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FINAL PROJECT REPORT

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The impact of artificial intelligence integration on English language learning high schools with teenagers

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En mi calidad de Tutor del Trabajo de Integración Curricular titulado: “THE IMPACT OF ARTIFICIAL INTELLIGENCE INTEGRATION ON ENGLISH LANGUAGE LEARNING HIGH SCHOOLS WITH TEENAGERS”, presentado por el estudiante Steven Danilo Cangas Isacaz con cédula de ciudadanía N° 0401974027, para obtener el Título de Licenciado en Pedagogía del Idioma Inglés.

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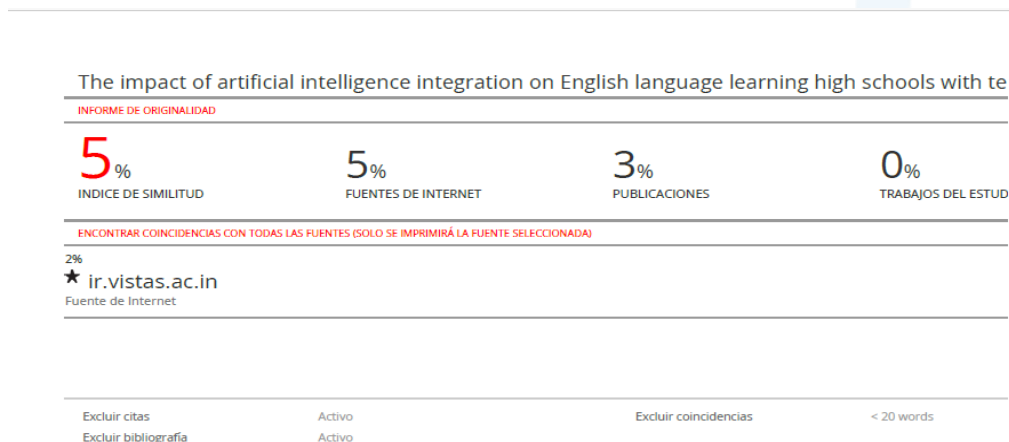
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DEDICATION

First of all, I would like to dedicate this work God for his blessings during this process, thank you for help me to face the difficulties, for give me the strength during long nights without sleep and the most important for give a purpose to my life.

To my father, my superhero who never leave me alone, him who teach me that there is nothing impossible if you work hard. Thank you for all of your effort, for all of those days working without rest, for trust and believe in me even when nobody did.

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To my lovely sister, my great inspiration, thank you for stand by me, you are the one and only person that always see the best in me when the rest do not. Maybe life will take us down different paths but for me you always will be in my heart, because even in my deepest despair you never doubt about me.

Last but not least, my little grandfather Leonel who passed away, I just want to say We did it!

Always and Forever

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En primer lugar, me gustaría dedicar este trabajo a Dios por sus bendiciones durante este proceso; gracias por ayudarme a afrontar las dificultades, por darme fuerzas durante las largas noches sin dormir y, lo más importante, por dar un sentido a mi vida.

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Siempre y para siempre

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1.ABSTRACT

This study was conducted to analyze the impact of artificial intelligence integration in English language learning with teenagers and to identify the positive and negative factors associated with this approach in the classroom. The study was developed at the “La Victoria” Catholic School, specifically in the second year of baccalaureate.

Methodologically, the study adopted a mixed-methods approach which we used research instruments of qualitative and quantitative approach to collect data. For quantitative data collection, an adapted interview was administered to teachers to obtain numerical data; for the qualitative approach, an observation sheet was used to observe directly the different kind of criteria related to the research

The quantitative results showed that students at the school do not use mobile devices because there is a high risk of plagiarism in activities planned by the teacher. However, the quantitative analysis revealed that teachers use Artificial Intelligence mainly to create activities based in games, making rubrics, and creating virtual environments to interact in real time.

It is concluded that Artificial Intelligence can act both as a helper that changes the way of English language instruction but also as a potential harm that creates issues where students, could be affected due to the different ethical dilemmas related to its use in the educational process. Teachers who use AI are able to make their classes more dynamic by reducing the amount of administrative work and diversifying teaching strategies, adapting to different learning

processes. However, the need of continuous teacher training was identified to avoid technological dependence and ensure the ethical and critical use of these tools in the classroom.

Keywords: Artificial Intelligence, English Language learning, Teenagers, Educational Technology, Teaching Strategies, Teacher training, Ethical use of AI, Mixed method research

2.RESÚMEN

Este estudio se realizó con la finalidad de conocer el impacto de la integración de inteligencia artificial en el aprendizaje del idioma inglés con adolescentes para conocer los factores positivos y negativos que esto conlleva en las aulas. El presente estudio se lo realizó en la Unidad Educativa Católica “La Victoria” específicamente en el segundo de bachillerato general unificado.

Metodológicamente, el estudio adoptó un enfoque mixto donde se instrumentos de investigación de tipo cualitativo y cuantitativo para la obtención de información. Para la recolección de datos cuantitativos, se aplicó una entrevista adaptada para alcanzar datos numéricos a los docentes; para la fase cualitativa, se realizó una ficha de observación para conocer directamente diferentes criterios relacionados a la investigación

Los resultados cuantitativos evidenciaron que los estudiantes en la unidad educativa no hacen uso de dispositivos móviles debido al alto riesgo de plagio en las actividades planificadas por el docente. Sin embargo, el análisis cuantitativo reveló que los docentes utilizan la IA principalmente para la gamificación de contenidos, la generación de rúbricas automatizadas y la creación de escenarios virtuales interactivos en tiempo real.

Se concluye que la Inteligencia Artificial puede actuar tanto como un benefactor que transforma la enseñanza del inglés, pero también como un catalizador o problema en el que los estudiantes puede verse afectados en los diferentes dilemas éticos que su uso conlleva en el proceso educativo. Los docentes que emplean IA logran dinamizar sus clases al reducir la carga administrativa y diversificar las estrategias didácticas, adaptándose a los diferentes ritmos de aprendizaje. Sin embargo, se identificó la necesidad de una formación docente continua para evitar la dependencia tecnológica y garantizar un uso ético y crítico de estas herramientas en el aula.

Palabras clave: Inteligencia Artificial, Aprendizaje del idioma Inglés, Adolescentes, Tecnología educativa, Estrategias de enseñanza, Formación docente, Uso ético de la IA, Investigación de método mixto.

3. INTRODUCTION

The present research is focus directly to students and teachers of “La Victoria” educative institution about the use of Artificial Intelligence (AI) in teaching and learning process of English Language, to know and analyze the advantages and disadvantages that it has to implement artificial intelligence in the classroom.

With technological development, the world has had a lot of new changes in medicine, technology, and the most important field is education. These changes have started with the use and the creations of robots handle by a software that give them independence to accept and make specific tasks, however a new discover put in the web a tool with the same functions as a robot but this takes in count the data bases thar are saving on the web giving answers to a lot of topics.

All we know that education have changed a lot in the last century with the new methodologies and its application trying to combine them with the technology like virtual reality and studies using 3d and also the creation of programs to talk using an internet connection to start to use, but this represents a problem in the educational field putting in risk the values the moral and academic honesty and others.

This is the case of Artificial Intelligence (AI). This technological tool has taken part in our lives, helping us to develop different activities to reduce time and resources. However, the use of this has with itself pros and cons being more affection in human beings' behavior.

“AI has also brought about the development of ITS (Intelligent Tutoring Systems) which can provide instruction by simulating a realistic working environment in which students can learn a task.” (Kimondo et al.,2023)

This term called Artificial intelligence was created to solve easier the human necessities through bots or commonly called assistants that catch what you need to then solve through the data bases on internet to unite and give a solution to your prompts developing different kinds of works. “Artificial Intelligence (AI) is the process of modeling human thinking and designing a machine so that it can behave like humans or other terms called cognitive tasks, namely how machines can learn automatically from programmed data and information” (Fitria,2021)

With the use of artificial intelligence, the students think that this technological tool is going to make their tasks by themselves but in the process, they forget their responsibilities as students and for this reason the knowledge appears affected especially in the educational environment. “Artificial Intelligence (AI) has been widely understood by teenagers. They are greatly helped by AI and in creating works, they no longer need to struggle and sweat because AI has helped open doors and windows as a way to penetrate world knowledge.” (Hikmawati & Mega,2025)

Actually, social media and all the services related with technology have adapted artificial intelligence with different denominations and teenagers are involved really close with this, because they are using more often this and handle a lot of information that allows them use to develop their obligation reducing time.

The principal problem that appears in the educational development is the lack of attention and in this way the brain's work tends to reduce affecting the mental process in the students and also in their behavior as students and with their parents mostly with monoparental families where there's no control about this and the kids grew up around technology. This investigation has an object to find an effective way to use the artificial intelligence without affect the learning process applying or adapting activities with artificial intelligence where the students are going to analyze or reflect about the correct use of this important tool.

The importance of this research has a high impact because could be a beginning point to apply a new methodology with the students helping them to use correctly AI. It is going to be important to search because in this situation we can create new laws for using Artificial intelligence to avoid plagiarism in our country taking in count that Ecuador appears at the beginning of the list of countries with more scientific articles with plagiarism.

Since the COVID 19 pandemic, online education had an important change implementing the artificial intelligence during the classes, according with different researches around the world; some of them say that this kind of teaching helps a lot especially in the tutoring classes because this methodology showed a great result in the students' learning.

However, other authors say that this methodology also can affect the students' development for its uses, especially a liberal use by the students for the facilities that gives us that kind of

technological tool so for that reason they concluded that the artificial intelligence affect mostly in the social development in the educational institutions rather than in the family context.

Observing the different projects, the principal problem is that the educational institutions don't give the students an effective monitoring to help them and give users guidance to avoid moral and ethical troubles. To solve this problem, it is important to know what the context in our country and the affections is that we have now principally at High school and its socioeconomical position because of we can try to give possible solutions for the current problem.

With this investigation we are going to analyze the benefits by the use of artificial intelligence (AI) in the educational field but also it is important to mention that we will analyze the principal problems that affect to the students in the social and educational context using Artificial Intelligence (AI) and the possible consequences that affects our students, teachers in every classes becoming into a routine.

The last one is crucial because It is the principal environment where the students tend to use this kind of tools and for the facilities that it can provide us, the students start to change emotionally and their behavior appears affected not just in the educational institutions, also in their families.

This investigation will have a mixed approach because we are going to combine both qualitative and quantitative methodologies. The quantitative will be based on the use of techniques to collect data through interviews administered to four teachers. This process will allow us to determine a numerical relationship between answers related to the main topic.

Moreover, the qualitative approach will focus on data related to the students' behavior that will be important to observe the causes that produce this issue to then analyze and propose possible solutions based on the results found to improve and solve problems related to the educational field.

4. STATE OF THE ART

The present research work focusses on the use of artificial intelligence in the teaching and learning process. In this way, this research project contains different research projects by different authors who have found important facts to give support and made this research focus on the use of technology in the teaching and learning process.

4.1 EDUCATION IN 21° CENTURY

Education in the 21st century has faced a lot of changes, especially with globalization and technological advances what had allowed create and apply new methos of teaching. However, as

we have seen all changes, those have taken with itself, a lot of challenges because there are new troubles in the classroom and new troubles with the students.

“The artificiality maken by the education keep us away of the others and make us completely different of the other begins that live on the earth” (Romero,2024)

The online world in the education field has made an extraordinary section that has helped us to connect with science and some advantages that facilitate us to evolute or change the way to live on the earth. However, these advantages represent a part of the life of human beings where we can make a big space to continue adapting new ways to make a better life and new solutions for the world's issues.

“In this new reality of learning the government, trough the school and principally the teacher must have in count that is impossible move the presential structure to an online system or virtual system” (Hurtado,2020)

Since the pandemic, lots of people have said that it is better to have a new change in the teaching process where the students don't leave their houses to learn. However, this represent a risk in the education because when we talk about classes at home, It is necessary to understand that as a human beings It is important to create spaces to interact with others especially in our country where in the educational institutions the students develop the principal social skills in educational environments.

4.2 APPROACHES TO TEACH AND LEARN

In this case, we can find a lot of methodological trends that we use every day. However not all works so well when we talk about technological tools so for that reason it is important to find almost one that help us to create an innovative way to teach and learn avoiding problems like concentration and the correct use of technological tools in this case the artificial intelligence (AI).

As an alternative to empiricist and nativist interpretations of knowledge, Piaget proposed a constructivist interpretation, according to which knowledge is neither a simple recording of reality nor preformed, but an active construction that “ at its origin, neither arises from objects nor from the subject, but from interactions-at first inextricable-between the subject and the object.” (Piaget 1970, p.704)

Many of the core ideas of constructivism are very old, but it may be fruitful to present an historical account based on the influence of the Swiss psychologist and epistemologist Jean Piaget (1896 – 1980)

4.2.1 *The connectivism method in teaching and learning process*

“Connectivism suggests that knowledge is distributed across networks and that learning involves the ability to recognize and navigate those networks.” (Alam,2023)

To understand the connectivism term is necessary to know that this is related with technological tools and its importance in the student’s life because technology is not just the part of the devices and the entertainment resources, also is important the part of the adaptation of websites in all the

knowledge field, in this case the teaching and learning process where the teachers and students are involved.

“Critics of Connectivism have argued that the theory places too much emphasis on technology and social networks and overlooks the importance of other factors such as motivation, individual differences in learning styles, and the role of the teacher.” (Alam,2023)

In the educational field, many experts have said that technology is the principal element that works in the connectivism approach. It means that technological devices have an important participation in all the knowledge that students need to develop their abilities to apply them in the dairy life changing also the teacher’s role.

“Connectivism can increase critical thinking due to collaboration between learners who exchange ideas or opinions. This makes learners more stimulated by sharing ideas with friends or through other social networks.” (Azizah et al.,2024)

The most important part of this approach is that using this method the students are going to be more reflective when the teacher assigns new activities improving the reflection and the critical thinking that will be useful to solve problems faster than others developing their independence that is important actually.

4.2.2 The constructivism method in the educational field

The constructivism relationship in the education is really closed with the use of technological tools because when we talk about this is important to understand that the student make by him or herself the knowledge and in the process the technology have an important role because is the principal data base to solve doubts in order to learn and also teach in teacher's case.

“The integration of instructional technology within constructivist frameworks offer exciting opportunities for enhancing student learning outcomes and promoting more explanation.”
(Sulintra et al.,2024)

The use of the technology using a constructivist method is the new way to teach because today the students feel more comfortable making projects because is something that helps to improve their imagination, however this method not always could work because is necessary understand that as teachers is important the explanation combining this method with other to create a meaningful learning.

“The challenge for education science in the 21st century is to equip educators with paradigms that transcend the classical pedagogy of transmission and demonstration” (Szabó & Csépes,2023)

Moreover this the constructivism is an important approach, also has some disadvantages in the teaching process because the teacher's role automatically change because the teacher become into a facilitator but is not correct this all the time because the students are going to take out the authority of the teacher in the classroom.

4.3 ARTIFICIAL INTELLIGENCE AND TECHNOLOGICAL TOOLS IN THE ENGLISH LEARNING PROCESS

Since the COVID19 pandemic, this tool has become a new part of education. However, as it has advantages, it also has disadvantages in the learning process and the behavior of the students affecting important values like responsibility, honesty, and ethics for many teachers and the students.

“The main advantages of AI-based learning software are that learners can learn autonomously at their own pace; learning materials are provided according to each learner’s level; learning is possible anytime and anywhere” (Um et al.,2024)

“The advancement of technology also makes it simpler for us to do some tasks, including studying and learning English. Artificial intelligence technology is one of the technologies that is frequently discussed among the public.” (Ghafar et al.,2023)

The learning process in this case with English language has changed a lot with the use of artificial intelligence because it brings the users a lot of facilities to learn better and easier. But it represents some issues not just for teachers and students because the principal object of this kind of tool is improving the way to teach and learn.

As we know the Artificial intelligence can be an excellent option to learn but, in our country, this is the principal problem in educational institutions because most of the students have found this

like a way to avoid responsibilities where they can solve their tasks easier and faster without any effort.

In the other hand is important to mention the Artificial Intelligence right now is an important resource to the teachers because using this we can design interactive and funny activities to apply in the class creating a comfortable environment to teach in a funny way enhancing our students to do their best.

4.4 ARTIFICIAL INTELLIGENCE IN APPS OF TEACHING LANGUAGES

As we know the artificial intelligence has been included in many of the apps that we use, this kind of apps had implemented this system because is necessary to improve the performance for the users giving them a new experience setting up to each user necessity and what they need from it.

“The mobile devices, such as smart phones and tablets, are ubiquitous, and with the implementation of the Internet of things (IoT), artificial intelligence (AI), smart cities and homes, and other similar modern information aspects of everyday realities” (Pikhart, 2020)

“The popularization of ChatGPT and generative artificial intelligence (AI) technologies has prompted a renewed interest in how apps can be designed to enhance students’ language-learning experiences in higher education.”(Yuen & Schlote, 2024)

In the high schools ChatGPT had become in the principal app used by the students for its use, this represents in one of the principal data bases chosen by the students to develop their tasks

because it allows them find information or in the worst case avoid the task making it by itself using an special prompt where they explain what they need to do.

“Artificial intelligence (AI) provides a vast range of enhancements in foreign language education with the exponential development of natural language processing and technologies capable of working with big data.” (Fitria, 2021)

AI-powered tools like language learning apps, chatbots, and virtual tutors provide students with immediate feedback, tailored exercises, and interactive lessons, making language acquisition more engaging and effective. These technologies can assess a learner's proficiency level, identify specific areas of improvement, and adjust the difficulty of exercises in real time, ensuring that students are always challenged at the right level.(Chandra et al., 2024)

Since the creation of the artificial intelligence it technological tool had implemented different servers like chatbots, assistants and others who listen the different needs of the user and it design the correct exercises and ways to provide the correct information to the student , in the language learning the voice assistants are really important because it becomes in a second person or a partner who are going to help the student to develop mostly the speaking skills.

The study identified principles for personalizing English language teaching using artificial intelligence, focusing on adaptability, individualization, and interactivity. These principles define specific strategies that ensure the effectiveness of the educational process, including adaptive learning, interactive chatbots, personalized exercises, analysis of learners' language errors, language trainers, and emotional state analysis. (Hurskaya, 2023)

Different researches have demonstrated that Artificial Intelligence can give a better experience in the learning process of languages especially in English because have found that the personalizing of this allows them a better experience becoming into a fun space to learn according to their needs abilities, activities and other experiences that they really enjoy.

“The relationship of language with a computer and smart devices is mutual, as the computer is used to create linguistic models, analyze its branches, and create applications that contribute to the dissemination and teaching of the English language.”(Mijwil et al., 2022)

Actually, all we know that the electronic devices and the languages have a closely relationship, it means that it can help us to learn new words and others, however with the integration of Artificial Intelligence (AI) the aquisition of new languages have improved a lot because the people all around technology all the time making them lern easily and meaningfully just with the technological devices and its functions.

“The applications of AI in ELT are remarkably diverse, catering to skill enhancement in areas such as speaking, writing, grammar correction, and vocabulary acquisition. AI-powered platforms like Grammarly exemplify the potential for improving writing proficiency.”(Kristiawan et al., 2024)

Is important to know that not only the speaking skills we can improve with helping of Artificial Intelligence (AI), also there are many of apps that we can improve the grammar or in other words the use of English where automatically the app are going to give us advices or recommendation to write better and correctly avoiding the common mistakes that as students we use to do often.

While AI-based applications claim to offer intelligent feedback and adaptive learning paths, limited empirical evidence supports these claims in the context of listening skill

development. Educators and stakeholders require more rigorous studies that provide insights into how and to what extent AI-enhanced tools contribute to improving listening comprehension among learners of English as a foreign or second language. (Loebis, 2025)

Understanding this, Artificial Intelligence not only focus on speaking skills, also looks for improve the listenining skills but this sometimes could be difficult for all the implications that those skills have like pronunciation and the different accents that has this language like, American, British, Australian and others with its characteristics.

4.5 SETTINGS OF ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL FIELD

To introduce this topic is important to mention some of the settings that have Artificial Intelligence in all its services and functions to give the user an unforgettable experience where he/she finds the necessary information related to something according to the need and the abilities of the students.

4.5.1 Chatgpt, prompts, virtual assistant

“The rapid advancement of artificial intelligence (AI) and voice recognition technologies has led to the proliferation of virtual assistants in various devices, such as smartphones, smart speakers, and home automation systems” (Rahardian et al.,2024)

As the research mention, (AI) has been implemented in most devices, it means that we are closely around of this tool that provide us a guide and help in different knowledge fields, in the languages we find that there are many devices what help to the learner to develop better the skills.

“By leveraging virtual assistants, educators and students can access, organize, and utilize knowledge more effectively, leading to improved teaching and learning outcomes. The integration of virtual assistants in education has gained significant attention in recent years.”(Salem & Shaalan, 2023)

Last years artificial intelligence has changed a lot the way to teach and learn because it provides different resources not just to the students, also to teachers because its use allows them to organize and design comfortable, creative and meaningful classes for the students where it enhances the students improving the motivation.

The AI provides a verbal response between three to four seconds after the conclusion of the prompt. With this response, the AI model allows for interaction with natural language and aids in the unbiased processing of natural language communication, which can be tested for adaptability to the individual's internal voice. (Klella & Mrghem, 2024)

To understand how effective is the use of artificial intelligence we must to understand that this technological tool is completely different than others because it looks for different resources and solve your doubts faster than others without going to the library and find it on the books, it is possible because in that time, the app analyze information related to the topic in the browser to then summarize it.

4.5.2 Personalization of ai to learn languages

As we mentioned, the artificial intelligence looks for solutions faster than other apps, however in the languages learning is necessary personalize our assistant to work under a guide and in that way we are going to improve step by step all the abilities that are necessary to know when we are learning a new language.

AI technologies can create dynamic learning environments that adjust in real-time to the learner's interactions. This section explores the architecture of these systems, which integrate sophisticated algorithms and machine learning to analyze learner inputs, predict learning needs, and tailor content accordingly. (Loor et al., 2024)

In the educational context, when we talk about personalizing the AI assistant, it automatically adapts the information in the system through a process where we collect all our interests and needs with an effective way to solve the doubts of the owner.

4.6 ETHICS IN THE USE OF ARTIFICIAL INTELLIGENCE

Artificial intelligence in the dairy routine of human beings have become in an indispensable tool to develop different activities, however, its use has with itself different issues that affects the behavior of its users and for that reason is necessary to analyze how we can avoid this kind of troubles.

The swift advancement of Artificial Intelligence (AI) technologies has resulted in a substantial alteration of educational methodologies, particularly in language acquisition. The importance of AI in personalized education is widely acknowledged for its capacity to customize learning

experiences according to the unique needs, preferences, and abilities of individuals. (Bernal et al.,2025)

Since the first appearance of adaptive and intelligent technologies, AI systems developers have attempted not only to support them in administrative tasks such as grading tasks, planning lessons, and providing feedback but also to replicate their performance when it comes to developing their teaching practice in the EFL classroom. (Espinoza et al.,2024)

“One of the latest AI-driven solutions is ChatGPT Voice, which leverages natural language processing to engage students in immersive, low-stress dialogues. This technology allows learners to practice spoken English in realistic scenarios, replicating the give-and-take of natural conversations.” (Carrera et al.,2025)

AI plays a pivotal role in developing the language skills of ESL students. Although the presence of AI is evident in language teaching, studies related to its role in building Teacher-Student Rapport (TSR), Teacher Immediacy (TI) and Willingness to Communicate (WTC) are scarce.

AI can personalize learning, adapt to individual needs, and provide real-time feedback, improving academic performance, and student motivation. However, challenges are identified such as the lack of adequate technological infrastructure and the resilience of teachers, who often lack training to integrate AI. (Intriago,2024)

“The significance of AI in promoting personalized learning has been extensively examined in numerous research, indicating that it enhances learning outcomes through tailored instruction.” (López & González, 2022 as cited in Bernal et al.,2025).

“While AI offers innovative tools for language learning, its impact on creativity remains a contested topic, with significant implications for teaching practices and pedagogical approaches, especially in the unique context of Vietnamese tertiary education.” (Pham & Le, 2024)

“As AI tools continue to evolve, it will be essential for schools to establish clear policies and guidelines for their responsible use, ensuring that these tools are used to enhance, rather than replace, students’ learning experiences.” (Khan & Bantugan, 2025)

AI plays a pivotal role in developing the language skills of ESL students. Although the presence of AI is evident in language teaching, studies related to its role in building Teacher-Student Rapport (TSR), Teacher Immediacy (TI) and Willingness to Communicate (WTC) are scarce. (Jhon, 2025)

“Motivation is a multifaceted construct that encompasses various factors, including intrinsic and extrinsic motivators, self-efficacy, self-regulation, and the learning environment. In this context, AI-powered technologies have emerged as a potential solution to address these motivational challenges.” (Moybeka et al., 2023)

AI systems can assess student data to offer personalized recommendations for learning resources and activities, paving the door for adaptive learning routes that respond to specific student requirements and development. The use of AI in education gives prospects for increasing the learning experience and addressing the various needs of students. (Sutrisno et al., 2023)

The systems what are adapted artificial intelligence are useful to solve the students doubts and it can improve the students’ abilities because it adapts to de different learning styles creating

different kind of activities to create a new process of learning making it a meaningful rout of knowledge.

4.7 ADVANTAGES AND DISADVANTAGES OF ARTIFICIAL INTELLIGENCE TO TEACHERS’S WORK

This technological tool as we know is important to solve different activities for teachers and for the students, however, in our country this represent a risk because the culture of our country is completely away of the right us of this so for that reason is important to mention the possible risks for the teachers to start to find solutions to make a new way to use this in the correct way.

4.7.1Advantages

“it can automate the administrative tasks, such as grades and tabulation, and allows teachers more space to focus on regulations.” (Al-Tkhayneh et al., 2023)

For teachers it can be useful because it can make the process of designing classes easier, reducing time and giving creative ideas to teach in a meaningful way according the different necessities of his students changing the traditional way to teach but also this technological tool also helps them to save time when they are giving grades for the assignments.

4.7.2 Disadvantages

it is crucial to acknowledge the challenges and potential drawbacks associated with AI in education, including concerns about the undermining of the educator's role, increased inequality, potential impacts on creativity and critical thinking, the rise of plagiarism, and ethical concerns related to personal data exploitation.

To explain this, we must explain that the children and teenagers are around of a lot of technological tools and consequently, this have affected in different ways in teaching process because it has allowed the plagiarism by the students in assignments and other responsibilities that teacher sends.(Abou et al., 2024)

“AI cannot replace human teachers because it does not understand emotions or provides empathy. Many students learn best when they feel supported, encouraged, and understood. A human teacher can motivate, inspire, and adapt to the student’s emotional state— AI cannot.” (Akniyet et al.,2025)

Recent research findings that despite the growing integration of artificial intelligence (AI) in educational institutions, its adaptation presents different challenges that affect teachers’ professional work. One of the most frequent disadvantages is the increase in teachers’ amount of work rather than its reduction. Although artificial intelligence systems are designed to reduce time in teaching tasks such as grading and giving feedback, teachers often need to review, validate, and give a real context according the different teaching methods generated by AI to ensure accuracy and pedagogical relevance. This continuous monitoring process can give extra responsibilities to teachers’ daily routines and limit their professional autonomy (Celik et al., 2022).

Ethical troubles and challenges related to academic integrity also represent a quite problem of AI in teachers’ work. The excessive use of artificial intelligence based in content generation tools has made it more difficult for teachers to choose among original student work and other tasks made by this technological tool. According to Kasneci et al. (2023), this problem gets worst the assessment process, rubrics in evaluation, and teachers lose confidence about learning objectives.

Teachers also have to change the way of giving assessments and to invest more time to change the strategy to improve the cognitive development of their students.

Finally, the integration of AI can promote inequality and institutional pressure on teachers, especially in educational institutions where there are not enough teaching resources or materials. Williamson and Eynon (2020) noticed that teachers are often expected to adopt artificial intelligence technologies without enough infrastructure, technical support, or clear policy guidelines. This situation gives more pressure to teachers and can increase unconformity, especially when institutional goals do not follow the actual teaching conditions.

4.8 ADVANTAGES AND DISADVANTAGES OF ARTIFICIAL INTELLIGENCE TO STUDENTS

3.8.1 Advantages

Artificial intelligence (AI) is more and more recognized as a transformative technological tool in education because it gives significant advantages that enhance student learning experiences and learning objectives. One of the most important benefits of AI is that it helps to provide personalized learning experiences that adapt instructional content to fulfill individual student needs. AI systems analyze learners' performance data in real time and adjust instructional strategies, new ways of learning development, and difficulty levels too, which helps students learn at their own pace and focus on areas where they need more attention (Vieriu, 2025).

Another important thing is that AI has been shown to improve student engagement and academic outcomes. Adaptive learning technologies, such as assessment systems and platforms guided by artificial intelligence can increase motivation because it offers interactive feedback, interesting

practice, and adaptive ways of learning that keep students actively involved in their learning (Fortuna, 2025). For example, students using AI-enhanced learning tools often receive immediate feedback on assignments and quizzes, which reinforces the different parts that needs more explanation to reach a meaningful learning and enables learners to identify concepts avoiding mistakes and learning issues without delays associated with the traditional way of grading. (Vieriu, 2025)

AI also helps in academic performance and skill development by providing personalized scaffolding that seems like an individual tutoring class. A systematic review of AI-driven tools found that students who use adaptive platforms and intelligent tutoring systems often overpass their classmates in traditional instructional settings with meaningful benefit in task completion efficiency, retention, and satisfaction (Kwak, 2025). These benefits are especially relevant in diverse teaching and learning institutions, where learners have differing academic backgrounds and needs.

Moreover, AI enhances student engagement and inclusivity by creating dynamic and comfortable learning environments. For example, intelligent tutoring systems can interact with students in ways that make content more accessible, and they are going to learn in a fun way catching their attention, while also supporting learners who may not receive sufficient individualized attention in large classes (Younas, 2025).

This adaptive tool contributes to improving learning experiences, improving participation, and increasing confidence among students, particularly in online learning contexts.

To conclude this, the literature suggests that artificial intelligence offers important advantages to students where it promotes personalized learning, enhancing engagement, improving academic

objectives, and providing feedback in real time. These opportunities show us AI's potential to help with more effective, equitable, and student-centered learning experiences, helping them to improve their learning autonomy.

4.8.2 Disadvantages

While artificial intelligence has been shown as an important way of enhancing personalized learning students helping them to improve their academic performance, different research with an empiric approach also identifies important disadvantages that may negatively harm the students' learning development, academic integrity, and independent learning skills. One of the biggest problems is the excessive use of AI tools by students can affect the development of critical and analytical thinking. Research based on AI dialogue systems shows that when students depend a lot of AI to solve problems and look for information, they accept the answers provided by artificial intelligence without any analysis, which makes a reduction in their ability to make decisions and think analytically (Zhai et al., 2024).

Closely related to the risk of less cognitive skills is the possible problem of students' independence to solve problems. When AI systems bring them autonomy, students may spend less time evaluating answers, memorizing concepts and giving their best, an effect that literacy calls "cognitive offloading" where the excessive use of technology reduce the active participation (Zhai et al., 2024). This trend also is reflected in researched based on plagiarism because the easy way that this tool can make texts or solutions, allows the students fill their tasks without any knowledge about the topic or the most important concepts about that what affect ethics in education harming the academic honesty. (Mhlanga & Bays, 2025).

Another disadvantage is ethical thinking among students. Surveys applied to university students explain that although many of them enjoy the immediate feedback and the easy access to data given by AI chatbots, they also say that are really worried about the little use of critical thinking skills in content made by artificial intelligence. (Pitts et al., 2025)

Those perceptions increase an important fact: every time students use the artificial intelligence to solve doubts without effort, this wrong habit can affect their ability to think by themselves and reflect about if the information that they have found is true or false

Another risk is related to ethical implications and the need to establish a responsible guideline for the use of artificial intelligence. Some studies mention that students may receive an inadequately support about ethical behavior and digital competences related to artificial intelligence as a technological tool what makes a decrease reflection about the possible risks related to academic honesty and the practice of plagiarism. (Ramos, 2025). These ethical issues go farer of individual student behavior and go deeper to institutional responsibilities related to artificial intelligence use and policy development that could change its terms of use.

To finish this, the literature suggests that although technological tools can offer benefits such as personalized experiences and a effective access to online data, their disadvantages for students are summarized in the reduction of critical thinking, the excessive use to find solutions created by technology increasing risks to academic integrity, and the ethical issues, especially when artificial intelligence is integrated without anybody who lead its correct use.

4.9 ARTIFICIAL INTELLIGENCE AND THE EDUCATIONAL LAW

As we know, nowadays artificial intelligence is more integrated in educational systems; however, experts in education have talked about the legal and regulatory implications that appear

from its use without any kind of limits. One of the principal preoccupations is the lack of correct legal frameworks that can manage the use of artificial intelligence in education, especially in learning the digital world, equity, privacy, and responsibility. Panagopoulou, Parpoula, and Karpouzis (2025) argue that the rapid integration of artificial technologies in educational environments keep with itself significant legal challenges, starting from that there are laws what often are not enough to protect the fundamental educational rights such as access, non-discrimination, and meaningful participation in the digital society. They suggest that the free right to digital learning can be based on current legal instruments, but also mention that artificial intelligence apps such as automated admissions, proctoring systems, and predictive analytics must be followed by new emerging legal obligations under frameworks like the European Union's AI Act to ensure fairness and transparency (Panagopoulou et al., 2025).

Besides the need for clear laws, research shows that the ethical and legal problems of generative AI are not just about teaching. These challenges also include how we manage data, unfairness in algorithms, and social equality. According to a review by García-López and Trujillo-Liñán (2025), generative artificial intelligence offers advantages for individual learning. At the same time, it creates problems related to data privacy, discrimination by AI systems, and the fact that there are not enough legal rules yet. The authors mention the importance of the urgent need for comprehensive regulatory frameworks that protect students' rights and align AI settings with educational values and legal norms (García-López & Trujillo-Liñán, 2025).

In addition, legal experts say that we need strong rules and ethical guidelines for artificial intelligence in education. Kronivets et al. (2023) studied the legal limits of using Artificial Intelligence in schools, including problems with author's rights, responsibility for mistakes, and protecting private data. Their research suggests that laws must change quickly to adapt to new

technologies. This is necessary to stop cheating and to protect the rights of students and teachers in the same way that artificial intelligence continues growing. (Kronivets et al., 2023)

Another important part of the legal discussion is about children's rights when using artificial intelligence in schools. Holmes et al. (2025) explain that although this technological tool can provide better ways to learn, people often forget about children's rights like privacy, free and fair access during debates to create new laws. They believe that education laws must include these rights when they make new rules for the use of AI. This is necessary to make sure that new technology does not harm students' safety or their legal protection (Holmes et al., 2025).

In conclusion, this research shows that Artificial Intelligence in schools keep with itself new ways of teaching and difficult legal problems. It is important that these systems follow data laws, stop cheating, and ensure they treat all the students in a fair way. Experts agree that we need to complete sets of rules for technological tools, especially artificial intelligence. These rules are going to support new ideas but also, they are going to act responsibly to protect students' rights and ensure the effective development of the students in schools in a fair and responsible way.

4.10 ARTIFICIAL INTELLIGENCE AND THE IMPACT TO CREATIVITY, BEHAVIOUR, AND SOCIAL DEVELOPMENT IN THE STUDENTS.

The fast integration of artificial intelligence in schools has changed how students learn and improve their social skills. Artificial Intelligence tools, such as chatbots and other resources of smart learning programs, give students a great amount of chances to learn at their own need. However, recent studies show that these tools can also make problems with the students'

creativity, behavior, and social skills. Nowadays, artificial intelligence is a big part of education around the world; that is why we need to study these effects quite carefully.

4.10.1. Artificial Intelligence and Student Creativity

Nowadays, creativity is very important. It includes the creation of ways to adapt innovative ideas and routes to solve problems. Although Artificial Intelligence can provide students fast examples and suggestions, experts are pretty worried about it because the excessive use of artificial intelligence might affect the creativity skills on learners.

Recent studies show that if students always depend of using this technological tool for writing or designing, their ability to think might decrease slowly. Zhai et al. (2024) mention that artificial intelligence can make the students' work seem original and easy, but most part of time it doesn't always show that the students worked on it by themselves hard or even analyzed the answers carefully. This happens because students often decide to finish work fast rather than exploring and reflecting on new ideas. When they do that, they lose the opportunity to learn from their own mistakes, which is an important part of creativity and also part of the right person's development.

Moreover ,researches developed at universities show that artificial intelligence can make students homework or tasks seem very similar. This happens because artificial intelligence often suggests the same prompt to everyone. Luckin et al. (2022) say this is a risk because it can affect the students in order to be original and unique, especially if they think the artificial intelligence's ideas are always correct.

On the other hand, some experts say that this can improve creativity if it is used as a helper or coach and not as a tool to replace human ideas. Studies show that AI can make students more curious if they stay in control of their own choices (Zawacki-Richter et al., 2024). This shows that the way teachers plan their lessons is very important to making sure artificial intelligence helps rather than hurts the students' creativity.

4.10.2. Behavioral Effects of AI on Students

Another important point what is necessary to highlight apart from creativity, artificial intelligence also changes how students behave, especially their motivation and how they manage their own learning. However, the principal issue is that students might start to depend too much on artificial intelligence to solve problems. This is quite important to mention because through this process, students allow technological systems to make the work rather than by themselves affecting the normal use of mental connections inside the brain.

Different research shows that students who use technological tools, especially those what are adapted to artificial intelligence too often to find answers, may not try to understand the main ideas or give their best. Kasneci et al. (2023) found that this can make students' learning skills lose effectiveness because they stop planning and checking their own work as students. This change can affect the students changing their perspective of success in the future or taking decisions to solve their own problems when they face difficult tasks.

AI also affects motivation. While comfortable apps and games can make students interested in a short time, some studies show that students lose their own internal confidence if they feel the artificial intelligence apps are judging them. This happens a lot with automatic grading systems, because students give more importance to obtain a good score rather than having a meaningful

learning where critical thinking has an important role. Finally, there are preoccupations about honesty. Experts like Mhlanga and Moloi (2023) say that due to Artificial intelligence is easy to use, students might think that taking the easy route rather than the hard work is normal. This can change how they feel about hard work and responsibility, which could cause problems even after they finish school.

4.10.3. Social Development and Interpersonal Skills

The social aspect of learning includes talking with others, collaborative work, and feeling empathy. Moreover, Artificial Intelligence can help people to communicate in online classes; experts warn that spending too much time with artificial intelligence might reduce real human communication.

Studies about students who use this technological tool showed that using AI apps too much can reduce conversations face-to-face and get weak social skills among people. Research by Yang et al. (2022) shows that while AI can help students to adapt to their studies, it can also make them feel lonely if they do not talk with other people enough.

Also, because this system gives every student different task, it can break the shared experience of the classroom. When students follow their own ways of learning, they have less opportunity to work in teams or solve problems together. This can make the class feels less united (Williamson & Eynon, 2020). This is a huge problem for younger learners who need to play and work with others to grow in a proper way.

Finally, there is a problem with how students feel using Artificial Intelligence. Some studies show that students start to treat chatbots as well as human beings. While this might make them

feel comfortable for a short period of time, experts say that computer programs cannot replace human values or emotions such as empathy and friendship (Krämer et al., 2021).

4.10.4. Long-Term Developmental and Ethical Implications

From a growth perspective, experts believe that using AI all the time can change a student's identity, values, and habits. The OECD (2023) says that schools must ensure that AI helps students grow as people improving the correct practice of values like responsibility rather than the dependency on technology.

There are also ethical worries. If students do not learn how artificial intelligence works and how they can think about ethics, they might find it is hard to see when AI is wrong or unfair (Floridi et al., 2022). This challenge can make it easy for students to believe in fake information, which harms their ability to think for themselves and act responsibly in society.

On the other hand, many experts say that AI should be a partner that helps you to think, not a machine that thinks for you. When teachers help students check answers provided by artificial intelligence and work together, AI actually is able to improve creativity and social skills instead of making them get worst. (Zawacki-Richter et al., 2024).

In summary, research shows that AI affects students in both ways, not just good way, also bad. It is important to mention that AI can make the learning process faster and more interesting, however, using this without a plan can hurt creativity, self-control, and social growth. These risks are bigger when students use AI without help or guidelines from teachers, ethical rules, or chances to talk with other people.

Last studies suggest that we need a balanced approach. This means using this as a helper in classrooms where students can still be social and creative. Teachers can become leaders, and

Scientifics must work together to make a better experience using AI where the students think, feel, and interact with others.

5. MATERIALS AND METHODS

Regarding this part, it is necessary to explain what we did to obtain data. In this case, we used different materials to collect data to analyze the information according to the topic. The study followed a mixed-methods approach, combining qualitative and quantitative data. The qualitative component was used to analyze teachers' opinions through interviews and classroom observations, while the quantitative component focused on interpreting observable behaviors and frequencies during the class. The main objective of this study was to analyze the impact of the use of artificial intelligence in English language teaching with teenagers at Unidad Educativa Católica “La Victoria” through the application of different data collection instruments.

In addition, this research aims to apply instruments such as interviews and observation to both teachers and students, identify how artificial intelligence is used in English classes, and analyze the collected data to determine its effects on the teaching-learning process.

This research was conducted at Unidad Educativa Católica “La Victoria,” located in Ibarra, Imbabura, Ecuador. The population included English teachers and second-year baccalaureate students. The population represented four English teachers, who participated in interviews, and seventeen students from second-year baccalaureate, who were observed during English classes.

The research design was observational, explanatory, and correlational. It was observational because students' behavior was directly analyzed in the classroom setting. It was explanatory since the study aimed to explain the impact of artificial intelligence on the teaching-learning process and correlational because it sought to identify relationships between the use of artificial intelligence and students' learning behavior. The methodology that we used was qualitative and quantitative methods, allowing a more comprehensive understanding of the research problem. Qualitative data was obtained through the application of interviews directed to English teachers in order to understand their perspectives according the use of artificial intelligence in teaching. At the same time, quantitative and observational data was collected through a structured observation sheet applied to students during English classes, which made it possible to analyze how often and in what situations students use artificial intelligence tools.

The techniques used in this research were interviews and observations sheet. The interview was applied to four English teachers in order to obtain detailed information about their experiences and opinions regarding the use of artificial intelligence in the classroom. All participants agreed to take part voluntarily, and their answers were confidential and with academic purpose. Additionally, a structured observation sheet was applied to seventeen students from second-year baccalaureate, which helped to identify how and when students use artificial intelligence during English classes.

Moreover, an observation sheet was used as a data collection instrument during the development of an English class in the second baccalaureate. The observation focused on aspects such as the

use of technological tools, students' participation, classroom management, teacher feedback, group work, and motivational strategies implemented by the teacher. The assessment scale used made it possible to identify the level of application of each observed indicator within the educational environment.

Also the materials used for the development of this research were technological devices, digital presentations, audiovisual resources, Artificial Intelligence tools, structured questionnaires, and observation sheets. These materials facilitated the collection and analysis of significant information related to the impact of Artificial Intelligence on English language teaching.

Regarding the procedure, authorization was first requested from the educational institution to conduct the research. After that, interviews were carried out with the four English teachers. Also, classroom observations were conducted with the seventeen students using the observation sheet to mark the different criteria established in the observational sheet. The collected data were then organized and analyzed to identify patterns related to the use of artificial intelligence in English learning.

Finally, the research required both human and economic resources. The human resources included institutional authorities such as the rector, vice-rector, and language coordinator, as well as the four English teachers and the seventeen students who participated in the study. In terms of economic resources, the project required minimal funding, mainly for printing materials such as observation sheets and interview guides. All of this materials were covered by the researcher, as this project is part of academic requirements.

P1.-How would you describe the current experience using Artificial Intelligence tools in your teaching practice?

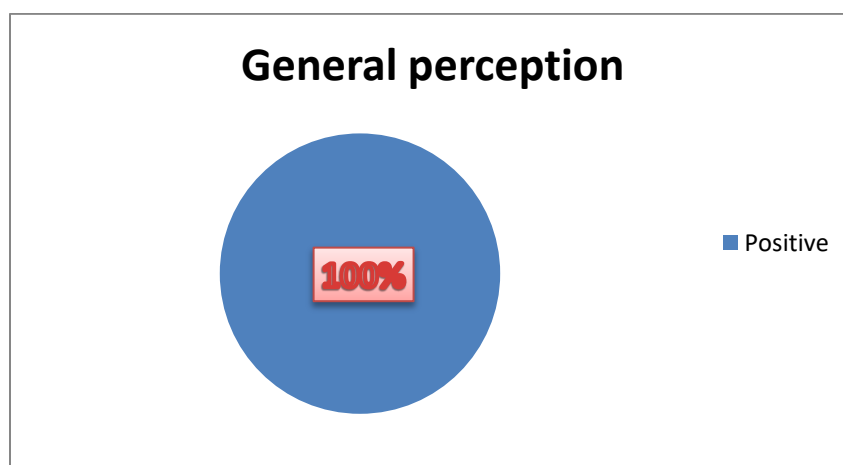


Ilustración 1

P4.- Have you noticed any challenges or risks associated with the use of Artificial Intelligence?

If so, what are they?

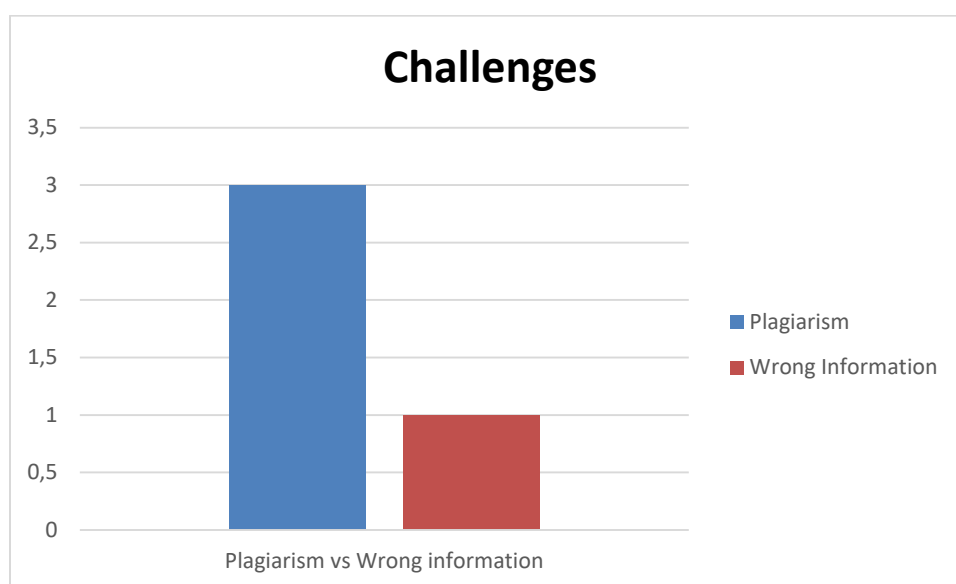


Ilustración 2

P5.-In your opinion, does Artificial Intelligence help or harm the students?

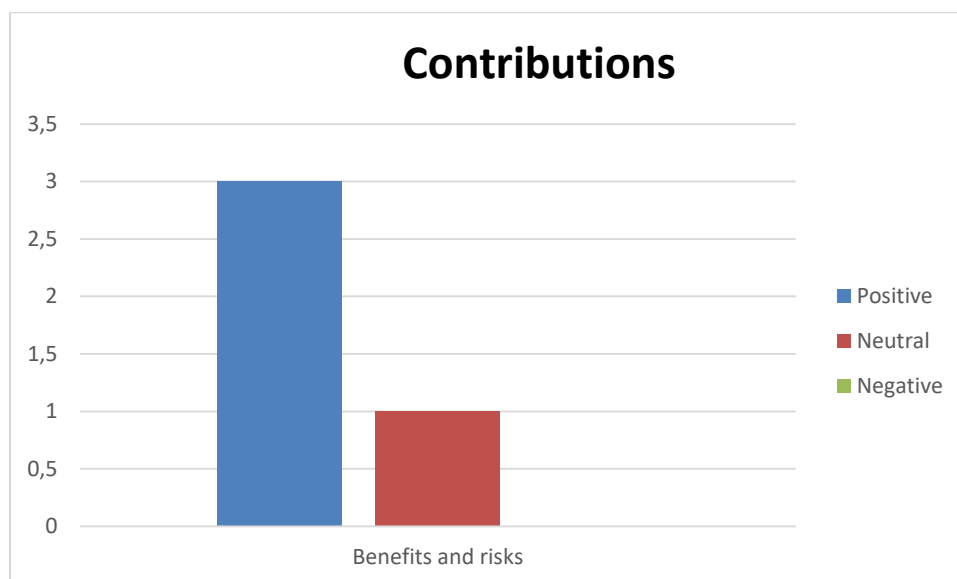


Ilustración 3

6. PROPOSAL

<https://sdcangas.wixsite.com/lets-learn-english-t>

7. RESULTS AND DISCUSSION

The results obtained through the interviews and observation sheets provide important information about the impact of Artificial Intelligence (AI) on English language teaching in high schools. The analysis of the data demonstrates that teachers generally have a positive perception of AI integrated in Teaching English process. At the same time, the results also reveal some challenges related to the responsible use of these technological tools. The information collected

from the participants allowed us to identify the principal benefits, difficulties, challenges and educational implications of AI in English language learning.

According to the first interview question, most participants described their experience using Artificial Intelligence in teaching practice as positive. Teachers said that AI tools help them to organize classes more effectively because it gives them support at the moment to prepare educational materials. Many participants agree with this technological tool because they said that it helps them to save time when they are creating activities, exercises, quizzes, and lesson plans more quickly than before.

In addition, teachers said that AI provides access to a huge variety of resources that can be adapted to the students' needs and learning levels. These findings indicate that AI has become an important support system for teachers in their daily educational activities.

Another important aspect identified in the interviews was the influence of Artificial Intelligence on classroom motivation. Teachers observed that students usually show more interest and participation when technological tools are integrated in their classes. Some participants explained that activities based on technology are more interactive and attractive for teenagers because they include games, multimedia resources such as videos or audio with dynamic exercises. The observation sheet also confirmed that applying games was one of the most frequent elements mentioned by the participants in relation to activity design. This suggests that AI can improve the classroom environment and encourage students to participate actively in the learning process.

Regarding the second interview question, the participant explained that Artificial Intelligence has changed the way they design classroom activities, tasks, and assessment. Most teachers argue that Artificial Intelligence allows them to create more innovative and creative learning experiences. For example, teachers can do reading exercises, vocabulary activities, grammar quizzes, and writing tasks in a short period of time. Moreover, the teacher also mentioned that AI helps him to personalize activities according to the students' abilities and academic needs. These findings demonstrate that AI contributes to give more flexibility, and students are going to be centered in classes.

The results of the observation sheet also support the idea that AI positively influences activity design. The categories related to "resources" and "gamification" obtained high scores in data analysis. Teachers considered that Artificial Intelligence provides many educational resources that can improve English classes and make them funnier. Also, the use of games and interactive activities was identified as an important factor that enhances students' motivation and participation. Therefore, the integration of AI helps teachers create a creative and modern environment where the students are familiarized with what they have already used.

Regarding the third interview question, the participants gave different opinions about the influence of Artificial Intelligence on the learning process. Most teachers agreed that AI strongly improves students' technological skills because learners are familiarized with digital platforms and technological tools. Students learn how to search information, use applications, and interact with technological systems during their educational activities. These technological abilities are

important because digital competence has become one of the most important things that students must manage to have better opportunities in laboral context and in educational context too.

However, the results also showed that fewer participants believed AI directly improves linguistic skills such as speaking, pronunciation, grammar, and writing. Some teachers explained that students sometimes depend too much on answers provided by Artificial intelligence instead of practicing the language independently. For example, students may use this tool to complete writing tasks without making enough personal effort to develop their English abilities. This finding suggests that AI should be used as a complementary educational tool rather than a tool made to use all the time. Teachers still play an essential role in guiding students and promoting communicative activities in the classroom.

The observation sheet revealed that technological skills obtained a higher frequency than linguistic skills in the category “Technology vs Linguistics.” This result demonstrates that AI integration mainly focuses on digital abilities. Nevertheless, language development may depend on the teaching strategies used by professors. If teachers integrate AI responsibly and combine it with communicative methodologies, students may benefit from both technological and linguistic improvement. Consequently, the effectiveness of AI in English learning depends largely on pedagogical planning and teacher supervision.

Another important aspect analyzed in this research was the identification of challenges and risks associated with Artificial Intelligence. According to the fourth interview question, plagiarism was the most common issue mentioned by participants. Teachers explained that some students copy information directly from AI tools without analyzing, understanding, or modifying the

content. This situation can negatively affect students' critical thinking and independent learning abilities. In addition, plagiarism may reduce students' creativity because learners rely excessively on automatic responses instead of producing original ideas.

The participants also identified of incorrect information generated by AI systems problem. Teachers mentioned that some AI tools occasionally provide fake information that easily can make the students get confused, or content that lacks academic reliability. For this reason, participants emphasized the importance of teacher supervision when students use AI resources for academic purposes. Students need a guide to evaluate information critically and verify the reliability of the content they obtain through technological platforms. These findings demonstrate that although AI offers many advantages, its use also requires responsibility and ethical thinking.

Moreover these challenges, most participants considered that the benefits of Artificial Intelligence are more than the risks. In the general tabulation, the category "positive perception" obtained the highest results compared to neutral or negative opinions. Teachers agreed that AI can improve educational quality if it is used correctly and with the correct supervision. Participants highlighted that AI facilitates access to information, increases classroom interaction, and supports innovative teaching methodologies. Therefore, the majority of teachers viewed AI as a valuable educational resource rather than risk in the teaching process.

According to these findings we can argue that Artificial Intelligence has become an important element in contemporary English language education. The positive perceptions identified in this research coincide with the idea that technology can improve teaching efficiency and student motivation. AI tools allow teachers to save time, modify different resources to teach, and design more interactive lessons for learners. Additionally, students develop digital competencies that are

necessary in modern society. These advantages demonstrate the educational potential of AI integration in high school English classes.

Nevertheless, the results also indicate the importance of maintaining a balance between technology and pedagogical objectives. Although AI can support learning, it can not replace the teachers' importance in the educational process. Teachers are responsible for guiding students, promoting critical thinking, and encouraging meaningful communication in the target language. Without the right supervision, students may become dependent on technological tools and reduce their own effort in language learning activities, affecting creativity and mental connections. Therefore, educators should integrate AI carefully and use it as a complementary tool that supports, rather than replaces, traditional teaching practices.

In conclusion, the findings of this research demonstrate that Artificial Intelligence fulfill a significant impact on English language teaching and learning in high schools. Teachers generally perceive AI positively because it facilitates lesson preparation, improves the interaction among students, and provides innovative educational resources. At the same time, challenges such as plagiarism and misinformation require attention from educators and institutions. The study suggests that responsible and balanced AI integration can contribute positively to English education while also promoting technological competence and student engagement. Future educational practices should focus on ethical AI use and the development of both digital and linguistic skills in students.

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9. ANEXES

9.1 VARIABLE MATRIX

Tabla 1

Topic	Objectives	Variable		Indicators	Resources
		Dependent	Independent		
The impact of artificial intelligence integration on English Language learning High Schools with Teenagers	To analyze the relationship between the integration of artificial intelligence tools and the development of English language skills in teenagers high school students.	1.-Development of listening skills in English 2.-Development of speaking skills in English 3.-Development of reading and writing skills in English	1.-Frequency of use of artificial intelligence tools in English classes 2.-Type of artificial intelligence tools used 3.-Level of teacher guidance in the use of artificial intelligence tools	1.-Frequency of use of artificial intelligence tools in English classes 2.-Time spent using AI tools during English learning activities 3.-Type of AI tools used 4.-Speaking fluency and pronunciation accuracy 5.-Reading comprehension achievement 6.-Writing accuracy in grammar and vocabulary 7.-Students' motivation to learn English	1.- Participant observation 2.-Observation checklists 3.-Interviews
	To determine how the use of artificial intelligence in the classroom influences high school students' motivation and engagement in learning the English language.	1.-Students' motivation to learn English 2.-Students' engagement and participation in English classes 3.-Students' interest and attitude toward learning English	1.-Accessibility of artificial intelligence tools for students 2.-Level of integration of artificial intelligence into classroom activities 3.-Students' exposure to personalized learning through artificial intelligence		

9.2 INTERVIEWS

9.2.1 Interview N.1

Age: 27

Level taught: Bachillerato

Gender: Male

Studies: Master's degree on teaching English

Certification: C1 level from Cambridge

Experience: 3 years and 2 months

Interviewer: So, the first question is: How would you describe the current experience using Artificial Intelligence tools in your teaching practice?

Interviewee: Okay, so for my teaching practice, Artificial Intelligence is very useful because you can play games, you can also use Virtual Reality, and you can develop your students' skills and improve them by playing or by doing some meaningful tasks.

Interviewer: And the second one is: How has Artificial Intelligence changed the way you design classroom activities, tasks, and assessments?

Interviewee: Okay, so talking about before, it changes a lot. Why? Because Artificial Intelligence opens the doors for the students to surf in the net and to dive into different levels of understanding. So, Artificial Intelligence as a tool in a classroom and outside the classroom is very useful. Why? Because you can look for experiences' students on technology to search and to learn more about the language.

Interviewer: In your opinion, how has Artificial Intelligence influenced the learning process?

Interviewee: Nowadays, a lot. Because as you know, this new technological era, the students are skilled in computers and a lot of that ways, so Artificial Intelligence helps students to improve their skills in language and in technology too.

Interviewer: So, have you noticed any challenges or risk associated with the use of Artificial Intelligence? If so, what are they?

Interviewee: Okay, so yes. Yes, we have a lot of challenges, but I think the most important is the plagiarism that we have here. So, teachers must design tasks that students do not have the chance to copy. So, this is the key factor for this.

Interviewer: And in your opinion, does Artificial Intelligence help or harm the students? Explain.

Interviewee: It helps, because using Artificial Intelligence in a correct way, it could benefit our students to live the language, not just to learn grammar or to learn some structures, but maybe to interact with this Artificial Intelligence to learn and to develop the production skills.

Interviewer: And yeah, that's it. Thank you.

Interviewee: Thank you.

9.2.2 Interview N.2

Informative Data

Age: 25

Level taught: 4th, 5th, and 6th level at school

Gender: Female

Studies: Degree in English Major

Certification: B2 from Cambridge

Experience: Approximately 3 years

Interviewer: The first question is: How would you describe your current experience using Artificial Intelligence tools in your teaching practice?

Interviewee: Well, for my experience using Artificial Intelligence, it's a good tool to manage and improve your time, to obtain good details or specific topics that you need to develop during the class. But it's important to manage in a good way because as you know, if you don't use it in a good way, probably you can waste time or if you have a lot of information, you have to focus on the needs of your students.

Interviewer: How has Artificial Intelligence changed the way you design classroom activities, tasks, and assessments?

Interviewee: Well, I use it to find activities, fun activities related about my topics that I'm teaching, and also to find interesting topics or activities to foster the topic in class.

Interviewer: In your opinion, how has Artificial Intelligence influenced the learning process?

Interviewee: If you improve it in a good way, we can find different advantages, right? So during the job, or if you are learning something, it's a good way.

Interviewer: Have you noticed any challenges or risks associated with the use of Artificial Intelligence? If so, what are they?

Interviewee: Well, there are a lot of information, some of them are not relevant. Others like... they are not relevant or probably, if you don't use it in a good way, you're wasting time.

Interviewer: In your opinion, does Artificial Intelligence help or harm the students? Explain.

Interviewee: Well, so Artificial Intelligence is a technology where can help us in our professional environment. However, you have to manage; you have to know how to manage this technology. You have to use it in a good way, in this case for my job, and that's it, I think.

Interviewer: Okay, thank you teacher.

9.2.3 Interview N.3

Informative Data

Age: 29

Level taught: 1st, 2nd, and 3rd level of Bachillerato

Gender: Male

Studies: Degree on English Major

Certification: B2 from Cambridge

Experience: 6 years

Interviewer: So, the first question is: How would you describe the current experience using Artificial Intelligence tools in your teaching practice?

Interviewee: Well, Artificial Intelligence has been a great tool during this time, especially for teachers, because we can find a lot of information, we can find different topics to teach our

students. So, in my experience, I think it's a good way to improve our knowledge and also to improve the knowledge of our students.

Interviewer: How has Artificial Intelligence changed the way you design classroom activities, tasks, and assessments?

Interviewee: Well, in my case, it has changed a lot because I can find different activities to do in class. For example, I can find different games, different videos, different topics to teach. So, I think it's a good way to change the way we teach.

Interviewer: In your opinion, how has Artificial Intelligence influenced the learning process?

Interviewee: Well, I think it has influenced in a good way because students can find different information, they can find different topics, they can find different ways to learn. So, I think it's a good way to improve the learning process.

Interviewer: Have you noticed any challenges or risks associated with the use of Artificial Intelligence? If so, what are they?

Interviewee: Well, I think the most important challenge is the way students use this tool. For example, some students use this tool to copy, to do their homework. So, I think we have to be careful with that.

Interviewer: And in your opinion, does Artificial Intelligence help or harm the students? Explain.

Interviewee: Well, I think it helps if we use it in a good way. For example, if we use it to find information, to learn more. But if we use it to copy, I think it's going to harm the students. So, we have to be careful with that.

Interviewer: Okay, thank you.

Interviewee: Thank you.

9.2.4 Interview N.4

Informative Data

Age: 25

Level taught: Middle school

Gender: Female

Studies: Bachelor's degree on English Major

Certification: B2 from Cambridge

Experience: 3 years

Interviewer: How would you describe the current experience using Artificial Intelligence tools in your teaching practice?

Interviewee: Well, for me, it's a good tool because we can find a lot of information, we can find different activities to do in class. For example, I can find different games, different videos, different topics to teach. So, I think it's a good way to improve our knowledge and also to improve the knowledge of our students.

Interviewer: How has Artificial Intelligence changed the way you design classroom activities, tasks, and assessments?

Interviewee: Well, it has changed a lot because I can find different activities to do in class. For example, I can find different games, different videos, different topics to teach. So, I think it's a good way to change the way we teach.

Interviewer: In your opinion, how has Artificial Intelligence influenced the learning process?

Interviewee: Well, I think it has influenced in a good way because students can find different information, they can find different topics, they can find different ways to learn. So, I think it's a good way to improve the learning process.

Interviewer: Have you noticed any challenges or risks associated with the use of Artificial Intelligence? If so, what are they?

Interviewee: Well, I think the most important challenge is the way students use this tool. For example, some students use this tool to copy, to do their homework. So, I think we have to be careful with that.

Interviewer: And in your opinion, does Artificial Intelligence help or harm the students? Explain.

Interviewee: Well, I think it helps if we use it in a good way. For example, if we use it to find information, to learn more. But if we use it to copy, I think it's going to harm the students. So, we have to be careful with that.

Interviewer: Okay, thank you.

Interviewee: Thank you.

9.3 TABULACIONES

9.3.1 Tabulacion General

Tabla 2

Años EXP.	Percepcion			Riesgos	
	Positiva(1)	Neutra(2)	Negativa(3)	Plagiarismo(1)	Informacion Incorrecta(2)
3	1			1	
3		2			2
6		2		1	
3		2		1	

9.3.2-Tabulaciones de preguntas

P1.-How would you describe the current experience using Artificial Intelligence tools in your teaching practice?

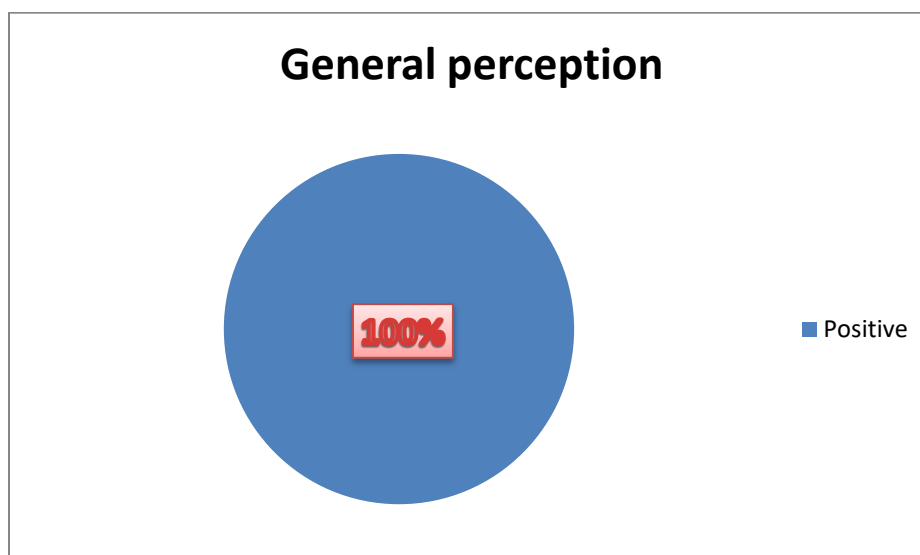


Ilustración 4

P2.- How has Artificial Intelligence changed the way you design classroom activities, tasks, and assessments?

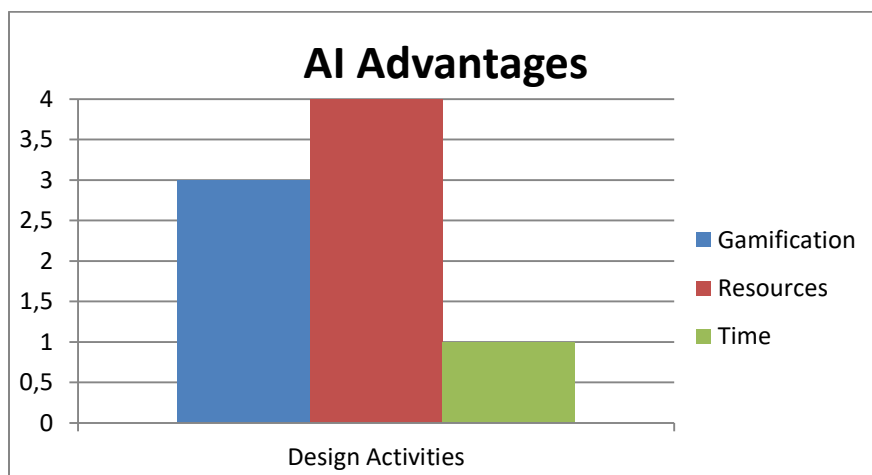


Ilustración 5

P3.-: In your opinion, how has Artificial Intelligence influenced the learning process?

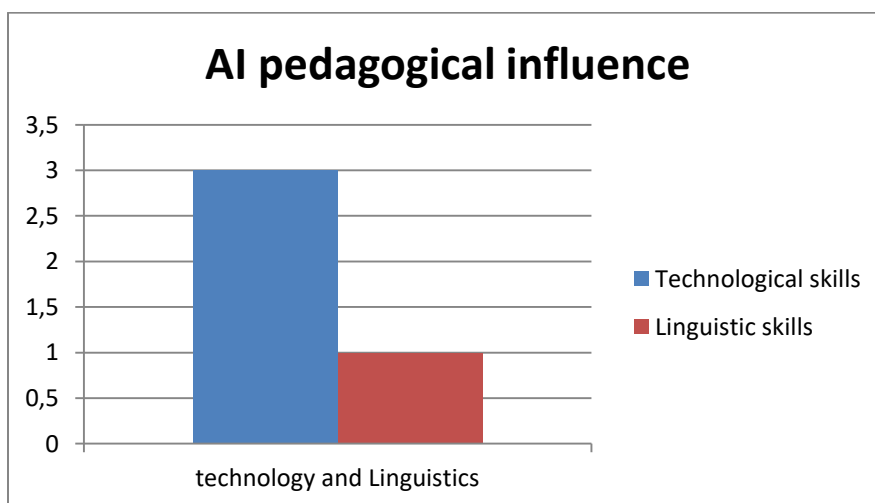


Ilustración 6

P4.- Have you noticed any challenges or risks associated with the use of Artificial Intelligence?

If so, what are they?

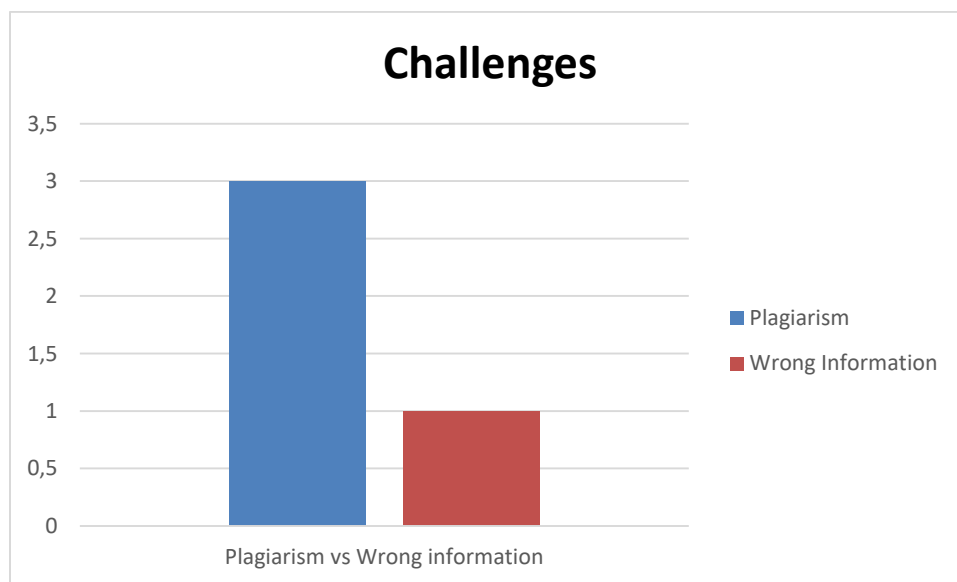


Ilustración 7

P5.-In your opinion, does Artificial Intelligence help or harm the students?

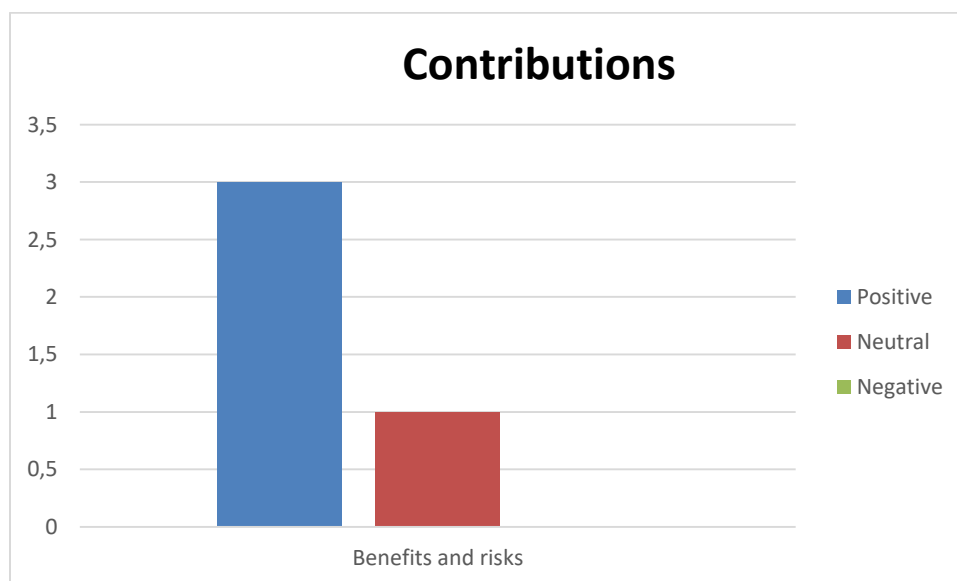


Ilustración 8

9.4. ANÁLISIS DE FICHA DE OBSERVACIÓN

Tabla 3

Proyecto: Impacto del uso de la inteligencia artificial en el proceso de enseñanza-aprendizaje del idioma Inglés en los estudiantes de 2° de bachillerato de la unidad educativa "La Victoria"							
Unidad Educativa	Unidad Educativa Católica "La Victoria"	Dirección	La Victoria				
Investigador	Steven Danilo Cangas Isacaz	Fecha	29/1/2026				
Docente	Mgs. Diego Martinez	N° Estudiantes	17				
Año B.G.U	2do B.G.U	Aula	11				
Ambiente	1	Bloque	1				
Objetivo:Analizar cómo los docentes utilizan la inteligencia artificial en la enseñanza del idioma ingles a traves de la observacion participante de una clase para la recolección de datos significativos para el proceso de investigación.							
N°	ITEM	VALORACIÓN EN ESCALA					Observaciones
		5	4	3	2	1	
1	Uso de herramientas tecnologicas		x				Se usa presentaciones perzonalizadas acerca del tema
2	Designacion adecuada de actividades	x					Las actividades se asignan correctamente con tiempo considerable
3	Clases interactivas		x				Las clases son entretenidas porque utilizan dibujos para desarrollar el Use of English
4	Manejo adecuado de la clase	x					El docente mantiene un ambiente cómodo de trabajo
5	Participacion activa de los estudiantes		x				Los estudiantes desarrollan satisfactoriamente las actividades mediante la participacion activa en donde se aclaran sus dudas
6	Retroalimentacion correcta		x				El docente explica con ejemplos reales la gramática
7	Uso de enfoque lúdico				x		El enfoque lúdico no se utiliza mayormente debido a a posibles distracciones.
8	Resolucion correcta de dudas	x					El docente solventa las dudas de los estudiantes mediante el análisis crítico
9	Trabajo grupal			x			Los trabajos grupales de diseñan dependiendo la actividad, en este caso se lo desarrolló en parejas
10	Motivacion		x				El docente motiva a los estudiantes mediante la obtencion de puntos extras.

9. 5. FORMATO DE FICHA DE OBSERVACIÓN

Tabla 4

Proyecto: Impacto de la integración de la inteligencia artificial en el aprendizaje del idioma Inglés en adolescentes.							
Unidad Educativa	Unidad Educativa Católica "La Victoria"	Dirección	La Victoria				
Investigador	Steven Danilo Cangas Isacaz	Fecha					
Docente		N° Estudiantes					
Año B.G.U	2do B.G.U	Aula					
Ambiente	1	Bloque					
Objetivo: Observar detalladamente las estrategias y métodos utilizados por el docente y cómo los mismos producen un impacto en el aprendizaje del idioma Inglés de los estudiantes de segundo de bachillerato de la Unidad Educativa Católica "La Victoria" para el analizarla adquisición significativa de el mismo.							
N°	ITEM	VALORACIÓN EN ESCALA					Observaciones
		1	2	3	4	5	
1	Uso de herramientas tecnológicas						
2	Designación adecuada de actividades						
3	Clases interactivas						
4	Manejo adecuado de la clase						
5	Participación activa de los estudiantes						
6	Retroalimentación correcta						
7	Uso de enfoque lúdico						
8	Resolución correcta de dudas						
9	Trabajo grupal						
10	Motivación						

9. 6.OFICIO DE SOLICITUD DE INGRESO



ANIVERSARIO 50 PUCES
Pontificia Universidad Católica del Ecuador

Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 23 de Enero del 2026

Estimada rectora de la Unidad Educativa Católica "La Victoria"

De mi consideración:

Deseándole muchos éxitos en todas las actividades a usted encomendadas.

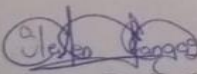
Yo, Steven Danilo Cangas, Isacaz con cedula de identidad número: 040197402-7 ,en calidad de estudiante del séptimo nivel de la carrera de Pedagogía de los idiomas nacionales y extranjeros de la PUCESI, me encuentro desarrollando mi trabajo de titulación que lleva por titulo "The impact of Artificial Intelligence integration on English Language learning High schools with teenagers".

Razón por la cual me permito solicitar su autorización para realizar el estudio que contempla la aplicación de varias técnicas e instrumentos de investigación en el nivel de 2do de Bachillerato.

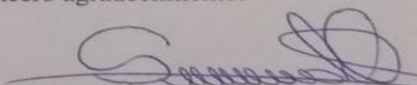
Cabe indicarle que la aplicación de esta investigación busca aportar al fortalecimiento de las destrezas necesarias para la enseñanza y el aprendizaje del idioma inglés en estos niveles específicos.

Por otro lado, me permito informar que al final de este trabajo, compartiré con su institución el producto final, con los aportes y la guía respectivos, para el uso académico e idóneo de la inteligencia artificial aportando a mejorar el aprendizaje significativo del idioma inglés.

Por su gentil atención a la presente, le anticipo mi más sincero agradecimiento.

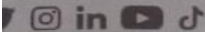


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País: Ecuador / www.puc





M. EDUCACIÓN ECUADOR

Ilustración 9