding them in writing. They mentioned learning how to correct grammar, organize paragraphs, and use new words. Several said that AI gave them ideas when they didn't know what to write and that they felt proud of being able to produce longer texts. This shows how AI can encourage writing independence. Students no longer wait for correction; they explore and edit their own work. Still, this process needs teacher guidance so learners understand *why* a correction is made. When students reflect on their writing, they move from simply copying AI suggestions to truly learning from them.

### AI feedback for writing

P1: It told me where I made grammar mistakes.

P2: It suggested better vocabulary.

P3: It gave me new ways to start sentences.

P4: It showed me how to make sentences longer.

P5: It corrected my spelling.

P6: It gave me examples of paragraphs.

P7: It explained the difference between words.

P8: It suggested ideas to continue my story.

The feedback students received focused on grammar, vocabulary, and sentence structure. They valued that AI pointed out specific mistakes and showed examples of better writing. Many felt that this helped them improve faster and understand the rules more clearly. This finding highlights the importance of visible and specific feedback. AI can show where errors are, but teachers can help students reflect on *how* to fix them and *why* they occurred. When AI feedback is combined with teacher discussion, students learn to recognize their own patterns and gain more control over their language development.

#### Easy vs difficult writing activities

P1: Short sentences were easy, paragraphs were difficult.

P2: Descriptions were easy, stories were difficult.

P3: Writing advice with “should” was easy, but using “not...enough” was hard.

P4: Emails were easy, essays were hard.

P5: Vocabulary exercises were easy, grammar corrections were hard.

P6: Writing about my house was easy, but writing about jobs was difficult.

P7: Fill-in-the-blanks were easy, free writing was difficult.

P8: Writing dialogues was easy, but writing long texts was difficult.

Students said that short and guided exercises were easy, while long texts or open-ended writing felt harder. They found tasks like emails, descriptions, or dialogues manageable, but essays and stories were challenging because they needed more vocabulary and grammar knowledge. This distinction is natural for A2 learners, who are still building sentence complexity and coherence. It shows that writing activities should progress gradually, from

short controlled practice to longer compositions. AI can support this process by helping with brainstorming or correction, but teachers need to scaffold learning step by step to avoid frustration and encourage persistence.

#### New learning from AI

P1: I learned pronunciation corrections.

P2: I learned new words from stories.

P3: I learned how to write more natural sentences.

P4: I learned new expressions for speaking.

P5: I learned how to fix my grammar instantly.

P6: I learned to write with more confidence.

P7: I learned how to practice conversation any time.

P8: I learned to use technology to improve English.

Students mentioned learning new vocabulary, better pronunciation, more natural expressions, and faster grammar correction. They also learned how to use technology as a tool to practice English anytime, even outside class. This independence made them feel more capable and motivated. These reflections reveal that AI not only supports language learning but also builds digital confidence. Students began to see technology as an ally for continuous improvement. The teacher's role here is to guide them toward responsible and reflective use, so that curiosity and autonomy become long-term habits, not just temporary excitement.

#### Future expectations of AI in English learning

P1: I want to use AI for speaking every day.

P2: I would like to write texts and get corrections.

P3: I want to play games with AI to learn vocabulary.

P4: I would like to practice pronunciation more.

P5: I want AI to give me new stories to read.

P6: I want to practice conversations about real life.

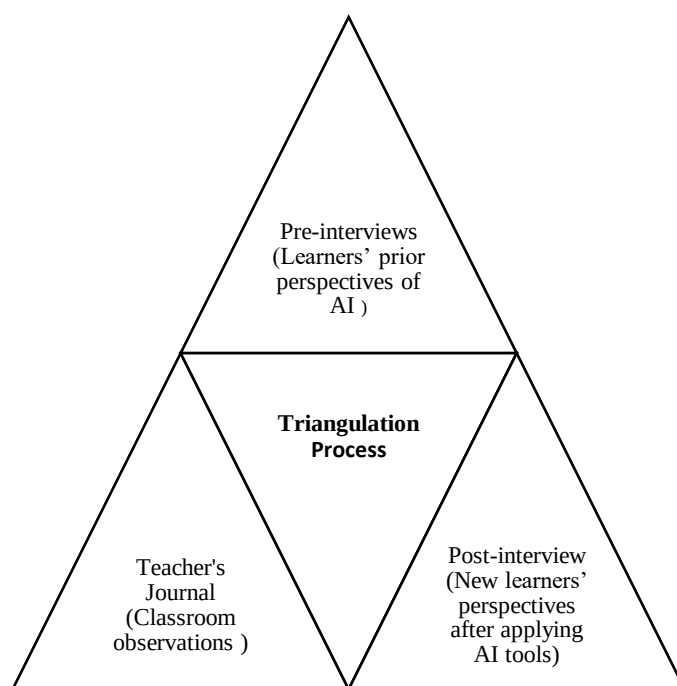
P7: I would like to get feedback on my essays.

P8: I want AI to help me prepare for English exams.

Almost all students expressed enthusiasm for continuing to use AI. They wanted to keep practicing speaking, writing, and pronunciation and even mentioned preparing for English exams with AI support. This shows genuine motivation to integrate technology into their future learning. Their optimism reflects that AI made English learning more personal and engaging. For teachers, this presents an opportunity to design blended environments where AI extends practice beyond the classroom, while the human teacher continues to provide emotional connection, empathy, and guidance that technology alone cannot replace.

#### **7.4.Triangulation analysis**

This research explored the influence of Artificial Intelligence tools on the development of productive skills, speaking, and writing, among A2-level English learners. Therefore, to ensure a rich and trustworthy understanding of the phenomenon, data were collected from three complementary sources: a pre-interview with students, teacher's journal, and a post-interview after AI- tools implementation. Those were already mentioned and analyzed previously; however, in the triangulation analysis will also be analyzed in order to better understand the perspectives of the students. In the same way, a diagram of triangulation (Figure 1) it is presented below in order to know how it is structured.



First of all, the pre-interview offered a window into students' initial beliefs and perspectives about Artificial Intelligence. Most learners described AI as a smart computer or a robot that helps people. Clearly, their words reflected curiosity but also uncertainty. They had heard of platforms such as Google Translate or ChatGPT, yet few understood how these tools could support language learning. Despite this limited awareness, the tone of their answers revealed enthusiasm and an open attitude toward innovation. This early stage showed that students were willing to experiment with technology as long as it helped them feel more confident in English.

On the other hand, the teacher observation journals added another layer of understanding by capturing what actually occurred inside the classroom. During lessons that integrated AI tools like ChatGPT, Grammarly, Write and Improve, Duolingo AI, Gliglish, QuillBot, and Speak and Improve, students' engagement visibly increased. Learners who were initially shy began to participate more actively once they realized that AI corrected their mistakes privately, without judgment. The classroom atmosphere

became more collaborative and curious. Students enjoyed talking to the computer, laughing at pronunciation errors, and celebrating improvements in fluency aspects. In writing tasks, they showed honest satisfaction when AI highlighted grammar corrections, helping them recognize and fix errors they often ignored before. However, the journals also revealed moments of frustration, especially when AI feedback was too advanced or when students depended too heavily on automatic corrections instead of reflecting on their own language use. These observations captured the emotional ups and downs of learning with technology, portraying not just progress, but also the process of adaptation and discovery.

Finally, the post-interview showed little management in AI tools. Here, the students expressed a clear sense of growth. Many stated that they felt less afraid to speak and more sure about writing. They described AI as a companion that gave them opportunities to practice whenever they wanted. Learners who once hesitated to pronounce English words explained that practicing with tools like Gliglish and Speak and Improve helped them gain confidence because AI doesn't judge. Others appreciated Grammarly and ChatGPT for making their writing look more advanced and easier to understand. Evidently, when the three data sources were analyzed together, a clear transformation emerged. Through this triangulated and participatory approach, the study provided a human-centered understanding of how AI can transform the English classroom; therefore, the findings revealed that AI contributed to a learning environment characterized by autonomy, curiosity, and collaboration. Learners perceived AI as a patient, non-judgmental companion that made practice enjoyable and safe, while teachers acted as essential mediators, transforming technology into an inclusive and human experience. The consistent convergence of data from all instruments validated the positive impact of AI integration on language learning. Ultimately, the study highlighted that technological tool, when combined with empathy and pedagogy, can humanize the classroom and empower learners to become active, confident communicators.



## CHAPTER 3: THE PRODUCT

### 8. Innovative Proposal to the Problem

One of the biggest challenges in English as a Foreign Language classrooms today is the limited understanding of how effective Artificial Intelligence (AI) tools can be in improving learners' productive skills. At the pre-intermediate (A2) level, many students struggle to express themselves clearly in both speaking and writing. They often hesitate when trying to speak or write, frequently making errors in grammar, vocabulary, and organization. This makes communication frustrating and limits their progress. Likewise, teachers usually rely on traditional strategies, such as repetition drills or written corrections. While useful, these methods do not always give students what they need most, instant, personalized, and interactive feedback. Students sometimes have to wait until the next class to know what they did wrong, which reduces the impact of the correction and slows down improvement.

Therefore, this is where Artificial Intelligence can make a real difference, tools like Speak and Improve, Duolingo, Giglish, Quillbot, Chat GPT, Grammarly, and Write and Improve provide students with opportunities to practice in real time, receive immediate corrections, and explore new ways of expressing their ideas. For example, learners can simulate conversations with AI, practice everyday dialogues, or write short texts and receive instant suggestions to improve them. For this reason, this chapter introduces an innovative proposal aimed at strengthening the productive skills of A2-level English learners.

The proposal consists of an AI-based Activity Guide called [“AI- Enhanced Activity Guide.”](#) According to Caron (2025), “Activity guides are tools that outline step-by-step procedures for individuals or groups to follow and complete”. Likewise, Gaillard et al. (2020) mentioned that an activity guide is a digital tool that gives teachers and students a clear plan with tasks, instructions, and resources to help them reach learning goals. The proposal of the present project will integrate AI tools into structured planning and activities that allow

students to practice speaking and writing in meaningful contexts, while also helping teachers and researchers to develop better lessons every day.

### **8.1.Proposal Name**

The product is called “AI-Enhanced Activity/Plan Guide.”. Clearly, this guide is a resource that reflects the proposals focus: helping students improve their productive skills, including speaking and writing, by utilizing Artificial Intelligence, while also contributing to professors with lesson planning resources, as it will contain a section of those document.

### **8.2.Type of product**

The selected product is a Teaching/Learning guide, designed as a structured pedagogical resource that organizes a sequence of interactive tasks to help students improve their productive skills in English at the A2 level. This type of educational tool combines the guidance of the teacher with the support of Artificial Intelligence, allowing learners to practice in a meaningful and engaging way. Evidently, teachers, with the help of AI, become facilitators, as Tira (2023) stated. Artificial Intelligence can save time by handling repetitive tasks, reducing mistakes, and making their work more efficient. This way, teachers change their roles to facilitators, so that is why a lesson planning guide will also be included in this guide in order to help other instructors to discover a wide range of interactive activities with AI tools. On the other hand, unlike traditional worksheets, this guide integrates AI-powered tools such as ChatGPT, Grammarly, Speak & Improve, and Write and Improve, which provide students with real-time feedback, level- appropriate examples, and opportunities for autonomous practice. In this way, the activity guide not only supports language development but also promotes learner motivation, autonomy, and active participation.

### 8.3.Objective of the proposal

To foster students' productive skills and guide teachers through AI-supported activities and lesson planning that provide real-time feedback and adaptive practice to create meaningful learning experiences.

### 8.4. Structure of the product

The guide will engage learners and teachers with AI-supported exercises using tools such as ChatGPT, Grammarly, Speak & Improve, Gliglish, Duolingo, and Write and Improve, offering real-time feedback and adaptive practice. The AI-based activity guide will be organized into seven main sections:

- a. **Cover Page:** This section presents the general information of the guide. It includes the title, the author's name, date, and a brief description of the guide.
- b. **Didactic Objective:** This section will include the main objective of the guide both generally and specifically: To foster students' productive skills and autonomy through AI-supported activities that provide real-time feedback and adaptive practice. While guiding teachers in effectively integrating these tools into lesson planning to create meaningful learning experiences.
- c. **AI-Employed Tools:** This section will introduce the digital tools used throughout the guide, such as ChatGPT, which helps students practice conversations, generate ideas, and naturally clarify grammar. Grammarly supports writing by giving suggestions on grammar, style, and clarity. Speak & improve by Cambridge allows learners to practice speaking, improve pronunciation, and track their progress, while Write & Improve by Cambridge helps students develop their writing with useful feedback on accuracy and coherence. Each tool comes with simple guidance on how to use it in class or independently, so both teachers and students can get the most out of their practice.

**d. AI Activities:** This section will provide ready-to-use, interactive exercises that engage learners with the AI tools. Examples include role-play dialogues with ChatGPT, essay writing with Grammarly, oral practice with Speak & Improve, and paragraph correction with Write & Improve. Likewise, each activity will be explained with clear instructions. See Appendix 1 to observe the structure of each activity.

**e. AI Lesson Planning.**

This part will offer structured lesson plan models that integrate AI activities with Critical thinking approach .See Appendix 2. Each lesson plan will include:

- Learning objectives.
- Materials and AI tools needed.
- Step-by-step procedure (Warm Up- Anticipation, Construction, and Consolidation, Wrap-up)
- Timing

**f. Assessment:** This aspect will also be shown on lesson planning; however, there will be another section in order to show different kind of assessments that can be used. For instance, a teacher’s checklist and a student self-assessment. See Tables 1 and 2 to observe examples of assessment.

**Table 2: Self-Assessment**

| Task                                                                            | Yes | No | Observations |
|---------------------------------------------------------------------------------|-----|----|--------------|
| I included all personal information clearly<br><br>(name, age, country, hobby). |     |    |              |
| I spoke confidently and clearly.                                                |     |    |              |
| I used new vocabulary correctly.                                                |     |    |              |

**Table 3: Teacher Assessment**

| Criteria                                                                                                             | Excellent | Good | Needs Improvement |
|----------------------------------------------------------------------------------------------------------------------|-----------|------|-------------------|
| <b>Clarity:</b> Student introduces themselves clearly, covering name, age, country, and hobby.                       |           |      |                   |
| <b>Accuracy :</b> Student uses correct grammar, vocabulary and sentence structure (with support from Grammarly).     |           |      |                   |
| <b>Use of AI Tools :</b><br>Student uses ChatGPT                                                                     |           |      |                   |
| <b>Confidence:</b> Student speaks fluently and pronounces words, clearly, integrating ChatGPT suggestions naturally. |           |      |                   |

**g. Recommendations.** In this section, it will be possible to observe certain suggestions of activities to different student levels.

Importantly, the guide will be developed in Canva, which allows the creation of visually appealing, interactive layouts and resources that grab students' attention and make the activities more engaging, combining structured pedagogy with AI support to help learners gain confidence and communicate effectively in English.

### **8.5.Evaluation of the proposal**

The evaluation of this innovative proposal will be achieved through post-ç interviews after applying AI tools with A2-level students who participate in the activities of the AI- based guide. The pre-interview will explore students' initial perspectives, challenges, and expectations regarding the use of Artificial Intelligence to improve their productive skills. After completing the activities, the post- interview will allow students to share their reflections on how AI supported their speaking and writing, as well as any changes in motivation, confidence, and autonomy they experienced. By comparing these perspectives, it will be possible to identify the perceived impact of implementing AI tools on students' learning process. This approach makes the evaluation more reflective and human-centered, giving importance to learners' voices and their real experiences with the product.

### **8.6.Validation of the proposal**

In order to validate the proposal it is necessary to take into account the Manual de Usuario Estilo UTI (2020) , which proposes 3 methods of validation. However, in this research project the proposal will be validated through method 3, after applying the proposal the results will shown a transformation in the process and in that way the proposal will be validated.

## **CONCLUSIONS AND RECOMMENDATIONS.**

### **9.1. Conclusions**

The research showed that students benefited the most from using tools such as ChatGPT, Grammarly, Write & Improve, Speak and Improve, Quillbot, Duolingo, and Gliglish. These platforms helped them practice writing and speaking more interactively and enjoyably. Therefore, what made these tools effective was their ability to give instant feedback and allow students to learn at their own pace. As a result, learners became more motivated and confident to participate, showing that AI can make English learning both meaningful and engaging.

Moreover, when AI tools were implemented during lessons, students' productive skills improved noticeably. They became more willing to talk, tried to pronounce better, and organized their ideas more clearly when writing. However, the study also revealed that technology alone is not enough. The teacher's role remained essential to help students understand why corrections were made and to turn automatic feedback into real learning. AI worked best when it complemented, not replaced, teacher guidance.

Finally, students viewed AI as a helpful, patient, and non-judgmental companion that made learning less stressful. Many mentioned feeling safer to make mistakes and more motivated to keep practicing. They appreciated how AI supported their learning, but they also valued the human connection with their teacher, which provided encouragement, empathy, and clear explanations. This balance between technology and human presence made learning more complete and emotionally positive.

## **9.2. Recommendations.**

Integrate AI tools gradually and purposefully, using them to support, not replace, classroom interaction. Encourage students to think about the corrections AI provides, discuss them in class, and apply them in new situations. This way, technology becomes a tool for reflection rather than simple correction.

Provide training opportunities so teachers can learn how to use AI effectively in their lessons. When teachers are confident with digital tools, they can create richer, more interactive classes that respond to students' real needs and abilities.

Teachers should keep exploring how AI can be adapted for different learners and contexts. Future studies could focus on how consistent use of AI over time affects writing fluency, pronunciation, and confidence. Understanding these long-term effects will help educators use AI more wisely and sustainably in language classrooms.



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## APPENDIX

### Appendix 1. Teacher's Journal 1

**Topic:** Introducing Myself

**Date:** Monday, 8th September 2025

**Group:** 27 students

**AI Tool Used:** ChatGPT

**Objective:** To know how learners interact with ChatGPT when introducing themselves.

| AI Tool Used | Activity                     | Interaction                                 | Notes                                                                 |
|--------------|------------------------------|---------------------------------------------|-----------------------------------------------------------------------|
| ChatGPT      | Wrote self-introductions     | Typed into ChatGPT and compared corrections | Some copied corrections directly without understanding them fully.    |
| ChatGPT      | Asked for pronunciation      | Practiced saying words after listening      | Students enjoyed repeating but needed more time to pronounce clearly. |
| ChatGPT      | Sharing introductions orally | Read improved sentences aloud               | Confidence varied; some shy students spoke quietly.                   |

### Reflection

- **What worked well?**

Students were motivated to use ChatGPT; they liked seeing better versions of their sentences.

- **What was difficult?**

Some students struggled to understand why ChatGPT changed their sentences; a few were hesitant to speak aloud.

## Appendix 2. Teacher's Journal 2

**Topic:** My Favorite Film

**Date:** Wednesday 10th September 2025

**Group:** 27 students

**AI Tool Used:** Write & Improve

**Objective:** To observe how learners use AI feedback for writing emails.

| AI Tool Used    | Activity                | Interaction                     | Notes                                                  |
|-----------------|-------------------------|---------------------------------|--------------------------------------------------------|
| Write & Improve | Wrote short email       | Revised based on AI corrections | Corrected spelling but ignored style suggestions.      |
| Write & Improve | Used present continuous | Checked sentences with AI       | Understood corrections, but some repeated same errors. |
| Write & Improve | Writing emails          | Received feedback instantly     | Enjoyed seeing the “green/yellow/red” scoring system.  |

### Reflection

- **What worked well?**

AI feedback was immediate and engaging. Students were curious about improving scores.

- **What was difficult?**

Some learners only focused on fixing mistakes without reading the explanations carefully.

### Appendix 3. Teacher's Journal 3

#### Lesson 3: How Was the Past Different?

**Date:** Friday, 12th September 2025

**Group:** 27 students

**AI Tool Used:** QuillBot

**Objective:** To observe how students paraphrase sentences with AI.

| AI Tool Used | Activity                  | Interaction                               | Notes                                                                |
|--------------|---------------------------|-------------------------------------------|----------------------------------------------------------------------|
| QuillBot     | Wrote comparisons         | Copied into QuillBot and read paraphrases | Surprised by new sentence forms; some found wording “too difficult.” |
| QuillBot     | Compared “before and now” | Discussed QuillBot’s suggestions          | A few confused by synonyms.                                          |
| QuillBot     | Shared improved sentences | Presented to peers                        | Students liked hearing differences between original and AI versions. |

#### Reflection

- **What worked well?**

Students noticed how QuillBot made sentences more natural. They engaged in comparing original vs. improved.

- **What was difficult?**

Some paraphrased versions used advanced vocabulary that A2 learners didn’t fully understand.

#### **Appendix 4. Teacher's Journal 4**

**Topic:** Talking About Yesterday's Weather

**Date:** Monday, 15th September 2025

**Group:** 27 students

**AI Tool Used:** Gliglish

**Objective:** To observe how learners use AI for pronunciation and speaking practice.

| AI Tool Used | Activity                         | Interaction                         | Notes                                                 |
|--------------|----------------------------------|-------------------------------------|-------------------------------------------------------|
| Gliglish     | Described yesterday's weather.   | Spoke sentences and got corrections | Laughed when pronunciation corrections were repeated. |
| Gliglish     | Practiced "there was/there were" | AI gave feedback on accuracy        | Students tried several times to improve fluency.      |
| Gliglish     | Speaking practice                | Spoke short sentences aloud         | Some shy students preferred writing before speaking.  |

#### **Reflection**

- **What worked well?**

AI corrections on pronunciation motivated students to repeat until clearer.

- **What was difficult?**

A few became frustrated when AI didn't understand their accent immediately.

## Appendix 5. Teacher's Journal 5

**Topic:** What Do Stories Teach Us?

**Date:** Wednesday, 17th September 2025

**Group:** 27 students

**AI Tools Used:** Grammarly - ChatGPT

**Objective:** To observe learners' interaction with AI in writing and role-play storytelling.

| AI Tool Used        | Activity                               | Interaction                   | Notes                                                   |
|---------------------|----------------------------------------|-------------------------------|---------------------------------------------------------|
| Grammarly           | Corrected Past Continuous sentences    | Applied corrections correctly | Some forgot to recheck after rewriting.                 |
| ChatGPT             | Created dialogues from story sentences | Practiced role-play aloud     | Students enjoyed acting but needed pronunciation help.  |
| Grammarly - ChatGPT | Role-play sharing                      | Presented mini dialogues      | Many smiled and had fun; performance felt more natural. |

### Reflection

- **What worked well?**

Combining Grammarly and ChatGPT gave both correction and creative extension. Students were engaged in role-play.

- **What was difficult?**

Some learners depended too much on ChatGPT to create sentences instead of trying first on their own.

## Appendix 6. Teacher's Journal 6

**Topic:** Stories and Prepositions of Movement

**Date:** Friday, 19th September 2025

**Group:** 27 students

**AI Tool Used:** Duolingo AI

**Objective:** To observe learners' use of AI for storytelling with prepositions of movement.

| AI Tool Used | Activity                        | Interaction                  | Notes                                                                 |
|--------------|---------------------------------|------------------------------|-----------------------------------------------------------------------|
| Duolingo AI  | Wrote story with movement verbs | Rewrote after AI corrections | Applied corrections and added extra details.                          |
| Duolingo AI  | Expanded sentences              | Followed AI prompts          | Needed help understanding new words suggested by Duolingo.            |
| Duolingo AI  | Story retelling                 | Retold in pairs              | Students laughed at creative story endings; enjoyed practicing aloud. |

### Reflection

- **What worked well?**

Duolingo AI kept students engaged by offering suggestions and story variations. Retelling in pairs improved fluency.

- **What was difficult?**

Some corrections introduced higher-level vocabulary that confused A2 learners. A few students needed translation support.

## Appendix 7. Teacher's Journal 7

**Topic:** What Do You Value Most? (Money Verbs)

**Date:** Monday, 22th September 2025

**Group:** 27 students

**AI Tools Used:** Speak & Improve

**Objective:** To practice comparatives and superlatives with money verbs and improve fluency.

| AI Tool Used               | Activity                                                                     | Interaction                                      | Notes                                                                                      |
|----------------------------|------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Speak &amp; Improve</b> | Students read aloud sentences using money verbs in comparatives/superlatives | Most practiced actively, checking fluency scores | Some students got excited trying again to beat their score, while a few were shy to repeat |
| <b>Speak &amp; Improve</b> | Pairwork: ask/answer questions comparing money habits                        | Shared ideas and compared results                | Students enjoyed the competitive side; laughing when results improved                      |

### Reflection

- **What worked well?**

The mix of grammar practice with Speak & Improve really hooked them. They liked seeing their pronunciation scores and took it as a fun challenge.

- **What was difficult?**

A few relied too much on the tool instead of trying sentences on their own first. Some students were nervous if their score was low.



## Appendix 8. Teacher's Journal 8

**Topic:** What Do You Value Most? (Caring Jobs)

**Date:** Wednesday, 24th September 2025

**Group:** 27 students

**AI Tools Used:** Grammarly

**Objective:** To use *too*, *too much*, *too many* in sentences about caring jobs and self-correct with AI.

| AI Tool Used | Activity                                                                         | Interaction                                      | Notes                                                                           |
|--------------|----------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| Grammarly    | Writing sentences with <i>too</i> / <i>too much</i> / <i>too many</i> about jobs | Students checked and rewrote their work          | Most corrections were clear, but some just clicked accept without understanding |
| Grammarly    | Pair sharing: students read their improved sentences aloud                       | Lots of nodding and short discussions about jobs | Students liked connecting grammar with real-life jobs like nurses and teachers  |

### Reflection

- **What worked well?**

Grammarly gave instant support, and students felt more confident after corrections. Talking about jobs made the activity meaningful.

- **What was difficult?**

A few students didn't fully process why Grammarly corrected them. Also, the pronunciation of "social worker" and "firefighter" needed extra practice.

## Appendix 9. Teacher's Journal 9

**Topic:** What Is Your Dream House?

**Date:** Friday, 26th September 2025

**Group:** 27 students

**AI Tools Used:** Grammarly – ChatGPT

**Objective:** To describe dream houses with furniture vocabulary and comparatives.

| AI Tool Used | Activity                                                                     | Interaction                                | Notes                                                            |
|--------------|------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------|
| Grammarly    | Students wrote 4–5 sentences about their dream house, then corrected grammar | Students rewrote with more accuracy        | Errors with “not...enough” were common but fixed with AI support |
| ChatGPT      | Students expanded their descriptions with AI help                            | Some copied directly, others adapted ideas | Presentations were more creative after improvements              |

### Reflection

- **What worked well?**

Students loved imagining dream houses and sharing ideas. AI corrections made their writing clearer, and the final presentations sounded natural.

- **What was difficult?**

A few confused “not as...as” with “not...enough.” Some depended on ChatGPT too much, instead of building their own sentences first.

## Appendix 10. Teacher's Journal 10

**Topic:** How Can I Stay Safe?

**Date:** Monday, 29th September 2025

**Group:** 27 students

**AI Tools Used:** Grammarly

**Objective:** To practice *should* / *shouldn't* / *must* / *must not* in giving safety advice.

| AI Tool<br>Used | Activity                                   | Interaction                            | Notes                                                           |
|-----------------|--------------------------------------------|----------------------------------------|-----------------------------------------------------------------|
| Grammarly       | Students wrote 4–5 safety advice sentences | Corrected mistakes with AI and rewrote | “Must not” confused some, but improved after corrections        |
| Grammarly       | Role-play as “safety advisors”             | Pairs gave advice aloud                | Students laughed and enjoyed warning each other about accidents |

### Reflection

- **What worked well?**

The role-play was dynamic and made grammar feel useful. Grammarly corrections gave students confidence, and they were eager to share aloud.

- **What was difficult?**

Some mixed up “shouldn’t” with “must not.” Pronunciation of words like “helmet” and “electrical” needed repetition.

## Appendix 11: Activity 1

**Topic:** Introducing Myself.

**AI Tool:** Chat GPT

**Instructions:** Write 4–5 sentences to introduce yourself.

### Example:

My name is....

I am....years old.

I am from .....

In my free time I.....

My favorite food is.....

My favorite movie is....because...

- Go to ChatGPT and type your introduction. Ask: “Can you correct my sentences and make them sound more natural?”
- Read the corrected part and rewrite your text with the improvements.
- Be ready to share your introduction with your classmates.
- Ask ChatGPT for help with pronunciation: “How do I pronounce the unknown words?”

### Assessment: Self-assessment - Checklist

| Task                                           | Yes | No | Observations |
|------------------------------------------------|-----|----|--------------|
| I included my personal information.            |     |    |              |
| I corrected my sentences with ChatGPT.         |     |    |              |
| I practiced speaking with my improved version. |     |    |              |

**Teacher's assessment - Rubric**

| <b>Criteria</b>       | <b>Excellent</b>                                     | <b>Good</b>             | <b>Needs Improvement</b> |
|-----------------------|------------------------------------------------------|-------------------------|--------------------------|
| <b>Clarity</b>        | Student introduces self clearly with all info.       | Minor gaps.             | <b>Missing key info.</b> |
| <b>Accuracy</b>       | Correct grammar and vocabulary with ChatGPT support. | Some errors remain.     | <b>Many errors.</b>      |
| <b>Use of ChatGPT</b> | Actively uses corrections & suggestions.             | Partial use.            | <b>Rarely uses.</b>      |
| <b>Confidence</b>     | <b>Speaks fluently with clear pronunciation.</b>     | <b>Some hesitation.</b> | <b>Very hesitant.</b>    |

## Appendix 12: Lesson plan 1

### LESSON PLAN 1

**TEACHER'S NAME:** Conie Nieto.

**DATE:** Thursday, 4<sup>th</sup> September, 2025.

#### BACKGROUND INFORMATION

|                                          |                                                                    |                         |
|------------------------------------------|--------------------------------------------------------------------|-------------------------|
| <b>TOPIC:</b>                            | <b>TEACHING APPROACH:</b>                                          | <b>TARGET LANGUAGE:</b> |
| Introducing myself                       | Critical Thinking<br>Anticipation, Construction,<br>Consolidation. | English Language        |
| <b>NUMBER OF STUDENTS<br/>(APPROX.):</b> | <b>LESSON LENGTH:</b>                                              |                         |
| 27 students                              | 40 minutes                                                         |                         |

#### LESSON INFORMATION

##### Lesson Main aims / Objective/s - Students will be able to:

- Introduce themselves in English using basic personal information.
- Use ChatGPT to correct and improve their sentences.
- Practice and present their introduction with greater accuracy and confidence.

##### Lesson Subsidiary aims / objectives:

- Encourage self-correction and learner autonomy by interacting with AI.
- Expand vocabulary for personal introductions.
- Improve pronunciation and fluency through repeated practice.

##### Specific skills/content focus:

Speaking and writing (productive skills)

#### LESSON STRUCTURE

| CONTENT        | ACTIVITIES/STRATEGIES                                                                                                                                                                                                                                  | RESOURCES | TIMING |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|
| <b>WARM-UP</b> | The teacher introduces the topic with a personal example.<br><b>Ex:</b> Good morning, my name is Conie.<br>I am 23 years old. I am from Ecuador, and I live in Quito. In my free time, I enjoy learning languages because I love them, and I aspire to | NA        | 3 MIN  |

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become a polyglot in the future. My favorite movie is Titanic because the story is actually based on a true event, and it demonstrates true love.

The teacher asks students the following question:

What do you think the topic is about?

---

**ANTICIPATION**

The teacher asks the students to give her ideas about personal information, for example: Hobbies, food, colors, and so on. The teacher writes their ideas on the board through brainstorming.

5 MIN

Board

---

**CONSTRUCTION**

- The teacher asks students to write their introductory sentences, taking into account all the aspects that they mentioned in the brainstorming. Moreover, the teacher presents the instructions clearly. The instructions are:
  - Write 4–5 sentences to introduce yourself.

Learners Notebook  
Tablets

15 MIN

**Example.**

My name is....

I am.... years old.

I am from .....

In my free time I.....

My favorite food is.....

My favorite movie is..... because...

- In the tablets, go to ChatGPT and type
-

---

your introduction. Ask: “Can you correct my sentences and make them sound more natural?”

- Read the corrected part and rewrite your text with the improvements.

---

## CONSOLIDATION

After the previous activity, the teacher explains the new instructions:

12 min

- Be ready to share your introduction with your classmates.
- Ask ChatGPT for help with pronunciation: “How do I pronounce the unknown words?”
- Present your self-introduction in the class orally.

---

## FEEDBACK

**ChatGPT’s Feedback:** The AI will suggest better ways to say sentences. .

**Teacher’s Feedback:** The teacher will tell learners what you did well what you can make even better, like grammar, word choice, or pronunciation.

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## ASSESSMENT

- Student Self-Assessment (Checklist)
  - Teacher Assessment (Rubric)
-