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**Riobamba, Ecuador, 2026**

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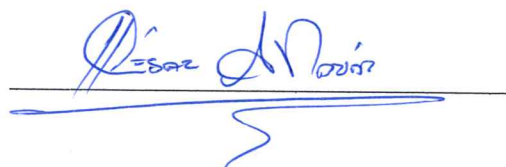
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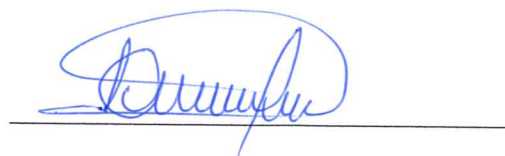
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## **DEDICATION**

I dedicate this thesis to:

My dear parents, Patricio and Patricia, who have been my fundamental support in achieving every goal. I thank them for their immense support, for every piece of advice, for every sleepless night, and for all the sacrifices they have made for me. Their teachings and examples have made me the person I am today.

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Micaela Scarlett Acosta Gamboa

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## RESUMEN

El presente estudio tuvo como objetivo analizar el impacto del uso de la inteligencia artificial en el desarrollo de las habilidades de escritura académica en ensayos de estudiantes del octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo. La investigación se desarrolló con un enfoque de campo y un diseño preexperimental, y contó con la participación de 36 estudiantes. En primera instancia, se implementó un Pre-Test escrito con el objetivo de diagnosticar un nivel académico en diversos aspectos como lo son gramática, cohesión y redacción de textos de nivel académico.

En la siguiente etapa, la aplicación de intervenciones centradas en el desarrollo de habilidades de escritura, vocabulario y gramática, mediante el manejo de herramientas de inteligencia artificial, las cuales fueron ChatGPT, Grammarly y QuillBot como apoyo didáctico. Para finalizar estas etapas, se aplicó el Post-Test, que evidenció un avance significativo en la redacción de textos académicos. Se recomienda incorporar herramientas de inteligencia artificial como apoyo en la enseñanza de la escritura académica, ya que favorecen tanto la mejora de la redacción como el desarrollo de la autonomía y la creatividad de los estudiantes.

**Palabras clave:** Inteligencia artificial - escritura académica - habilidad – herramienta – intervenciones.

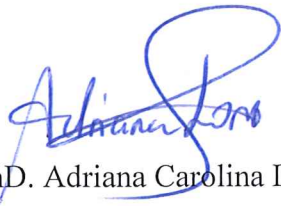
## ABSTRACT

The objective of this study was to analyze the impact of artificial intelligence on the development of academic writing skills in essays written by eighth-semester students in the Pedagogía de los Idiomas Nacionales y Extranjeros program at the Universidad Nacional de Chimborazo. The research was conducted using a field approach and a pre-experimental design, with the participation of 36 students. A written pre-test was first administered to assess academic proficiency in grammar, cohesion, and academic writing.

Next, targeted interventions using artificial intelligence tools such as ChatGPT, Grammarly, and QuillBot supported the development of writing skills, vocabulary, and grammar. A Post-Test then demonstrated significant improvement in participants' academic writing skills. In conclusion, the study recommends incorporating artificial intelligence tools as a support resource in the teaching of academic writing, as they contribute not only to improving writing skills but also to strengthening autonomy and creativity.

**Keywords:** Artificial intelligence - academic writing - skill – tool – interventions

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# CHAPTER I. INTRODUCTION

## 1. Introduction

In recent years, artificial intelligence (AI) has assumed a fundamental role in everyday life, particularly in the educational field. The development of digital tools that support writing, analysis, problem-solving, and information processing has significantly increased in educational contexts. AI-based applications, especially those focused on grammar correction and academic writing, enable users to access and integrate information from multiple sources through cloud-based systems. These AI-powered writing tools, such as ChatGPT, Grammarly, and Quillbot, help improve students' academic performance in the writing, revision, and feedback processes.

However, despite these advantages, there is a growing concern about the overuse of AI tools in education. The immediate availability of information can reduce foster dependence on these tools, ultimately affecting academic writing skills. Therefore, within the Ecuadorian context, there is a problem with the appropriate use of artificial intelligence. The results of this study are generalizable only to eighth-semester students in the National and Foreign Languages Pedagogy program at this educational institution, as they are the ones who demonstrate the greatest dependence on these technologies. It is assumed that eighth-semester students possess an advanced level of academic writing in English, and this level constitutes a high point for evaluating the impact of these tools on their performance.

This study is relevant because it addresses a current educational challenge, considering the benefits, risks, and ethics of AI-based academic writing tools in higher education contexts. It is also important to consider how to introduce AI into language learning without undermining students' autonomy. The research is feasible because it is conducted with a specific student population and using readily available AI tools. Therefore, the primary beneficiaries of this research are students, teachers, and educational institutions themselves, meaning it can be said to benefit those directly involved in education. Its main objective is to examine the relationship between the development of academic structures and the use of artificial intelligence as a technology applied in the education sector.

Of course, it is important to acknowledge existing limitations, both in the research field, such as the limited sample size and, specifically, the study itself, which limits the scope of the findings. Furthermore, this research aims to analyze the impact of artificial intelligence on academic writing skills, initially using a pre- and post-intervention model. This allowed for the analysis of the development of each intervention, as well as the continuous improvement in information presentation, resulting in ongoing progress and data collection.

Following the interventions, the participants created an academic essay using AI, thus demonstrating the improvements. This method promotes autonomy and the development of academic writing skills. This report is structured as follows: first, a review of relevant literature is presented; second, the research methodology is described; third, the results and their analysis are discussed; and finally, conclusions and recommendations are provided.

## **1.1 Problem Statement**

Artificial intelligence (AI) has become increasingly prevalent in educational settings, especially in the development of academic writing skills. The widespread use of artificial intelligence tools, reflected in writing, paragraph creation, advanced search, and text restructuring, is a characteristic of tools like ChatGPT, Grammarly, and QuillBot. As Aljuaid (2024) notes, artificial intelligence tools facilitate students' improvement in writing skills and in characteristics that make texts more academic.

For this study, students from the National University of Chimborazo were selected as participants, specifically eighth-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros, corresponding to the 2025-2s academic period. The research aimed to foster the individual creation of academic essays, based on structure, vocabulary management, and academic standards. However, a preliminary classroom analysis demonstrates that a significant percentage of students exhibit problems in organizing ideas, developing and structuring essays, as well as in the ethical use of AI and APA style guidelines. Furthermore, the majority of students are using artificial intelligence to solve essays.

The main problem identified is the correct use of AI tools, as this leads to excessive dependence on them for task completion. Similarly, as Caprioglio and Paglia (2023) mention, AI can significantly improve academic tasks; however, excessive use hinders students' intellectual development.

Thus, the teacher's role is directly affected by how the use of these tools is perceived, with the constant use of AI creating dependence that impedes student learning. Consequently, Khalif and Albadawt (2024) argue that the integration of AI requires the implementation of new tools and the adaptation of teachers to new methodologies. This research examines the impact of AI tools on the academic writing of eighth-semester students in the Pedagogía de los Idiomas Nacionales y Extranjeros program at UNACH. Specifically, it investigates whether guided use of AI tools enhances organization, coherence, grammar, and argumentation, and explores participants' perceptions of the advantages and disadvantages of these technologies.

## **1.2 Problem Formulation**

What is the impact of artificial intelligence on the academic writing skills of eighth-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros degree at the Universidad Nacional de Chimborazo?

## **1.3 Justification**

Artificial intelligence tools have become one of the most relevant topics in contemporary educational research. The importance of this study lies in its focus on the growing influence of artificial intelligence (AI) tools on the development of academic writing skills in higher education. AI-powered writing tools such as ChatGPT, Grammarly, and QuillBot are increasingly popular in academia. However, their effects on student learning, especially in English as a Foreign Language (EFL) instruction, remain poorly understood. This study examines how integrating AI tools influences students' autonomy, creativity, and academic writing performance. As Kellogg and Raulerson (2007) note, developing writing skills is

essential for students' academic and professional growth. The feasibility of this study is supported. This study is feasible due to the availability of technological, bibliographic, human, and economic resources. Participants have access to widely used AI tools for academic tasks. Thanks to various studies based on the use of artificial intelligence tools, we can acquire a theoretical foundation for this research.

For this purpose, the study was conducted with eighth-semester students at UNACH, which allowed access to the target population. This research is economically viable since the materials used are freely available and publicly accessible to everyone. Accessibility is characterized by the availability that allows use by all individuals. In the educational field, as mentioned by Golan et al. (2023), it is beneficial for research to have materials that are useful and necessary to achieve a stated objective. Therefore, the main beneficiaries of this research are the target population, as well as teachers and other individuals, such as readers, researchers, and those interested in this topic. The results obtained in this research play a crucial role in understanding the impact of artificial intelligence before and after its implementation.

Like students, teachers also benefit from the implementation of these technologies because they can implement and utilize certain techniques that foster the critical and autonomous use of these technologies. The continuous improvement of these practices enhances the ethical use of AI tools. Public entities are also beneficiaries of this study, as they represent a percentage of the population that will benefit from future studies, addressing topics of interest and allowing for continuous improvement based on real-world experience. Furthermore, this study is designed to advance the fields of applied linguistics and educational technology. Future research can build upon the findings of this study, either in similar contexts or as a guide for responsible application and improvement of pedagogical strategies for the overall well-being of the population, as recommended by Malik et al. (2023).

This study has limitations due to its focus on a specific group of students, academic context, and timeframe, which may limit the generalizability of the results. Despite these constraints, the study offers valuable insights into the role of artificial intelligence in academic writing and highlights key considerations for its effective and ethical use in higher education.

## **Objectives**

### **1.3.1 General Objective**

To analyze the impact of the use of artificial intelligence on the development of academic writing skills by students of the Eighth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Chimborazo for the 2025-2 academic year.

### **1.3.2 Specific Objectives**

- To identify the most prevalent artificial intelligence tools used by students to improve academic writing.
- To diagnose the initial level of students' academic writing skills for establishing a baseline for the study.
- To integrate artificial intelligence tools as a teaching strategy to enhance students' academic writing skills.
- To evaluate the impact of artificial intelligence tools on students' academic writing skills based on the improvement of their writing skills.

## CHAPTER II. THEORETICAL FRAMEWORK

### 2. State of the Art

Academic writing has become a fundamental communication skill in higher education, enabling students to communicate ideas in a structured, coherent, and formal manner. In this sense, its development not only strengthens written production but also contributes to the advancement of knowledge. Within this context, the use of artificial intelligence tools has gained relevance due to their ability to support writing processes through grammatical correction, idea organization, and improved textual coherence. In educational contexts where English is predominant, numerous studies demonstrate that AI can positively impact academic performance.

However, the influence of artificial intelligence on academic writing is complex and generates diverse viewpoints. Aljuaid (2024) mentions this, noting that these tools improve grammar and writing style; however, excessive use and reliance on unreliable sources can create disruption and confusion in the ethical process.

Conversely, Selim's (2024) study emphasizes a positive aspect, demonstrating that the effective and efficient use of AI tools such as ChatGPT, Grammarly, and Quillbot can improve not only writing but also students' learning strategies. These opposing viewpoints highlight the tension between these two perspectives in academia.

Furthermore, Noudjoud (2024) emphasizes that using AI as a support tool benefits educators and learners by streamlining feedback, reducing revision time, and identifying areas for writing improvement.

Finally, recent studies such as that by Pérez et al. (2025) agree that artificial intelligence improves linguistic quality and feedback in the writing process. However, they also point to significant challenges related to academic integrity, data privacy, and AI's limitations in addressing complex errors. Taking together, these findings highlight the need for a more balanced integration between technological tools and traditional teaching. Therefore, it is necessary to continue researching how to ensure the ethical, equitable, and pedagogically sound use of artificial intelligence to enhance the development of academic writing in university settings.

### 2.1 Theoretical Background

#### 2.1.1 Academic Writing

##### 2.1.1.1 Academic writing definition

Academic writing is a type of formal writing used in educational and scientific contexts; it aims to communicate and express ideas, analysis or research with certain fundamental criteria such as clear, structured and objective writing. In addition, it is characterized by using clear language, logical organization of ideas, bibliographical validation and the scarcity of colloquial expressions. Its purpose is to develop the writer as well as to argue with evidence and convert knowledge into discipline, which is why it is considered fundamental in the elaboration of essays, reports, and other academic works (Giltrow, 2021).

### **2.1.1.2 Theory of Writing as a Process**

Writing is considered a process that should not be seen merely as the production of a final text but rather as expressing ideas through a continuous and recursive series of interrelated stages. When we speak of recursive writing, we mean that it is not linear or mechanical, that the writer can go back and improve their information and create a new narrative. Several perspectives emphasize that writing exercises multiple mental skills, improving writing and individual decision-making, self-monitoring, and imagination (Warnock, 1983).

It is essential to learn more about how artificial intelligence tools can influence students' writing process, emphasizing how this process may vary with the application of technology or how it affects this process.

### **2.1.1.3 Socio-cognitive Theory of Academic Writing**

The socio-cognitive theory of academic writing states that writing should not be considered solely as an act, but rather as an implementation and reaction to various practices, including social, educational, and cultural. From this point, it is important to implement internal processes to achieve the correct end of communication, planning as a process of order, knowing when, where and how it was achieved, in addition to the review, a verification process to ensure it is being done correctly, an in-depth analysis, and the connection with external factors. (Rezaei & Marandi, 2022).

Additionally, this theory allows us to understand the cognitive and social relationship with the final product of writing. From this integral vision, it is necessary to understand that not only does the evaluation of the product refer to the writing, but also to know the trajectory that achieved that this product reached all readers. where and how it was achieved, in addition to the review, a verification process to ensure it is being done correctly, an in-depth analysis, and the connection with external factors (Renandya & Widodo, 2016).

### **2.1.1.4 Pedagogical approaches to teaching writing in higher education**

Pedagogical approaches to the teaching of writing in higher education are framed by the types of methodologies, techniques, strategies, or principles that teachers can present in the classroom. Emphasizing education, the teacher, as the main author, applies a variety of techniques that favor collective learning. However, this does not refer simply to writing, but to a process of either formal or informal teaching. In the context of higher education, academic writing ceases to be a basic requirement and becomes fundamental for writing essays or research texts, in addition to putting into practice, argumentation and knowledge expansion (Grossman, 2009).

### **2.1.1.5 Academic Genre Approach**

The academic genre approach is based on the idea of learning to write at a higher than basic academic level, mastering the different types of discursive genres of each discipline such as academic essays, reports, research, and scientific articles. There is no limitation for teaching, but rather focuses on helping the comprehension, analysis and creation of academic texts according to the communicative context (Harper, 2006).

From another approach, we talk about this genre not only with learning to write but emphasizing the understanding of how to write correctly in the different narrative genres, adjusting to the norms of academic discourse, the relationship of texts, the purpose and the connection with the audience is fundamental, creating an impact on the reader. It is relevant, within the application of technological tools, to know what kind of texts and how this affects writing. Tools such as Chat GPT are easy mechanisms for creating texts, but it does not meet the real demands that the student needs. The systematic creation of a text without verifiable sources can be more challenging than writing from ignorance. In addition, tools such as Grammarly, which play the role of grammar correction, "help" students in the coherent writing of a text (Paltridge, 2004).

### **2.1.2 Task-based approach**

The task-based approach suggests that students develop writing skills by solving tasks in real contexts, as opposed to focusing specifically on grammar or rigid task formulas. This approach works with an application of didactic tasks that simulate real-life events in educational or professional contexts. That is, writing argumentative essays for a class, a formal letter or a research project, the focus is mainly on the final product and how it was achieved, considering the active participation, decision-making, planning and critical review necessary to create a quality text. The effective integration of artificial tools, such as Chat GPT, Grammarly and Quillbot, can help the student to create academic texts with balance, if the application has a higher-than-average degree of ethics and morals (Sánchez, 2009).

### **2.1.3 Constructivist approach**

The constructivist approach stems from the fact that knowledge is constructed in an active and personal way from experience, reflection and social interaction. In this approach, the student is the main author who explores, analyzes, experiments, revises and improves academic writing with the support of the teacher. Writing is understood as a process in which the student's autonomy is stimulated, in addition to various factors that go hand in hand with continuous improvement (Spivey,2012).

## **2.2 Artificial Intelligence in the Educational Field**

### **2.2.1 Definition and evolution of Artificial Intelligence (AI)**

Artificial intelligence (AI) is a system of commands created to perform traditional tasks without human intervention. It is derived from a combination of all the technological knowledge found on the internet. Reasoning, learning, problem-solving, and decision-making are replaced by this technological tool. Over the years, this medium has undergone significant evolution. Its beginnings date back to the 1950s, when a group of scientists led by John McCarthy proposed the creation of technology to replace human tasks. AI aims to be an assistant for humans; however, as it has evolved, it has presented improved features for its use (Saghiri et al., 2022).

In the educational context, the objective is to solve problems in the context of the presented environment. The evolution of simple grammar checkers or virtual assistants is a thing of the past. Tools such as ChatGPT, Grammarly, or Quillbot can create texts, documents, and even academic essays, based on a coherent structure and related to the subject that requires

technological assistance. This raises new technological opportunities that could be applied within the classroom. However, there are shortcomings in their application and in how they can be monitored for coherent, ethical, and efficient use in the Student's education that does not harm the role of the teacher (Chen et al., 2020).

## **2.2.2 Types of AI tools used in educational contexts**

### **2.2.2.1 Chatbots and virtual assistants (ChatGPT).**

Virtual assistants, better known as ChatGPT, are a set of technological tools designed to interact with users. Important features of these applications are reflected in how they significantly advance in helping solve problems with a command that is within everyone's reach. In the educational context, ChatGPT is used to program automatic responses to advanced systems capable of processing complex commands, generating text-based content, presenting explanations or new material, guides, and more. This assistant was created by OpenAI and is based on data from the technological cloud, which is used to respond to needs such as correcting grammar, grammatical structure, and improving style or writing (Atencio-González et al., 2023).

### **2.2.2.2 Auto-correction and suggestion platforms (Grammarly).**

Grammarly is an artificial intelligence-based grammar correction tool that aims to provide immediate assistance in writing, correcting grammar, punctuation, and writing. It was designed to detect these linguistic errors and present a variety of options to improve the text. This tool has also gained significant impact in the educational field, becoming one of the most sought-after tools due to its design and improvements that provide detailed explanations, as well as suggestions for vocabulary, tone, fluency, and coherent changes that can be applied. It has become a frequent complement to the academic writing process (Arisandi & Sudarajat, 2023).

### **2.2.2.3 Automatic text generators and summarizers (Quillbot).**

Automatic text generators and summarizers, such as Quillbot, have been classified as virtual assistants that facilitate students' writing work in the educational environment. These applications allow the entry of an idea and transform it into a paragraph. The user has the option to present a description of the content they want to use and the relevance of each one. In other words, a free tool that consolidates a main idea and enhances it by creating a text. Quillbot is a paraphrasing, text summarizing, and academic expression enhancement tool. Known for its coherence, writing, style, grammar, and originality, it has become one of the most popular and most requested by students (Fitria, 2021).

## **2.2.3 Advantages and challenges of using AI in academic training**

Artificial intelligence (AI) in the academic context offers countless advantages that are beneficial within the educational system. One of the most notable is the immediate feedback it offers, in addition to improving linguistic accuracy, optimizing the organization of ideas, and fostering student autonomy through tools such as ChatGPT, Grammarly, or Quillbot. These applications allow students to practice continuously and in real time, personalizing their sections or the type of texts requested by each student (Al-Tkhayneh et al., 2023).

However, it is necessary to understand its disadvantages to raise awareness and act for improvement. The most notable disadvantages of using technological tools include plagiarism, which creates controversy in education. Therefore, the adaptation of pedagogies that promote the use of new tools while maintaining the ethics and morals of the writer is considered a new challenge for the educational system (Thomas & Kuppasani, 2025).

#### **2.2.4 Ethics and responsible use of artificial intelligence in education**

Artificial intelligence tools in the educational field raise ethical questions that require intervention by educational institutions. While these tools are of great help in advancing academic texts as the primary source for the creation, correction, and interpretation of new topics, they could further expand research topics that can have a social impact. When we talk about ethics, it refers to the autonomy that writers must present their ideas and create their own reflections based on prior knowledge. However, with the new era of technology, plagiarism is singled out as a bad practice in terms of authenticity. Therefore, it is essential to foster a culture of responsible use, in which AI is recognized as a complementary, not a substitute, tool for the learning process (Efthymiou et al., 2025).

### **2.3 Development of Academic Skills through AI**

#### **2.3.1 Artificial intelligence-assisted academic writing**

AI-assisted academic writing is the use of technological tools to support students in writing texts, creating them based on different criteria favored within the university environment. Applications such as ChatGPT, Grammarly, and Quillbot immediately assist in correcting and improving writing style. These tools have become massively popular among students, presenting them as the most widely used in education. However, the automation of certain tasks can reduce cognitive effort and discourage key skills such as reflection, critical argumentation, and personal authorship. Therefore, the true meaning of pedagogy was valued by how well teachers apply and verify compliance with the standards corresponding to the use of these tools (Dergaa et al., 2023).

#### **2.3.2 Autonomy in learning**

Autonomy in learning is the emerging ability of students to create an individual process for how they learn best. That is, the formation of stages that interrelate with each other for learning. Students analyze, make decisions, execute actions, and develop skills that aid in self-regulation and self-assessment. In the academic field, autonomy does not emphasize individual learning, but rather how students actively construct their learning based on their capacity for interpretation, analysis, and formation (Benson, 2007).

#### **2.3.3 Creativity in essay writing**

Creativity in essay writing is based on how individual students can strengthen their texts through imagination, interpretation, and a new approach to their paragraphs. Without losing the essence of writing, it is rather reflected in the improvement of these texts, as well as the academic structure that is relevant to how the text is presented and how it was perceived by readers (Creme & Hunt, 2002).

It involves not only the generation of novel or interesting content, but also the ability to connect with new arguments to expand the information and present it clearly, with coherent content and unique reflections on a given problem. Within the educational system, it is valuable for texts to be fascinating, engaging, and useful for new generations while always maintaining the essence of creativity and authenticity (Wurth, 2018).

### **2.3.4 Associated risks: plagiarism, dependence and loss of authorial skills**

The use of artificial intelligence tools has been seen in new academic texts. However, it also carries risks that can affect students' overall development. Plagiarism is the act of creative appropriation from other authors. The use of ChatGPT or Quillbot notoriously presents the appropriation of previously published texts, without a reflective process or adequate citation. There is also the danger of technological dependence: students use a high percentage of AI to create texts or solve problems, which eliminates their autonomy in problem solving, resulting in copy-pasting of other people's ideas that have no backing (Hutson, 2024).

Added to this is the loss of basic skills needed to create their own texts, such as analysis, interpretation, imagination, and writing texts based on original ideas. Therefore, the student must be aware that his or her autonomy gives power to the text, but it is not emphasized that these should not be used, rather it is sought that these tools serve as support to rethink new knowledge, just as the integration must be carried out in an ethical and pedagogically oriented manner, promoting a conscious use that complements, and not replaces, the critical and reflective voice of the student in writing (Kotsis, 2024)

### **2.3.5 Student perception of the use of AI in their writing processes**

Students' perceptions of the use of artificial intelligence tools are often controversial, with both acceptance and criticism combining diverse perspectives. On the one hand, many acknowledge that applications such as ChatGPT, Grammarly, or Quillbot provide support tools that are useful for improving writing, and they also praise the immediate feedback it provides for expanding on the topics they wish to address. However, there are also notable disadvantages that raise an even broader range of concerns, such as the lack of authenticity in the work and the lack of independent learning. In this sense, their perception reflects a recognition of the usefulness of these tools, but also a need for pedagogical guidance (Sumakul et al., 2022).

## **2.4 AI Tools Most Used by Students**

### **2.4.1 Identification of the most frequently used tools in university environments**

In education, applications with artificial intelligence have been of great help in improving academic writing; however, as mentioned above, there are shortcomings in their daily use. Virtual assistance tools such as ChatGPT focus on problem-solving that can be found in different fields, as their format allows them to access different cloud sources. Additionally, a grammar help tool like Grammarly and variants like Quillbot are also available. But why are they so popular in education? It is known that in the age of technology, the advancement of new tools is becoming a trend due to the rapid and effective use of technology in educational matters (García-Martínez et al., 2020).

## 2.4.2 Classification according to the type of support they offer

There are different uses of technological tools; in the era of artificial intelligence, different parameters must be considered before implementing them. Several development companies present prototypes based on different uses required by the user. They focus on what the user needs and how this tool helped solve that problem. The use of search technologies clarifies this: AI created for problem solving, AI created for image creation, as well as grammar correction, paraphrasing, text correction, writing based on a previous text, etc. (Huang et al., 2021).

**This study focuses on the following classification:**

- **Problem Resolution**

**Chat GPT:** This was created so that users could present their problems through commands and, using the information they find in the cloud, search for different sources to verify their response and present it immediately with feedback based on the information they gathered. Additionally, sources and citations from various digital platforms are presented, making this work more efficient and verifiable (Singh et al., 2023).

- **Grammatic**

**Grammarly:** A tool derived from artificial intelligence; it is a fusion of a grammar checker created to correct/edit paragraphs submitted by the user. Its use generally depends on how the text is presented to the audience. Additionally, this tool has different editing options that facilitate text correction or the proper editing of phrases or words that may be omitted or added (Tran, 2025).

- **Grammatical and spelling revision**

**Quillbot:** An AI assistant that aims to help writers' correct grammar, correct ideas, and create texts. It's a variant of Chat GPT and Grammarly, and it stands out by merging the two, creating a comprehensive platform for the viewer's daily use. Convenient for corresponding use, it also has a comprehensive platform and direct access to the cloud, ensuring the user experience and the information received (Latifah et al., 2024).

## 2.4.3 Idea Generation and Essay Structure

Generating ideas and structuring essays are fundamental to the academic writing process. This begins with how information was presented and the development of ideas through paragraphs that express main points, questions based on their importance within the topic, and the writing of these so that they merge with each other and create a structured text. Based on AI, these offer endless tools within the text that can be applied. Chat GPT, Grammarly, and Quillbot are ideal for the concise and coherent writing required within the text. This is why these applications can promote planning and stimulate creativity, especially in students who struggle to start a text or give shape to their ideas (Crossley et al., 2016).

However, it is important to use it correctly, avoid sources of plagiarism so that students do not opt for these requirements, and otherwise encourage correct use and self-creation, which aids the process of critical reflection. From the perspective of writing theory as a process, this stage should be understood as a space for exploration and decision-making (Oktavianti et al., 2021).

#### **2.4.4 Grammatical and spelling revision**

Artificial intelligence tools focused on grammar and spelling correction, such as Grammarly, are one of the most sought-after tools among students for their proposed uses: improving linguistic writing, correcting grammar, and detecting and correcting errors that align with the text's consistency, coherence, spelling, punctuation, and clarity. Their contribution shines through based on the immediate feedback they offer, in addition to the ease with which students access new topics and texts/books found online. However, the continued use of these systems presents risks: when students accept corrections without prior reflection, they develop technological dependence that limits their self-development (Figueredo & Varnhagen, 2006).

#### **2.4.5 Reformulation and improvement of academic style**

These applications allow students to rewrite sentences with greater fluency and coherence, enrich linguistic expression, and thus contribute to an academic text that is accurate and relevant to the desired professional level. Their value lies in offering writing alternatives that are efficient for students, in addition to strengthening the required textual genre. Therefore, these tools should be conceived as complementary support that enhance the learning of formal writing, but never as substitutes for critical reflection, creativity, and the authenticity of the writing process (Allwright et al., 1988).

#### **2.4.6 Frequency and purpose of use according to level of writing proficiency**

The frequency and purpose with which students use artificial intelligence tools in academic writing varies depending on their level of writing proficiency. At the university academic level, the constant use of applications such as ChatGPT and Quillbot, which allow the generation of ideas and basic structures, or Grammarly for automatic error correction. As the field of writing proficiency expands, its use tends to evidently diversify. This is because students with a more advanced level (university) use these tools to perfect their texts and be considered academically at a higher level in research texts, essays, or assignments (Barus, 2024).

This activity shows that, at a lower level, the use of AI can be presented, but not in an advanced manner or with more technical commands. This is because the subject matter presented does not have the complexity that subjects for third-level students require. In this sense, it is emphasized that the level of writing is relevant to the frequency with which technological tools are used, and it is also important to remember that the complexity of the task depends on the student's point of view (Raoofti et al., 2017).

### **2.5 Relationship between Artificial Intelligence and Student's Writing Development**

#### **2.5.1 Correlation between AI use and writing skills**

The relationship between the use of artificial intelligence tools and the development of academic writing skills presents benefits and limitations. On the one hand, the creation of platforms with artificial intelligence such as ChatGPT, Grammarly, or Quillbot support the academic strengthening of students, being a source of help for the constant improvement of texts and their writing. This favors the basic and indispensable skills necessary in education and

academic writing, this is why, together, they can create a work enriched with current information and bring about a change in how these tools are perceived (Rahman et al., 2022).

Now, academic writing is considered one of the most important aspects of education due to the diverse sources of necessary skills such as, writing, spelling, and more, creating a pillar for the student. Therefore, when discussing the relationship between artificial intelligence and academic writing, the basis is the correct handling of information, the writing of original ideas, and how these two can merge to improve writing. Consequently, the correlation is neither linear nor unidirectional but rather depends on the pedagogical intention with which AI is integrated and the degree of awareness and reflection with which students use it (Zulfa et al., 2023).

### **2.5.2 Development of autonomy in the writing process**

Autonomy in the writing process refers to the writer's active participation in the processes required to create an academic text. Planning, writing, editing, and proofreading the text are essential to present it coherently and concisely, emphasizing the most necessary topics. It is also emphasized that the writer's active participation helps shape a new, autonomous text with even greater relevance, since it was presented and analyzed based on a more humanized, global understanding. Therefore, the development of texts does not depend solely on artificial intelligence tools but rather goes hand in hand with human creation; they are integrated and fused, and not merely a creative substitute (Bashiri & Shahrokhi, 2015).

### **2.5.3 Self-reflection**

Self-reflection is the overall goal of education. This is because it allows students to strengthen communication, writing, and other skills. It paves the way for students to think freely and use their ideas to express them in words, evaluating arguments, and making informed decisions about their textual productions (Novakovich, 2015).

Through writing, students not only organize their ideas but also create meaning and a new position regarding different perspectives. Self-reflection helps improve and understand which process is best and why it should be used, creating a plan for its selection, considering various parameters. Promoting these competencies involves raising educational expectations, inviting students to be part of the teaching process, and together they can create a solid foundation for learning to write that is both fun and academic (Mete, 2020).

### **2.5.4 AI to enhance academic creativity**

Academic writing goes hand in hand with the writer's creativity and imagination. It is understood as the ability of students to create original texts with new and innovative points of view, in addition to presenting innovative and novel proposals in the corresponding writing genre. At the higher education level, it is essential to master writing and create texts in accordance with the impactful topic to be addressed. Therefore, strengthening personal reflection with clarity and coherence results in motivating students to go beyond the repetition of content, developing their own voice that allows them to actively participate in the construction of knowledge (Baten et al., 2024).

### **2.5.5 Assessing the impact on overall essay performance**

The evaluation of overall essay writing performance is not based solely on analyzing linguistic accuracy, such as coherence, cohesion, clarity of ideas, and solid argumentation. Rather, it focuses on what truly constitutes an essay: a good essay that reflects independent writing, the use of information that contributes to a fluid and coherent writing of the topic, and supports a clear statement of topics, with an appropriate style and appeal that captures the reader's attention. Therefore, the impact of performance is measured not only by the balanced integration of competencies such as creativity, autonomy, and mastery of the conventions of academic discourse (Klimova, 2011).

## **2.6 Educational Implications and Challenges**

### **2.6.1 Teacher's role in mediating the use of AI tools**

The role of the teacher in mediating the use of artificial intelligence tools is important since the teacher is not only the guide in a class but must also adapt to new and updated methodologies. In this case, the use of artificial intelligence should not be considered a threat but rather can be used as a source of grammatical support and new ideas, without creating a dependency on these tools. It is said that the teacher is the facilitator of information and the main person in the class who must opt for new methods and analyze how they can favor and how misuse harms learning (Yuna et al., 2025).

### **2.6.2 Teacher training on the educational use of artificial intelligence**

Teacher training in the educational use of artificial intelligence integrates a broad set of aspects that need to be recognized, such as AI tools such as ChatGPT, Grammarly, or Quillbot. This requires teachers to update their methodologies, not simply add them as an additional lesson. Rather, it emphasizes how to integrate them didactically and ensure that they serve as a source of support for both teachers and students. Furthermore, teachers must receive ongoing training in methodologies that involve new tools such as those mentioned above. Likewise, training should consider risk analysis such as plagiarism, technological dependence, or the loss of critical skills, promoting strategies that strengthen autonomy and creativity (Wu et al., 2024).

### **2.6.3 Institutional challenges facing the integration of AI**

The incorporation of artificial intelligence into higher education poses several challenges that go beyond technology. Universities must create adaptation plans with existing methodologies, in addition to ensuring equitable access to AI platforms and adequate connectivity for all students. It is essential to present the advantages and disadvantages of these platforms, which is why establishing anti-plagiarism policies is being considered to regulate the use of these tools. Teachers must demonstrate these skills, and they are the ones who require ongoing training to integrate AI into curricula in a pedagogically effective manner. Added to this is the institutional responsibility to protect data privacy and promote an environment of trust in the use of these technologies (Ahmed, 2024).

#### **2.6.4 Ethical considerations and educational policies on AI and academic writing**

The use of artificial intelligence in academic writing requires deep reflection on the ethical implications and the need to establish clear educational policies that regulate its integration into higher education. One of the main concerns is the loss of authorship, or better known as technological dependence, in addition to plagiarism. However, it also poses significant challenges related to data privacy, the reliability of responses, and the risk of overdependence that limits the comprehensive educational experience. Recent literature highlights the need to address the ethical aspects of its use, including risks such as electronic plagiarism. This debate is essential to understanding the real impact of AI on academic writing and guiding future research on its responsible integration into university education (Li et al., 2024).

#### **2.7 Impact of the use of AI on the development of specific competencies**

The research analyzed is directly related to the topic of study, as it focuses on the impact of artificial intelligence on academic writing. This aligns perfectly with the main objective of identifying how these tools affect the development of writing skills in first-semester university students. Both proposals recognize writing as a complex process that includes grammar, argument coherence, and academic authorship, which are essential for early training in higher education.

Thus, the research findings not only complement but also enrich our understanding of the phenomenon studied, providing valuable insights to guide pedagogical strategies that strengthen the writing skills of the students in question.

## CHAPTER III. METHODOLOGICAL FRAMEWORK

### 3. Design

#### 3.1 The Approach of Research

This study employed a quantitative approach focused on analyzing the impact of artificial intelligence tools on students' academic writing development. This research demonstrates how tools like ChatGPT, Grammarly, and QuillBot can enhance writing skills. These tools supported the collection and analysis of numerical data. As Seaman (2007) notes, the quantitative approach enables researchers to collect statistical data and objectively measure results.

To begin this research, a literature review was essential, based on artificial intelligence tools specifically ChatGPT, Grammarly, and Quillbot, which ensured the objectivity of the research, in addition to a focus on academic writing. This allowed the review to be grounded in theories to evaluate the relevance of the tools.

Also, for this research, the collection of quantitative data was necessary, which was achieved thanks to alignment with the Cambridge English Key Test (KET) framework. This framework was implemented to create an objective rubric that allowed for the evaluation of parameters before and after the interventions. These tools provided measurable, comparable results for participants' progress. The research included seven classroom activities in which students used artificial intelligence tools, with clear instructions and prompts, to develop their academic writing. The quantitative data from these activities enabled comparisons of students' performance before and after using AI tools, providing statistical evidence of their effect on writing improvement.

#### 3.2 Research Design

This research employed pre-experimental design because the researcher administered an initial test, pedagogical interventions, and a final test to a single group of participants. A pre-experimental design is commonly used when researchers work with one group and when random assignment of participants is not possible.

Similarly, this study involved a specific group of students who participated in interventions before and after the implementation process. This approach provided valuable information that contributed to achieving the research objectives and facilitated the analysis and interpretation of the results (Thyer, 2010).

The intervention lasted four weeks (one month). During this period, the researcher worked two days per week, for two hours each day, to ensure continuous practice and sequential learning. Artificial intelligence tools were implemented as a teaching strategy to develop students' academic writing skills according to their needs, the course content, and the learning objectives. Furthermore, the intervention was integrated into classroom instruction to allow students to practice and improve their writing abilities throughout the learning process.

### **3.3 Level or Type of Research**

This study was descriptive and applied because it focused on analyzing the impact of artificial intelligence tools on students' academic writing skills and their use as an educational strategy. The research was descriptive since it examined how these tools influence writing development and students' performance. In addition, it was applied because it proposed the implementation of artificial intelligence tools as an innovative strategy for improving academic writing in educational contexts.

According to Hossein Nassaji (2015), descriptive research aims to characterize a phenomenon by identifying and analyzing its most relevant features, which aligns with the objective of this study.

The research followed a quantitative process through the systematic collection of numerical data in three stages: an initial assessment to diagnose students' baseline academic writing skills, a pedagogical intervention focused on the use of artificial intelligence tools, and a final assessment to evaluate students' progress. This process allowed the researcher to analyze changes in students' academic writing performance and obtain measurable evidence regarding the effectiveness of AI-based writing tools in improving academic writing skills.

### **3.4 Study Population**

This research took place at the Universidad Nacional de Chimborazo, a public educational institution located in the city of Riobamba, in the province of Chimborazo.

The population selected for this study consisted of 36 eighth-semester students enrolled in the Pedagogía de los Idiomas Nacionales y Extranjeros program at the Facultad de Ciencias de la Educación, Humanas y Tecnologías, during the 2025-2S academic period.

### **3.5 Sample size**

Since the population is relatively small, there is no need to select a sample.

### **3.6 Data Collection Techniques and Instruments**

For this research, appropriate data collection techniques and instruments were selected, in accordance with the specific objectives of the study. Using these instruments, the researcher gathered useful and important information regarding the use of artificial intelligence tools and their effects on the writing abilities of university students.

To begin this research, a preliminary survey was administered to participants to gather information on topics related to artificial intelligence tools, as well as to collect data such as frequency of use and the most popular tool. This instrument provided the initial data collection. Additionally, an initial test based on the KET (Knowledge and Writing Evaluation) framework was administered to help identify the academic level of writing skills, covering areas such as grammar, coherence, cohesion, composition, and written communication to achieve the stated objective.

The implementation of the KET framework facilitated the correct administration of a rubric and the identification of key points in each evaluation, thus improving data collection and subsequent analysis. The ability to identify errors aids in their correction. Additionally, an analytical rubric was incorporated to evaluate certain characteristics of academic writing in greater depth and detail. Based on the implementation of AI tools as a pedagogical strategy, the intervention of adapted classes was planned for 4 weeks. In these face-to-face sessions, students learned about academic paragraph structure, different types of paragraphs, and how to properly use AI tools like ChatGPT and Grammarly. In this way, the implementation of commands and instructions helped students use the tools correctly.

Finally, the impact of artificial intelligence tools on academic writing was evaluated through a post-test, which revealed a significant improvement in essay writing. The before-and-after results allow for a comparison of improvements in each test and also help identify problems to address in the future.

### **3.7 Data Analysis and Interpretation Techniques**

Quantitative data was collected through the use of an analytical rubric applied to students' written productions, including paragraphs and academic essays developed during the pre-test, intervention, and Post-Test stages. The rubric was designed to evaluate key components of academic writing such as coherence, cohesion, vocabulary use, grammatical accuracy, and overall comprehension. This instrument allowed for the systematic collection of numerical data by assigning scores to each criterion, facilitating the measurement of students' academic writing performance (Panadero & Jonsson, 2013).

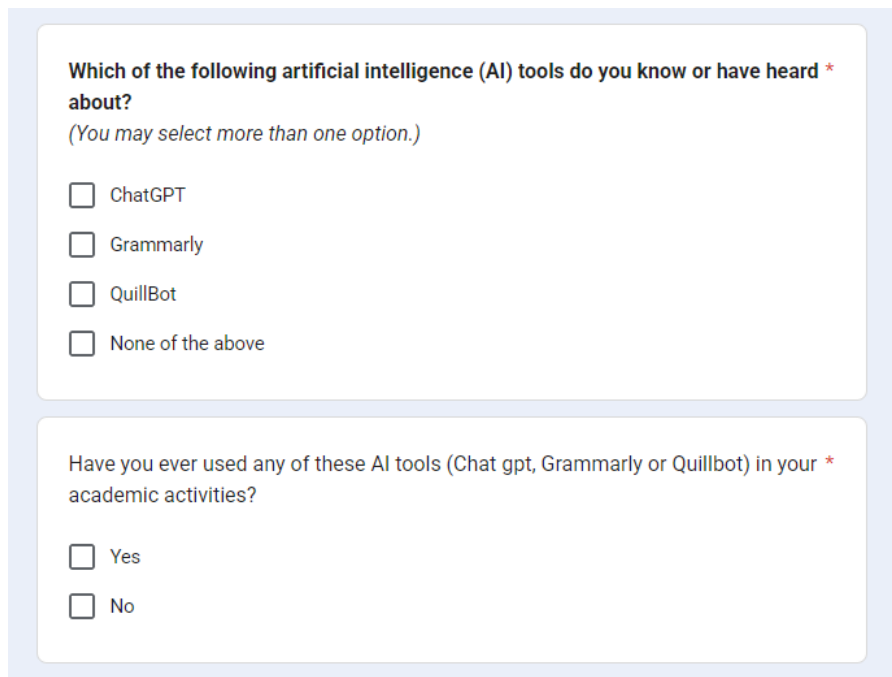
The analysis of quantitative data was conducted through the comparison of students' scores obtained during the different stages of the study. The results from the pre-test and post-test were analyzed to identify improvements in academic writing skills after the implementation of artificial intelligence tools. This process enabled the researcher to measure students' progress objectively and determine the effectiveness of the pedagogical intervention in enhancing academic writing performance (Wachira & Saronga, 2018).

## CHAPTER IV. RESULTS AND DISCUSSION

### 4. Results

This section presents the results obtained from the implementation of this research, which aimed to analyze the impact of artificial intelligence tools on the development of students' academic writing skills. The findings are organized according to the research objectives and the study's stages, including the identification of AI tools, the pre-test, the pedagogical intervention, and the post-test. The results provide both quantitative and qualitative evidence of student performance and progress, enabling a comprehensive understanding of how the AI tools influenced the development of their academic writing.

*Figure 1. Questions from section one of the survey.*



The image shows two separate survey questions, each in a light blue rounded rectangle. The first question asks about knowledge of AI tools, and the second asks about usage of those tools.

Which of the following artificial intelligence (AI) tools do you know or have heard \* about?  
(You may select more than one option.)

- ChatGPT
- Grammarly
- QuillBot
- None of the above

Have you ever used any of these AI tools (Chat gpt, Grammarly or Quillbot) in your \* academic activities?

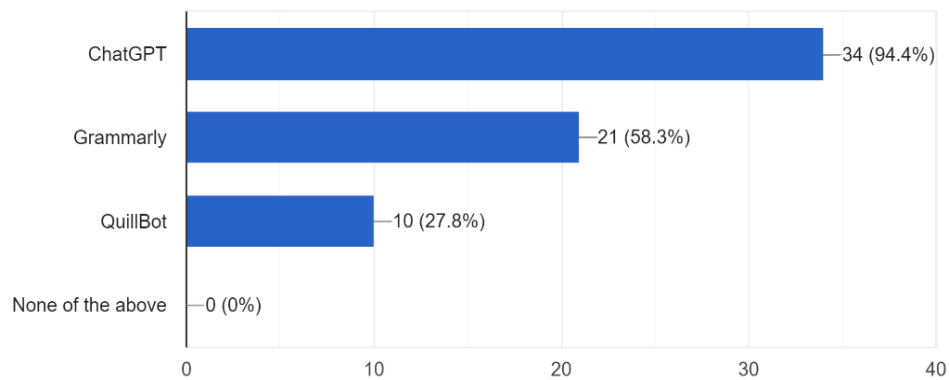
- Yes
- No

Based on the first specific objective of the research, the survey on artificial intelligence knowledge was administered to 36 eighth-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros degree at the Universidad Nacional de Chimborazo, which was to identify the most used and popular artificial intelligence tool among students, a structured survey was administered in four sections, presented as follows: Section One. This section aimed to collect sociodemographic information from participants to contextualize the target population. Section Two. This section focused on identifying the level of knowledge and use of artificial intelligence tools in the academic field, using multiple-choice and dichotomous (yes/no) questions.

**Figure 2.** Survey Question one, Section one of the Survey

Which of the following artificial intelligence (AI) tools do you know or have heard about? (You may select more than one option.)

36 respuestas



The following results are presented in Figure 2. The artificial intelligence tools used in this research are ChatGPT, Grammarly, and QuillBot. Their rankings are as follows: ChatGPT leads the table with 94.4% recognition, being the most used by participants; Grammarly comes in second with 58.3%, demonstrating that grammar correction tools are also among the most used by young people; and QuillBot is in third place with 27.8%, reflecting that despite not being as well-known, a certain percentage of students have used it. This demonstrates the dominance of ChatGPT as an artificial intelligence tool for academic use.

ChatGPT is a popular tool within the student social circle; however, this is not the only determining factor. As an AI tool, its accessibility, ease of use, and immediate availability play a significant role in its adoption in education, since the vast amount of information available in the cloud that it manages helps answer questions from diverse fields, thus facilitating learning. As Chinonso et al. (2023) mention, artificial intelligence tools, especially ChatGPT, have the potential to transform the education system. The incorporation of these tools offers immediate responses and facilitates content creation, which has a positive effect on learning.

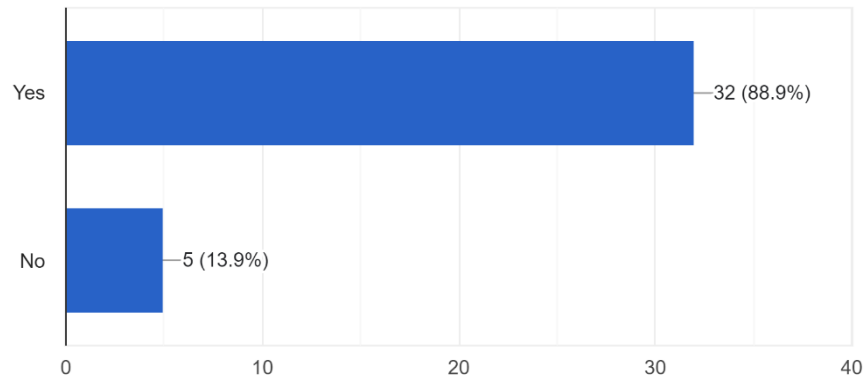
According to Younis et al. (2023), AI tools are based on improving writing skills, allowing the expansion of texts with relevant information and with more academic writing. It is also mentioned that with the help of these tools, the improvement of skills such as writing in students is important since they not only fulfill the role of researcher but also help to improve personal, academic, and professional areas.

Furthermore, to substantiate this information, questions were implemented to encourage students to mention their frequency of use and thus rank the most useful tools in the academic field. Artificial intelligence tools are used to search for precise commands that facilitate research for the user; when we talk about AI, we are referring to a potential knowledge base that guarantees expansive search capabilities in the cloud (Stanković et al., 2024).

**Figure 3.** Question two, section one of the Survey

Have you ever used any of these AI tools (Chat gpt, Grammarly or Quillbot) in your academic activities?

36 respuestas



Another important aspect in achieving this objective was the implementation of closed-ended "yes or no" questions, which facilitated data collection and revealed that students have indeed used artificial intelligence tools. Much of the information presented in Figure 3 reflects this. The study presented at the IEEE (2020) argues that the adoption of these technologies is based primarily on functional factors, such as perceived usefulness and ease of use. This explains why artificial intelligence tools are widely used, given their optimization capabilities.

Conversely, the study published in JSTOR (2018) proposes a more critical perspective, indicating that the use of these tools depends not only on their technical benefits but also on social and cultural factors that influence their application. Based on the first specific objective, the results indicate that students generally have an affinity for using Chat GPT as an artificial intelligence tool due to its programming for text writing and creation. As a result, we found that artificial intelligence tools are important and very useful in fields such as education. Their characteristics help address various problems in essay production, allowing for a rethinking of the writing process and thus improving presentation, writing style, grammar, vocabulary, and so on. Based on these findings, a thorough analysis of initial academic writing skills is essential to identify areas for improvement and areas for further development. For the participants' assessment, based on the second objective, a pre-test was implemented to determine their initial writing performance level as a baseline for eighth-semester participants.

This would provide the basis for a comprehensive analysis of the implications of AI tools. The test was based on the existing KET, which assesses various skills. In this case, the exercises are specifically designed to determine the students' level in academic writing (Liu, 2025).

For the second purpose, which was to systematically assess the academic writing skills of students who regularly use artificial intelligence tools, educational interventions were used.

The progress of each class was meticulously recorded to identify each student's improvement. Administering an initial assessment helps gather information prior to the study,

as demonstrated by Dimitrov and Rumrill (2003), who point out that a test establishes baseline conditions and facilitates subsequent data collection.

In addition to interventions, a B1-C1 level pre-test was administered, designed to be objective and clear. This test was objectively designed for a B1-C1 level, given the course level at which it will be implemented. Therefore, the instrument includes multiple-choice questions, ensuring that each item is clear and concise, with a correct structure and clarity. The test included multiple-choice questions, question blocks on grammar and structure, text analysis and paraphrasing, paragraph writing, and error correction, all focused on academic tone and advanced grammar.

Implementing this instrument provided a preliminary understanding of the language level used in the classroom, as well as an interpretation of areas for improvement or focus for continuous improvement (Nakonezny & Rodgers, 2005).

Finally, the preliminary test provided quantitative data that served as a diagnostic benchmark for subsequent comparison with the results of the follow-up test, thus enabling the achievement of the established objectives. The standardized rubric is used for the collection of numerical data, with the purpose of an objective interpretation, which was perfectly suited to the purpose of this initial diagnostic test (Shabani and Panahi, 2020).

The instruments used in research are intended to aid in data collection, which is ensured through the use of rubrics. Rubrics are particularly relevant because they establish clear, objective, and systematic criteria for evaluating academic essays. To ensure accurate interpretation of the tests, a rubric was implemented, adapted with the necessary criteria to meet the research objectives. Reddy and Andrade (2009) highlight the use of rubrics for the structured organization of information, as well as their ability to facilitate reliable data collection and analysis for each variant.

This can be demonstrated through various studies that utilize data collection tools such as rubrics to guarantee objectivity and ensure that the research has a solid foundation, thus ensuring a positive and engaging research experience. In this regard, authors such as Brookhart and Chen (2014) point out that rubrics allow for obtaining quality information as long as they are well-structured and have defined criteria, which favors the validity of the results. Likewise, experimental research shows that the use of rubrics in pretest-posttest designs contributes to improving student performance and understanding, as it guides the assessment process and facilitates the identification of strengths and weaknesses (Becker, 2016). However, in contrast, other studies warn that simply incorporating rubrics does not guarantee reliable results, since their effectiveness depends on the adequate training of the evaluators and the design of the instrument.

Thus, in this research, the third specific objective of intervening with information to the students was implemented, which will help the constant improvement in the creation of academic paragraphs in addition to the use of artificial intelligence tools.

The interventions were implemented over four weeks, with sessions held on Mondays and Thursdays for two hours each day, to make significant progress on the topics of interest. Therefore, the plans were structured as follows:

- **CLASS 1:**

During the first class, the structure of academic paragraphs was introduced through the scientific topic of bird migration, focusing on the Arctic tern. The class aimed to help students identify the components of a well-structured paragraph (topic sentence, supporting details, and concluding sentence) while developing scientific vocabulary related to migration, adaptation, and navigation. As a result, students analyzed texts with similar models and participated in guided discussions to organize information academically, culminating in a descriptive paragraph explaining the reason for migration.

- **CLASS 2:**

In the second class, expository writing skills were developed through the topic of spectroscopy. The objective was to enhance students' ability to explain a scientific concept clearly and formally. The intervention included presentations on various definitions used in academic writing. Students analyzed a short explanatory text and identified its structural characteristics. Furthermore, the results demonstrated that students improved their ability to construct clear definitions and use cause-and-effect connectives appropriately in scientific contexts.

- **CLASS 3:**

This class focused on cause-and-effect structures in academic writing, aiming to strengthen students' ability to explain scientific processes logically and coherently. The analysis of frogs was used as an example, examining how the forest frog survives freezing temperatures and identifying linguistic structures that express causality (because, therefore, as a result, due to). After guided practice, they wrote a structured paragraph: introduction, body, and conclusion, to identify weaknesses and areas for academic improvement. The results indicated that the students were able to organize scientific information logically and apply coherent connectors to explain biological phenomena.

- **CLASS 4:**

In the following class, the focus shifted to argumentative writing, considering the students' academic need to create paragraphs appropriate to their academic level. Therefore, students were guided in constructing arguments outlining advantages and disadvantages by conducting a preliminary analysis that allowed them to put what they had learned in class into practice. As part of the activity, the students discussed concepts such as transparency, efficiency, and security. They analyzed short argumentative texts and identified thesis statements and supporting arguments. As a result, the students demonstrated progress in the formal expression of opinions, the logical foundation of their ideas, and the creation of academic paragraphs.

- **CLASS 5:**

The focus of this objective was the evaluation of information organization and the coherent presentation of the message. For this purpose, cultural information about the Chaco Canyon was used as a reference. The activity led students to review historical vocabulary, resulting in their analysis of a short academic text about civilization. Furthermore, the incorporation of information and the writing process should result in an explanatory paragraph about the importance of the Chaco Canyon for regional development. Additionally, the lesson included how artificial intelligence can help improve academic paragraphs.

During this part, students contributed ideas on how they believe AI can be used to improve writing, with the aim of successively incorporating artificial intelligence tools, creating a bridge where students can interpret all the information without being overwhelmed.

In the last two sessions, the use of prompts in artificial intelligence tools was incorporated to strengthen students' academic writing skills. This strategy allows students to actively interact with technology, developing writing competencies, as well as receiving assistance in correcting texts that reach a higher academic writing level. This was carried out as follows:

- **CLASS 6:**

During the sixth class, specific information was presented on the chatbots GPT, Grammarly, and Quillbot. The correct use and management of these artificial intelligence tools for creating an academic paragraph or essay were covered. Information on commands and corrections of previous texts was presented as examples of improvements that can be implemented. The objective was to develop students' ability to explain the legal and financial aspects of franchises using formal and precise language. Students wrote a short essay to assess their progress, exploring key concepts like contracts, investment, responsibilities, and risks. They developed an analytical paragraph outlining the advantages and legal obligations of franchise systems through discussions.

In the sixth session, the concept of a franchise agreement was introduced.

This was a clear set of instructions, used in artificial intelligence tools to elicit clear responses with a specific objective. Participants were given guided instructions to improve their writing, using commands like improve the academic tone, maintain coherence and cohesion, add connectors to improve cohesion, and correct grammatical, punctuation, and spelling errors. These instructions optimized writing, focusing on formal tone, textual cohesion, and grammatical accuracy, resulting in significant improvements.

- **CLASS 7:**

In the seventh class, students practiced comparative and analytical writing with a scientific debate on dinosaur endothermy. Their goal was to develop the ability to present contrasting perspectives, as well as to receive individual feedback on how they could improve their academic writing by applying what they had learned in previous classes. The writing task required them to draft a comparison and contrast paragraph summarizing both sides of the argument, followed by guided feedback using artificial intelligence tools. The results show that students are able to integrate evidence and present balanced academic arguments in a structured format, demonstrating a coherent and ethical use of technological tools.

In the following class, a more independent and critical use of the instructions was encouraged, focusing on expanding ideas and developing analytical thinking. In this phase, students used more complex instructions, such as Develop the text using academic writing, substantiating fundamental details about..., integrate a critical and analytical perspective into the following paragraph..., and Reframe this paragraph, maintaining the idea but... as part of the discussion section of a research paper. By using these prompts, students improved the quality of their writing, deepened their understanding of the content, and adapted their writing to a more advanced academic level.

With the planned interventions, it was mentioned that upon completion of the activity assessing the student's understanding and ability to apply the concepts, the student would be provided with a sample paragraph or essay. This made it easier to determine whether the interventions had been successful. Additionally, rubric was developed with fundamental criteria for writing an academic text. The proactive use of the rubric in the assessment ensures a uniform evaluation framework through the analysis of whether students achieved the goal of each activity. Rubric is a tool that facilitates data collection. It is a set of criteria that can be evaluated objectively to define the desired outcome for subsequent use as an evaluator and to provide a numerical score to quantify the result (Brookhart, 2018).

*Figure 4. Class Progress*

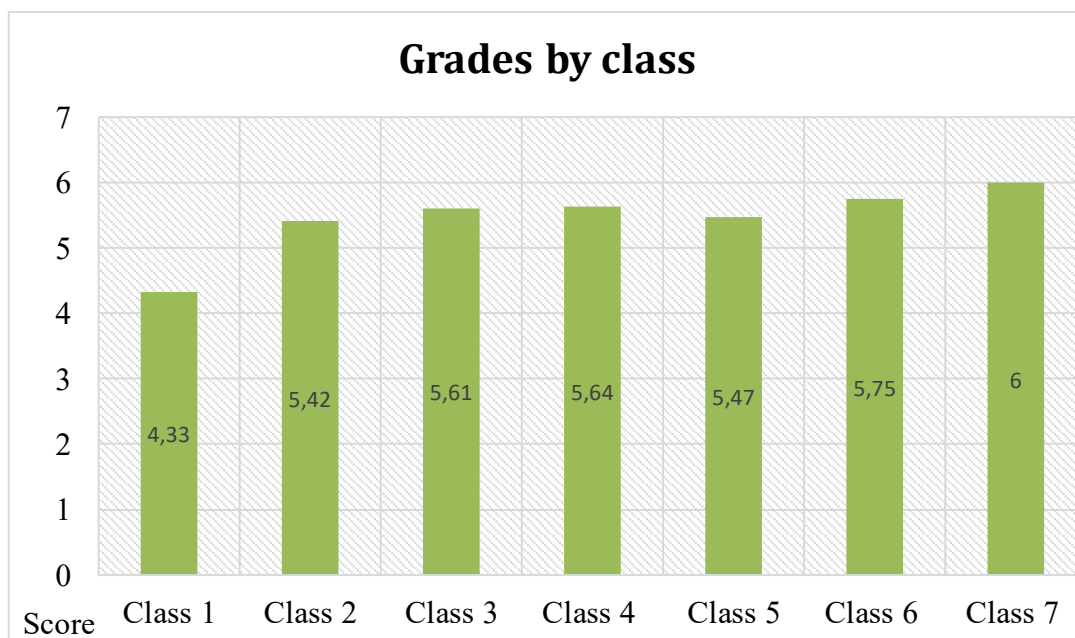


Figure 5 demonstrates the progress in each class. The first class began with a placement test to determine the students' level. The first activity, which involved creating a paragraph according to the guidelines established for that class, resulted in an average score of 4.33 out of 36 students' participation. This indicates a low initial writing skill level. Based on this, measures and new guidelines were implemented to improve the class and encourage more active student participation. As mentioned at the beginning, two classes were held each week. In the second class, we observed a general improvement in student performance. This suggests that the implementation of new strategies improves student achievement.

Furthermore, in the following class, a significant increase of 0.21 was observed, resulting in an overall course grade of 5.61, thus demonstrating that the students progressed as planned. Continuous improvement stipulates that each intervention met the previously established standards. In the fourth and fifth classes, we observed a slight variation. The fourth class had an average of 5.64, indicating that students understand and apply the improvement features.

However, the fifth class showed a decrease in the percentage to 5.47, revealing grammatical errors that need to be corrected in their writing. Furthermore, it demonstrates that there must be a relationship between class participation and individual homework that needs improvement to ensure the text has coherence and cohesion for the reader. After analyzing why students regress instead of improving, it became clear that in this activity, they don't understand that the relationship with artificial intelligence isn't simply about issuing a command and that's it. Rather, they should analyze it as a helpful tool, considering the ethical considerations required when using these applications. This explains the low average result.

The sixth lesson demonstrates that with the use of AI, academic paragraphs can be improved. An average score of 5.75 shows that students noticeably improved their paragraph writing in terms of spelling, cohesion, coherence, grammar, and use of more academic vocabulary. Finally, in the seventh lesson, we obtained an average score of 6, demonstrating that the support tool, active participation, encouragement, and all the contributing factors are important for a change in writing skills, proving once again that practice leads to professional results in writing.

The final stage of this research is intended for the third specific objective, in this case, to determine the relationship between the interventions and whether there was a change, a post-test was conducted to ascertain if the suggested changes were being implemented within these parameters, that is, with the classes and information presented to the students. The post-test consisted of creating an academic essay on the topic of Artificial intelligence as a technological resource for strengthening academic skills, emphasizing that participants should implement all the tools provided throughout the period. Subsequently, artificial intelligence tools (Chat GPT, Grammarly and Quillbot) were used to improve writing.

However, it is important to highlight that for the creation of the final activity of this research, the students put into practice what they learned based on the essay topic. It was fundamental for them to have a basic idea of what they wanted to write and convey in the essay, as well as creativity in the writing, since it had to be meaningful, coherent, and, above all, meet the rubric so that the result was a high-quality text.

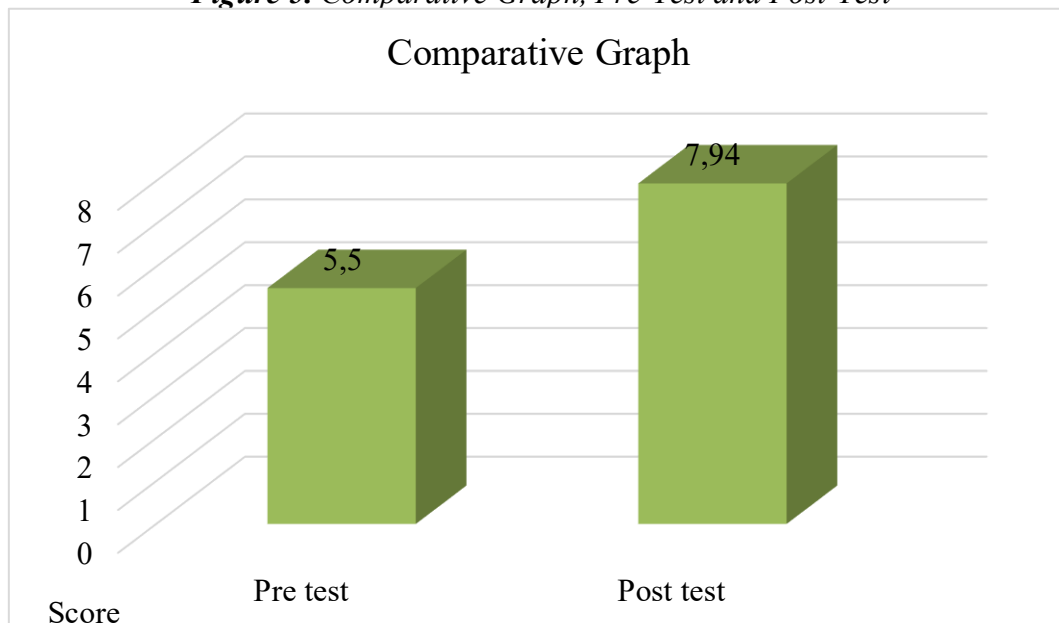
To diagnose the students' initial level of academic writing skills, a pretest based on the writing section of the Key English Test (KET) was administered to 36 students.

The KET was chosen because it tests some basic writing skills including grammatical accuracy, use of vocabulary, organization of sentence, coherence in writing, and short written production in English. This tool enabled to determine the initial students' writing performance in terms of academics before the pedagogical intervention that focused on artificial intelligence tools.

The pretest results demonstrated that the students had trouble with a few areas of academic writing. Out of these, 4 students (11.1%) scored 4 points, 15 students (41.7%) scored 5 points, 13 students (36.1%) scored 6 points and 4 students (11.1%) scored 7 points. The mean score of the class in the pretest was 5.5 (10 being the highest), indicating that the participants had low level of writing skill at the outset of the research. A posttest was given after the 7-week instruction to assess whether the students had improved their skills of academic writing with AI tools, including ChatGPT and Grammarly.

They show quite a significant improvement in the students' performance. In the posttest, 1 student scored 4 points (2.8 %), 7 students scored 7 points (19.4 %), 14 students scored 8 points (38.9 %), and 13 students scored 9 points (36.1 %). The meanscore rose up to 7.9 out of 10 and this shows that they had improved a lot in grammar, coherence, vocabulary application and paragraph organization with the application of AI-based tools in teaching learning process.

**Figure 5.** Comparative Graph, Pre-Test and Post-Test



Therefore, in Figure 6, a comparative graph was created using the Pre-test and Post-test data to clearly demonstrate the significant change resulting from the implementation of AI as a support tool. Through ChatGPT, a grammar correction and research tool, AI can contribute to coherent text writing. Similarly, students were able to use Grammarly to edit the grammar of their texts, resulting in coherence and cohesion that allows the reader to understand the intended meaning. Furthermore, Quillbot was also implemented.

Although a relatively unknown tool, it can be used to improve writing, information, grammar, and other necessary aspects. It is important to emphasize that the texts were not created using AI tools; rather, they served as support to improve existing texts previously written by the students, thus enhancing writing skills and other aspects.

The final class focused on writing the academic essay as the culmination of the intervention. The primary goal was to integrate previously learned skills into an academic essay: paragraphs, argumentation, evidence, grammar, and coherence. Students wrote three- to four-paragraph essays and reviewed each other's work in peer sessions. The topic sparked reflection on AI as an academic aid.

The purpose was to show a marked improvement in essay organization: clear introductions, developed paragraphs, and logical conclusions.

Their writing showed greater cohesion, use of formal vocabulary, and structured argumentation compared to the initial diagnostic tasks, as well as a coherent approach to using AI in academic texts. It was identified that the students were able to create more structured texts

with AI support; however, their use demonstrates that students need to improve their understanding of ethical policies when using these tools.

The Post-test plays a fundamental role in the evaluation process, especially in the educational field, as it allows for the analysis of the validity and reliability of the applied tests. This is due to its structure, which guarantees the collection of data and subsequently its analysis to evaluate the process of a certain investigation. (Tavakol & Dennick, 2011).

The difference between a pre-test and a post-test lies in the objective of each tool. A pre-test serves as the starting point for analyzing knowledge, while a post-test focuses on analyzing the progress made by students after the intervention. It's a method for determining whether the reinforced topics covered in class helped students grasp the information and also facilitates a clear statistical analysis of their overall progress.

Thus, at the end of the intervention, each student's progress was evaluated based on a written essay. The essay consisted of clear and coherent instructions to facilitate comprehension, and all previously presented information was considered to ensure each point was fully addressed. This allowed us to understand how AI affects students' writing skills and how the intervention contributed to their academic progress.

According to Razi (2015), rubrics are a measurement tool that adapts to the objectivity of the work being analyzed. The criteria and scoring vary according to individual needs. A rubric is an essential combination of components which together form flexible and editable elements. Therefore, for this implementation, important characteristics of the pre-test and post-test were considered to ensure mutual objectivity.

Concerning the qualitative data, a number of categories were formed based on the students' answers to open questions. The same categories were also added to the pre-test to gauge the students' views on AI tools. Under Benefits, the participants emphasized the speed of writing texts or improved grammar aspects. Conversely, in the constraints category, the respondents voiced fears of possible reliance on the tool and misinformation generation. The positive influence on academic writing was also reported in terms of improved coherence and organization of ideas, particularly with the use of prompts. These results provide insights into how students perceive and experience the use of artificial intelligence.

#### **4.1 Discussion**

The results described above demonstrate that the impact of artificial intelligence on academic writing skills is effective and allows for the improvement of academic writing abilities in university students. The results obtained in this study demonstrate that the use of artificial intelligence tools has a positive impact on the development of students' academic writing skills. These findings align with those of Tang et al. (2023), who highlight that the integration of tools such as ChatGPT and Grammarly contributes to improving the quality and efficiency of student writing. Similarly, Cheng et al. (2025) emphasize that AI improves linguistic accuracy and provides effective feedback, which is consistent with the improvements observed in the coherence, vocabulary, and grammatical performance of students in this research.

One of the main challenges teachers face when applying AI tools is ensuring their students are proficient in using AI correctly, thus enabling it to be a support tool for improving

academic essay writing. However, as Owan et al. (2023) mention, AI is a tool that has not only evolved in education but also offers numerous benefits when used correctly, creating positive experiences for both teachers and students, as well as facilitating the integration of new teaching models. In turn, the teacher's role is to implement new methods for applying AI and to make classes more autonomous, so that this is reflected in student performance, thus allowing for the appropriate use of the tools.

From the students' perspective, based on the implementation of AI as a support tool, they consider its application useful for improving texts. Furthermore, they demonstrate the correct use of this tool for enhancing writing skills. While it is a popular tool, its application is geared towards each student's individual needs. The participants are satisfied with the learning achieved through this research and its application, and they suggest implementation in regular classes to provide a new learning resource that incorporates new technological findings and transforms them into learning opportunities.

Following this, it is important to mention that the teacher plays a fundamental role in this research. While artificial intelligence tools are a mechanism to aid continuous improvement, the teacher is the guide for implementing these tools in the classroom, serving as the essential facilitator. The teacher's role must adapt to new factors of change; however, they remain the cornerstone of knowledge. Rather than simply assisting or facilitating student learning, it is a rather fascinating and delicate concept (Pedler et al., 2020).

In summary, the impact of artificial intelligence on students' academic writing skills is efficient and has proven effective with the progressive advancements presented in this research, confirming that its correct use leads to more academic texts. The research applied to eighth-semester students demonstrates significant benefits for the academic writing process.

## **CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS**

To conclude this research, which has a general objective and three specific objectives, which were based on the bibliographic review and the application of pre-tests, interventions and post-tests.

### **5. Conclusions**

The impact of artificial intelligence on the development of writing skills is relevant in academic settings. This research observed that students interacting with AI tools were able to achieve the objective of writing academic essays. It was demonstrated that eighth-semester students in Pedagogía de los Idiomas Nacionales y Extranjeros program improved after each intervention, with an average increase of 0.20 points. This shows that the interventions were used for partial improvement in each activity. We also considered that AI is a support tool, and in these interventions, the students who improved their writing were those who analyzed, applied, and understood its correct use, while the students with lower scores were those who used AI inappropriately.

Based on the first specific objective, AI is one of the most widely used tools in various fields. Therefore, by identifying and classifying these tools, we observed that Chat GPT is one of the most frequently used tools by students. Grammarly, a grammar checking tool, is also used by a percentage of students, complementing their writing to ensure its harmony and

coherence. We also observed that Quillbot is an uncommon tool among students; however, few consider it a useful resource. This classification helps ensure that the students most interested in an application can derive the maximum benefit, in addition to identifying new tools that are useful within the educational field.

In accordance with the second specific objective, *“To diagnose the initial level of students' academic writing skills through a preliminary test, thus establishing a baseline for the study”*, this test was administered to the participants. This revealed that the students have a low level of academic writing skills. According to the results, errors were found in areas such as academic writing, vocabulary, composition, and paraphrasing. This allowed for the identification of strengths in the ability to structure ideas and improve the coherence of texts with the support of these tools.

According to the third objective, *“to implement a pedagogical intervention based on the use of artificial intelligence tools for seven weeks, focused on the development of academic writing components such as paragraph structure and prompt design”*, the conclusion was that the interventions helped students' continuous improvement. Furthermore, the AI tools helped improve text composition, thus benefiting the structure, creation, drafting, and editing of texts, and raising the overall academic level of the skill.

Finally, in accordance with the last specific objective, *“To evaluate the impact of artificial intelligence tools on students' academic writing skills through a post-test based on the production and subsequent improvement of an academic essay”*, for which the post-test was implemented, we were able to demonstrate a significant improvement. Students showed an improvement of 2.44 points compared to their initial score on the previous test, demonstrating that artificial intelligence tools are useful for the continuous improvement of academic writing. Therefore, this research demonstrated the impact of using artificial intelligence on the comprehensive development of academic writing skills in essays.

## **5.1 Recommendations**

Based on the results obtained, it is recommended that the research process into artificial intelligence be expanded with a broader purpose so that it can be implemented as a new tool in the education system.

It is recommended that teachers guide students in the appropriate and strategic use of artificial intelligence tools such as ChatGPT and Grammarly, promoting their use as support in the academic writing process. Similarly, it is recommended to encourage the exploration of various tools, such as QuillBot, as a new source of knowledge that can help enhance writing skills and the use of technology.

In addition, the use and implementation of diagnostic assessments at the beginning of training programs is considered advisable in order to identify the actual level of writing skills. This will ensure a baseline starting point, thus allowing for the design of specific pedagogical strategies for more effective teaching methods focused on strengthening specific areas such as vocabulary, coherence, composition, and paraphrasing, thereby guaranteeing a more personalized and meaningful learning process.

Furthermore, the proposal includes the sequential incorporation of structured pedagogical interventions, under supervision and guidance in the use of artificial intelligence

tools. Interventions should focus on developing objective writing skills and improving academic text quality.

Artificial intelligence tools should be adapted and implemented in the classroom, with teachers providing supervised guidance to ensure ethical and critical use. Ongoing assessments will demonstrate student progress and verify the effectiveness of these technologies in developing academic skills.

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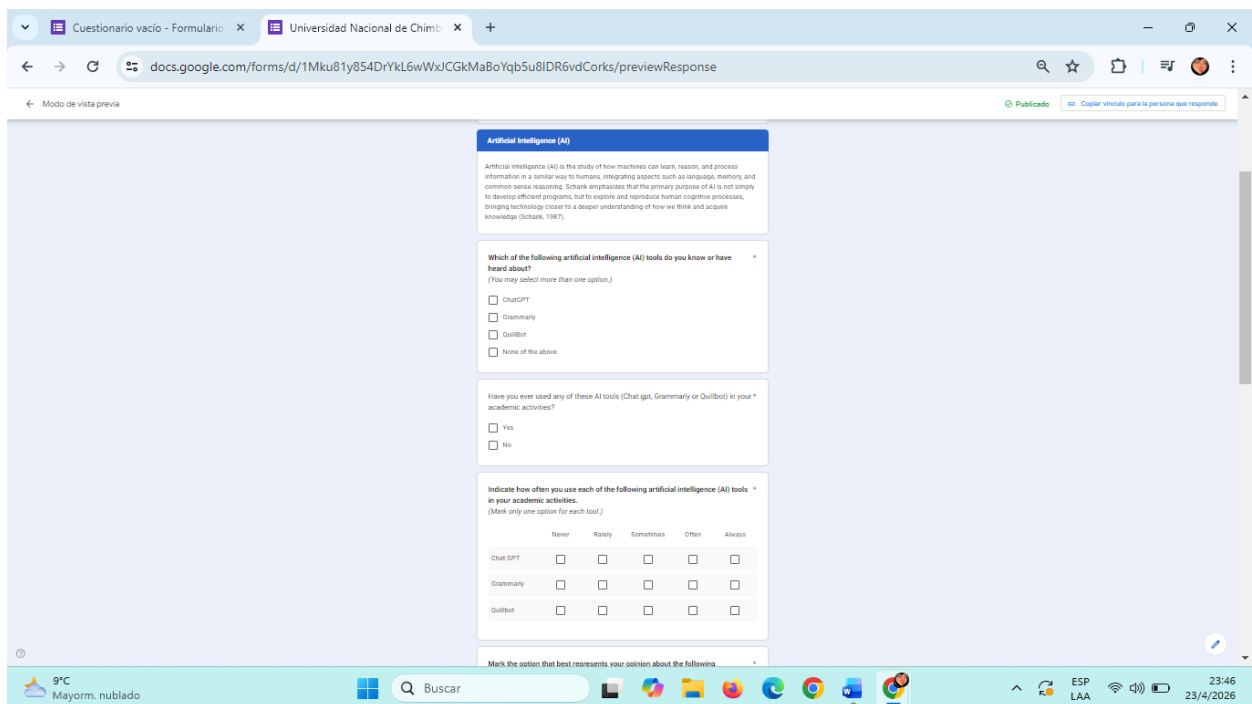
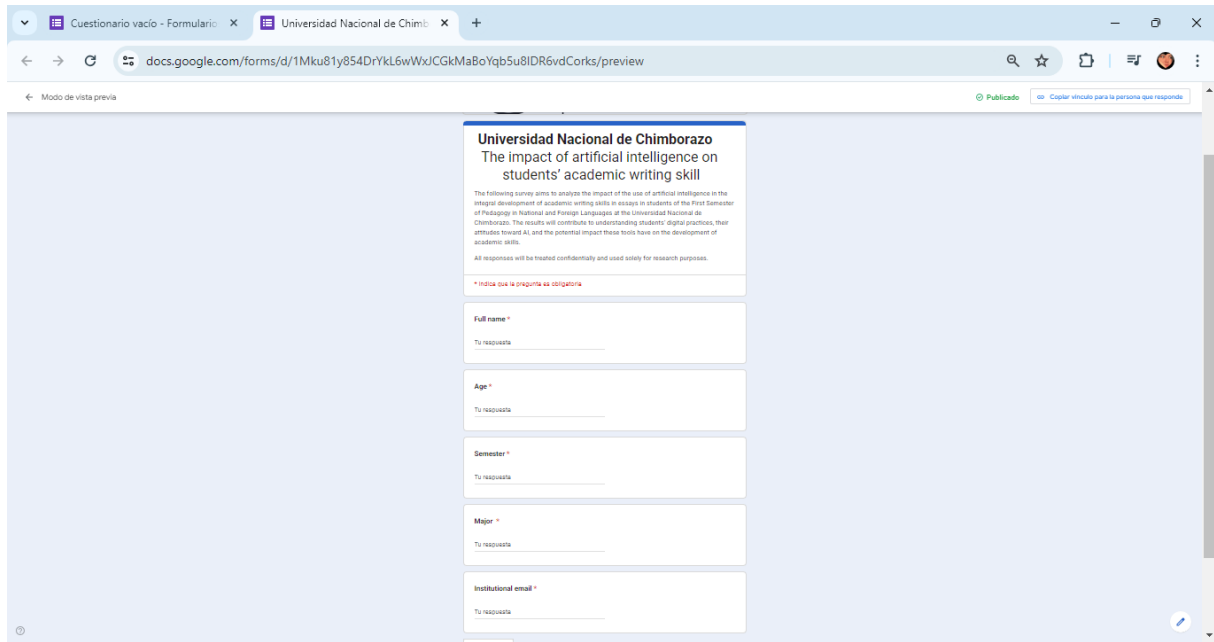
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# ANNEXES

## ANNEXE 1.

- SURVEY





Cuestionario vacío - Formulario x Universidad Nacional de Chimbo x +

docs.google.com/forms/d/1Mku81y854DrYkL6wWxJCGkMaBoYqb5u8IDR6vdCorks/previewResponse

**ETHICS**  
Please indicate your level of agreement with the following statements about AI tools in academic writing.  
(1 = Strongly disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly agree)

	1	2	3	4	5
I am aware of the risks of plagiarism when using AI tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider it plagiarism if a student submits work generated or heavily edited by AI without disclosure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the limitations of AI tools and do not rely on them completely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using AI tools without proper citation or acknowledgment is unethical.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you ever used AI tools to complete an assignment without informing your teacher?

Yes  
 No  
 Prefer not to say

Atrás Siguiente Borrar formulario

9°C Mayorm. nublado 23/4/2026

## ANNEXE 2.

- **PRE TEST based on (KET)**

**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**



### WRITING PROFICIENCY TEST

<b>Objective:</b>	Evaluate students' academic writing proficiency (B1–C1), including grammar accuracy, complex structures, coherence, cohesion, paraphrasing, summarizing, argumentation, and critical analysis.
<b>Time:</b>	60 minutes
<b>Semester:</b>	
<b>Name:</b>	
<b>Date:</b>	

### ACTIVITY

#### 1. Grammar and Structure – Choose the correct answer (A, B, C, or D).

- Advanced academic writing often requires students to express ideas that \_\_\_\_\_ complex and abstract.  
A) are  
B) is  
C) be  
D) being
- Many researchers argue that technology can enhance learning, provided it \_\_\_\_\_ responsibly.  
A) uses  
B) is used  
C) used  
D) was using
- If students had received clearer instructions, they \_\_\_\_\_ the assignment more effectively.  
A) will complete  
B) would complete  
C) would have completed  
D) completed
- The professor insisted that all references \_\_\_\_\_ according to APA guidelines.  
A) are formatted  
B) were formatted

- C) be formatted
- D) have been formatted

5. Academic writing encourages students \_\_\_\_\_ complex issues from multiple perspectives.
- A) analyzing
  - B) to analyzing
  - C) analyze
  - D) to analyze

**2. Choose the correct option to complete each sentence.**

1. A strong thesis statement should clearly \_\_\_\_\_ the main argument of the essay.
  - A) contradict
  - B) outline
  - C) confuse
  - D) postpone
2. One common challenge in research writing is maintaining \_\_\_\_\_ between paragraphs.
  - A) fragmentation
  - B) transition
  - C) cohesion
  - D) division
3. When presenting data, it is essential to \_\_\_\_\_ the reliability of your sources.
  - A) question
  - B) overlook
  - C) weaken
  - D) assume
4. Students who write at an advanced level usually incorporate \_\_\_\_\_ to support their claims.
  - A) irrelevant details
  - B) personal anecdotes only
  - C) credible evidence
  - D) contradicting facts
5. Using AI tools in academia requires \_\_\_\_\_ awareness of ethical implications.
  - A) minimal
  - B) superficial
  - C) critical
  - D) accidental

**3. Complete each sentence with the correct form of the word in parentheses.**

1. Critical thinking is essential for the \_\_\_\_\_ (analyze) of academic texts.

2. Many students struggle to write with enough \_\_\_\_\_ (precise).
3. Professors expect arguments to be well-developed and logically \_\_\_\_\_ (connect).
4. The \_\_\_\_\_ (integrate) of digital tools has reshaped modern education.
5. A successful essay demonstrates \_\_\_\_\_ (coherent) across all sections.

**4. Write an academic paragraph (180–250 words).**

**Prompt:**

*“Artificial intelligence is becoming increasingly integrated into academic environments. Discuss two significant advantages and two potential risks of using AI tools in higher education. Provide examples to support your ideas.”*

(Write below)

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**5. Read the text and complete the tasks.**

**Text:**

“Digital learning environments have changed the way students access and produce information. These tools not only facilitate research but also promote collaboration through interactive platforms. Nevertheless, some learners become overly dependent on technology, which can limit their ability to think independently and evaluate information critically.”

**Tasks:**

**A) Paraphrase the text (5 sentences):**

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**B) Write a one-sentence summary capturing the main idea:**

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.....

**6. Correct and rewrite the following paragraph.**

*The paragraph contains errors in verb forms, academic tone, connectors, and advanced grammar.*

**Paragraph:**

“Using AI tools in education have become very common, but students often relies on them without understanding their limitations. This excessive use can affects their ability to develop original ideas, and it also reduce their confidence when writing independently. Teachers should giving clear guidelines so learners know how to use these tools appropriately. Also, academic institutions must establishes strict rules to regulate the misuse of AI and avoid plagiarism.”

**Rewrite the corrected version below:**

.....  
.....  
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## ANNEXE 3.

### . Rubric by Cambridge

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

ANNEXE 4

- **POST TEST**

**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS  
POST TEST**



<b>Objective:</b>	The post-test consisted of the production of an academic essay aimed at evaluating students' progress in academic writing after the pedagogical intervention. Students were required to write an essay based on the following topic:  "Artificial intelligence as a technological resource for strengthening academic skills."
<b>Time:</b>	60 minutes
<b>Semester:</b>	
<b>Name:</b>	
<b>Date:</b>	

**Instructions:**

**1. Initial Essay Writing (Without AI Support)**

Students were instructed to write an original academic essay independently, without the use of artificial intelligence tools. The essay had to meet the following criteria:

- Length: 250–280 words
- Structure: introduction, body paragraphs, and conclusion
- Clear thesis statement
- Coherent organization of ideas
- Use of appropriate academic vocabulary and connectors
- This stage aimed to assess students' individual writing performance after the intervention.

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**ANNEXE 5.**

- **Evaluation format**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
**FORMATO PARA LA VALIDACIÓN**  
**DE LA ENCUESTA DIRIGIDO A ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE**  
**LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Riobamba, 06 de noviembre de 2025

Mgs. Edgar Eduardo Heredia Arboleda

Muy respetuosamente me dirijo a usted, en virtud de su experiencia profesional, para la validación del instrumento que será aplicado para realizar el trabajo de titulación: "THE IMPACT OF ARTIFICIAL INTELLIGENCE ON STUDENTS' ACADEMIC WRITING SKILLS"

Los objetivos de la investigación son:

<b>OBJETIVO GENERAL</b>	To analyze the impact of the use of artificial intelligence on the integral development of academic writing skills in essays by students of the Eighth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Nacional de Chimborazo.
<b>OBJETIVOS ESPECÍFICOS</b>	<ol style="list-style-type: none"><li>1. To identify and classify the most prevalent artificial intelligence tools used by students to improve academic writing.</li><li>2. To diagnose the initial level of students' academic writing skills through a pre-test, establishing a baseline for the study.</li><li>3. To implement a pedagogical intervention based on the use of artificial intelligence tools over seven weeks, focusing on the development of academic writing components such as paragraph structure and prompt design.</li><li>4. To evaluate the impact of artificial intelligence tools on students' academic writing skills through a post-test, based on the production and subsequent improvement of an academic essay.</li></ol>

**Gracias por su colaboración**

Micaela Scarlett Acosta Gamboa

Autora del trabajo de titulación

### ASPECTOS DE VALIDACIÓN

Para calificar los criterios mostrados debe tener en cuenta la siguiente nomenclatura:

ESCALA				
Muy Pertinente=5	Pertinente=4	Indeciso=3	Poco pertinente=2	No pertinente=1

### JUICIO DE EXPERTO PARA LA VALIDACIÓN DEL INSTRUMENTO DIRIGIDO A DOCENTES DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

INDICADORES	CRITERIOS	5	4	3	2	1
		MP	P	I	PP	NP
1. LENGUAJE	Está formulado en el lenguaje apropiado.					
2. OBJETIVIDAD	Está expresado de acuerdo con los aspectos o categorías relacionadas a cada variable de estudio.					
3. ORDEN EN LAS PREGUNTAS	Existe una organización lógica de las ideas que sustentan el instrumento propuesto.					
4. INTENCIONALIDAD	Adecuado para cumplir con el objetivo de la investigación y probar hipótesis.					
5. PERTINENCIA	El instrumento es útil para dar respuesta al problema					

#### OBSERVACIÓN O SUGERENCIA SOBRE ALGÚN ÍTEM EN PARTICULAR

#### DATOS DEL EXPERTO

NOMBRES Y APELLIDOS: \_\_\_\_\_

INSTITUCIÓN DONDE LABORA: \_\_\_\_\_

FIRMA:

## ANNEXE 6.

- Lesson plans for the interventions

UNIVERSIDAD NACIONAL DE CHIMBORAZO PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS LESSON PLAN FIRST SEMESTER			
<b>TIME:</b>	2 hours	<b>DATE:</b>	4/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	1
<b>TOPIC:</b>	Diagnostic and Introduction to Academic paragraph structure	<b>WEEK:</b>	1
<b>OBJECTIVE:</b>	By the end of the session, students will: <ol style="list-style-type: none"> <li>1. Complete a diagnostic test to determine their initial level in academic writing.</li> <li>2. Answer a survey about their perception and use of AI tools in writing.</li> <li>3. Understand the basic concept and purpose of academic writing and the structure.</li> </ol>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<b>Warm up</b> <b>Ask students:</b> <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Ask students:</li> <li>• Why do some animals migrate?</li> <li>• What challenges do migratory birds face?</li> <li>• Write key vocabulary on the board (migration, survival, adaptation, navigation).</li> </ul> Brief discussion to activate prior knowledge.
<b>DEVELOPMENT</b>	<b>Diagnostic Test – Writing Task:</b> <b>Instructions:</b> <ul style="list-style-type: none"> <li>• The teacher presents each diagnostic question and addresses students' questions; interaction will be in English and Spanish if necessary.</li> <li>• <b>Teacher note:</b> Use rubric with criteria (grammar, vocabulary, structure, coherence, task completion) to record initial scores.</li> </ul> <b>Survey – Perception of AI Tools:</b> <b>Instructions:</b> <ul style="list-style-type: none"> <li>• Students complete the <b>survey</b> you created (Google Form).</li> </ul>

	<b>Include sections such as:</b> <ul style="list-style-type: none"> <li>• Frequency of AI tool use (ChatGPT, Grammarly, Quillbot).</li> <li>• Perceived benefits and risks</li> <li>• Teacher's role in guiding responsible AI use. Teacher explains that this information will support the research project.</li> </ul> <b>Introduction to Academic Writing</b> <ul style="list-style-type: none"> <li>• <b>Presentation</b></li> </ul> Ask students about what academic writing is. After, write on the virtual whiteboard: <a href="https://www.mentimeter.com/es-ES">https://www.mentimeter.com/es-ES</a> Explain with visuals or board: <ul style="list-style-type: none"> <li>• Definition of academic writing.</li> <li>• Main purposes: to inform, explain, argue, and analyze.</li> <li>• Key characteristics: formality, structure, clarity, objectivity, evidence based.</li> <li>• <b>LINK:</b>  <a href="https://www.canva.com/design/DAG2S1anK5k/0AIY77AQdet42eCzfETH9g/edit?utm_content=DAG2S1anK5k&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAG2S1anK5k/0AIY77AQdet42eCzfETH9g/edit?utm_content=DAG2S1anK5k&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> </li> </ul> <ul style="list-style-type: none"> <li>• They then produced a descriptive paragraph explaining the migratory behavior and survival strategies of the species.</li> </ul>
<b>CLOSING</b>	<b>Wrap-up discussion:</b> <ul style="list-style-type: none"> <li>• Summarize: "Today we learned what academic writing means and collected information for our project."</li> </ul>

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**LESSON PLAN FIRST SEMESTER**

<b>TIME:</b>	2 hours	<b>DATE:</b>	06/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	2
<b>TOPIC:</b>	Expository paragraph	<b>WEEK:</b>	1
<b>OBJECTIVE:</b>	By the end of the class, students will be able to: <ol style="list-style-type: none"> <li>1. Identify and use academic vocabulary related to artificial intelligence and writing.</li> <li>2. Differentiate between formal and informal expressions in academic contexts.</li> <li>3. Write short, coherent sentences using academic and topic-related vocabulary.</li> </ol>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<p><b>Warm up:</b> “Mystery Object Challenge”</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Shows a random object in a box.</li> <li>• Asks students to guess what it is using only clues.</li> <li>• Then connects to the idea: “Scientists also analyze invisible clues — that’s what spectroscopy does.”</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Ask yes/no questions.</li> <li>• Make hypotheses.</li> </ul> <p><b>Purpose:</b> Stimulate analytical thinking playfully.</p>
<b>DEVELOPMENT</b>	<p><b>Mini-lesson: Expository Paragraph</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher:</b></li> <li>• Defines expository writing.</li> <li>• Explains characteristics:                             <ul style="list-style-type: none"> <li>• Objective tone</li> <li>• Clear definition</li> <li>• Logical explanation</li> <li>• Use of passive voice</li> </ul> </li> <li>• Presents an example paragraph explaining a scientific tool.</li> <li>• <b>Students:</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Identify definition sentence, explanation, and application.</li> </ul> <p><b>Guided Practice</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides sentence starters for definitions.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Construct short explanatory sentences using passive voice.</li> </ul> <p><b>Writing Task</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Assigns an expository paragraph defining spectroscopy and explaining its use.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Write a structured paragraph demonstrating understanding.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Introduces the concept of spectroscopy through guiding questions.</li> <li>• Elicits prior scientific knowledge.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Participate and predict meaning of the term.</li> </ul>
<b>CLOSING</b>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides feedback on clarity and structure.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Share one definition sentence aloud.</li> </ul> <p><b>Result:</b></p> <ul style="list-style-type: none"> <li>• Students show improvement in explaining scientific concepts using formal academic structure.</li> </ul>

UNIVERSIDAD NACIONAL DE CHIMBORAZO			
LESSON PLAN FIRST SEMESTER			
<b>TIME:</b>	2 hours	<b>DATE:</b>	11/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	3
<b>TOPIC:</b>	Cause and effect paragraph	<b>WEEK:</b>	2
<b>OBJECTIVE:</b>	By the end of the class, students will be able to: <ol style="list-style-type: none"> <li>1. Identify and apply cause–effect connectors in academic writing.</li> <li>2. Organize scientific information using a logical cause → effect structure.</li> <li>3. Produce a coherent cause–effect paragraph as part of a future expository essay.</li> </ol>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<p><b>Warm-up:</b> Ranking Extreme Survival Environments</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Presents images of extreme environments (Arctic, desert, rainforest, deep ocean).</li> <li>• Asks students to rank them from most to least difficult for survival.</li> <li>• Elicits oral justification using prompts: <i>because, due to, as a result.</i></li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Work in pairs to rank environments.</li> <li>• Justify their choices orally using cause–effect connectors.</li> </ul>
<b>DEVELOPMENT</b>	<p><b>Mini lecture:</b></p> <p><b>Explicit Instruction (Cause–Effect Structure)</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Explains cause–effect structure using a visual diagram (Cause → Effect).</li> <li>• Introduces connectors: <i>because, since, therefore, as a result, consequently.</i></li> <li>• Models analysis of a short paragraph about the Wood Frog.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Highlight connectors in the model text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify which sentences express causes and which express effects.</li> </ul> <p><b>Guided Practice</b></p> <p><b>Activity: Matching Causes and Effects</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Distributes sentence strips (causes and effects mixed).</li> <li>• Monitors and provides corrective feedback.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Match causes with correct effects in groups.</li> <li>• Justify their matches orally.</li> </ul> <p><b>Writing Task (Paragraph Production)</b></p> <p><b>Task:</b> Write one cause–effect paragraph explaining how the Wood Frog survives freezing temperatures.</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides paragraph scaffold (topic sentence + causes + effects + concluding sentence).</li> <li>• Focuses feedback on logical clarity and connector use.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Draft paragraphs individually.</li> <li>• Revise based on teacher feedback.</li> </ul>
<b>CLOSING</b>	<ul style="list-style-type: none"> <li>• Correct use of at least three cause–effect connectors.</li> <li>• Logical sequencing of scientific process.</li> <li>• Clarity of explanation.</li> </ul>

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**LESSON PLAN FIRST SEMESTER**

<b>TIME:</b>	2 hours	<b>DATE:</b>	13/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	4
<b>TOPIC:</b>	Argumentative Paragraph	<b>WEEK:</b>	2
<b>OBJECTIVE:</b>	By the end of the class, students will be able to: <ul style="list-style-type: none"> <li>• Identify the structure of an argumentative paragraph.</li> <li>• Develop a balanced argument including counterargument.</li> <li>• Write a structured argumentative paragraph with logical clarity.</li> </ul>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<p><b>Warm-up:</b> Physical Debate (Agree / Disagree)  <b>Statement:</b> “Computerized voting is safer than traditional voting.”  <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Marks two sides of the classroom (Agree / Disagree).</li> <li>• Facilitates quick oral justification.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Choose a position physically.</li> <li>• Provide short oral arguments.</li> </ul>
<b>DEVELOPMENT</b>	<p><b>Development</b>  <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Explains argumentative structure:                         <ul style="list-style-type: none"> <li>• Claim</li> <li>• Supporting argument</li> <li>• Counterargument</li> <li>• Conclusion</li> </ul> </li> <li>• Analyzes a model paragraph about computerized voting.</li> </ul> <p><b>Students:</b></p>

	<ul style="list-style-type: none"> <li>• Identify each structural component in the model.</li> </ul> <p><b>Brainstorming Activity</b>  <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Draws T-chart: Advantages vs Risks.</li> <li>• Guides students to provide ideas.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Complete chart collaboratively.</li> </ul>
<b>CLOSING</b>	<p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>• Students write one balanced argumentative paragraph including a counterargument.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides checklist (clarity of claim, logical support, inclusion of counterargument).</li> <li>• Conducts peer-review exchange.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Exchange drafts.</li> <li>• Provide feedback using checklist.</li> <li>• Clear thesis statement.</li> <li>• Logical argument development.</li> <li>• Inclusion of counterargument.</li> </ul>

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LESSON PLAN FIRST SEMESTER			
<b>TIME:</b>	2 hours	<b>DATE:</b>	18/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	5
<b>TOPIC:</b>	Chronological Expository Paragraph	<b>WEEK:</b>	3
<b>OBJECTIVE:</b>	By the end of the class, students will be able to: <ul style="list-style-type: none"> <li>• Organize historical events chronologically.</li> <li>• Apply past tense consistently in academic writing.</li> <li>• Produce a historically coherent expository paragraph.</li> </ul>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<p><b>Warm-up:</b> Guess Civilization</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Displays images of ancient structures.</li> <li>• Leads discussion about early civilizations.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Make predictions and justify answers.</li> </ul>
<b>DEVELOPMENT</b>	<p><b>Mini-Lecture:</b></p> <p><b>Structure Explanation</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Explains chronological structure (first, then, later, finally).</li> <li>• Presents short text about Chaco Canyon.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Identify sequence markers.</li> <li>• Highlight past tense verbs.</li> </ul> <p><b>Sequencing Task</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides mixed historical events.</li> </ul> <p><b>Students:</b></p>

	<ul style="list-style-type: none"> <li>• Arrange events chronologically.</li> <li>• Justify sequence.</li> </ul>
<b>CLOSING</b>	<p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>• Students write a historical paragraph explaining the importance of Chaco Canyon.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Focuses on verb consistency and chronological clarity.</li> <li>• Students improved chronological coherence and academic historical tone, strengthening narrative organization within their expository writing.</li> </ul>

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**LESSON PLAN FIRST SEMESTER**

<b>TIME:</b>	2 hours	<b>DATE:</b>	20/November/2025
<b>LEVEL:</b>	A1-B1	<b>CLASS:</b>	6
<b>TOPIC:</b>	Analytical Paragraph	<b>WEEK:</b>	3
<b>OBJECTIVE:</b>	By the end of the class, students will be able to: <ul style="list-style-type: none"> <li>• Develop students' ability to explain the legal and financial aspects of franchising using formal academic language.</li> <li>• Apply analytical paragraph structure to describe responsibilities, contracts, investments, and risks.</li> <li>• Use artificial intelligence tools responsibly to revise and improve academic writing.</li> </ul>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<p><b>Warm up:</b> Franchise Concept Activation</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Projects logos of well-known franchise brands.</li> <li>• Asks guiding questions:                             <ul style="list-style-type: none"> <li>▪ What do all these companies have in common?</li> <li>▪ What responsibilities might a franchise owner have?</li> </ul> </li> <li>• Activates prior knowledge related to contracts and investments.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Share prior knowledge about franchise systems.</li> <li>• Identify possible legal and financial responsibilities.</li> </ul>
<b>DEVELOPMENT</b>	<p><b>AI Tools Introduction and Ethical Use</b></p> <p>During this class, specific information was presented about the AI tools:</p> <ul style="list-style-type: none"> <li>• ChatGPT</li> <li>• Grammarly</li> <li>• QuillBot</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated how prompts (commands) can be structured to generate an analytical paragraph.</li> <li>• Showed examples of weak vs. improved prompts.</li> <li>• Modeled how to use AI for revision rather than content replacement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Presented examples of corrections made to previous student texts (grammar, cohesion, vocabulary precision).</li> <li>• Discussed ethical use and academic integrity.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Observed demonstrations.</li> <li>• Compared original and AI-suggested revisions and reflected on differences between human drafting and AI-assisted editing.</li> </ul> <p><b>Explicit Instruction: Analytical Structure</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Reviewed analytical paragraph structure:                             <ul style="list-style-type: none"> <li>◦ Topic sentence, Explanation of concept</li> <li>◦ Analysis of advantages and obligations, Concluding insight</li> </ul> </li> <li>• Introduced key vocabulary: contract, initial investment, royalties, legal obligations, liabilities, risks.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Created short sentences using the new terminology.</li> <li>• Identified formal vs. informal expressions.</li> </ul> <p><b>Guided Writing: Analytical Paragraph</b></p> <p><b>Task:</b> Write one analytical paragraph describing the advantages and legal obligations of franchise systems.</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provided guiding questions:                             <ul style="list-style-type: none"> <li>◦ What are the financial benefits?, What legal responsibilities must franchisees fulfill?</li> </ul> </li> <li>• Monitored structure and vocabulary precision.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Drafted paragraph individually.</li> <li>• Used AI tools to revise clarity and grammar under supervision.</li> </ul>
<b>CLOSING</b>	<p><b>Mini Essay Assessment</b></p> <p><b>To assess progress, students wrote a short mini essay (2 paragraphs) explaining key concepts such as:</b></p> <ul style="list-style-type: none"> <li>• Contracts</li> <li>• Investment</li> <li>• Responsibilities</li> <li>• Risks</li> </ul>

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LESSON PLAN FIRST SEMESTER			
<b>TIME:</b>	2 hours	<b>DATE:</b>	25/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	7
<b>TOPIC:</b>	Comparative Analytical Paragraph	<b>WEEK:</b>	4
<b>OBJECTIVE:</b>	By the end of the class, students will be able to: <ul style="list-style-type: none"> <li>• Develop critical thinking by evaluating contrasting scientific theories.</li> <li>• Produce a structured compare–and–contrast paragraph integrating evidence.</li> <li>• Apply AI tools to receive guided feedback and improve academic clarity.</li> </ul>		
	AI tools were allowed only for revision and grammar refinement.		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<b>Warm-up:</b> Scientific Debate Activation <b>Teacher:</b> <ul style="list-style-type: none"> <li>• Presents two scientific positions about dinosaur metabolism.</li> <li>• Asks: Were dinosaurs warm-blooded or cold-blooded?</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>• Choose a position and justify briefly.</li> </ul>
<b>DEVELOPMENT</b>	<b>Mini-Lecture:</b> <b>Structure Review</b> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• Reviews compare–contrast structures (block vs. point-by-point).</li> <li>• Provides connector chart: <i>however; in contrast, similarly, whereas, on the other hand.</i></li> <li>• Models a short comparison paragraph.</li> </ul> <b>Guided Scientific Debate</b> <b>Students:</b> <ul style="list-style-type: none"> <li>• Work in groups analyzing evidence for each theory.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify strengths and weaknesses of both perspectives.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• Facilitates discussion to promote balanced reasoning.</li> </ul> <b>Writing Task (15 minutes)</b> Students draft a comparison–contrast paragraph summarizing both theories objectively. <b>Requirements:</b> <ul style="list-style-type: none"> <li>• Present both perspectives</li> <li>• Include evidence</li> <li>• Use at least three comparative connectors</li> </ul>
<b>CLOSING</b>	<b>AI-Guided Feedback</b> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• Demonstrates how to request feedback from AI tools (e.g., “Improve coherence,” “Check balance between ideas”).</li> <li>• Emphasizes revision, not content substitution.</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>• Submit their paragraph to AI tools for clarity suggestions.</li> <li>• Compare AI feedback with teacher feedback.</li> <li>• Revise accordingly.</li> </ul>

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**LESSON PLAN FIRST SEMESTER**

<b>TIME:</b>	2 hours	<b>DATE:</b>	27/November/2025
<b>LEVEL:</b>	B1-C1	<b>CLASS:</b>	8
<b>TOPIC:</b>	Writing Workshop and Post-Test, Artificial Intelligence as an Academic Support Tool	<b>WEEK:</b>	4
<b>OBJECTIVE:</b>	By the end of the session, students will be able to: <ol style="list-style-type: none"> <li>1. Integrate all previously learned paragraph structures into a coherent essay.</li> <li>2. Demonstrate structured argumentation and formal academic tone.</li> <li>3. Reflect critically on the ethical use of AI in academic contexts.</li> </ol>		

PLAN COMPONENTS	DESCRIPTION
<b>START</b>	<b>Warm-up: “Quick Revision Game”</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Review key concepts from previous classes (vocabulary, connectors, paragraph parts, grammar).</li> <li>• Display sentences or mini-paragraphs with mistakes and ask students to identify and correct them in pairs.</li> <li>• Quick discussion to reinforce rules before the writing workshop.</li> </ul> <b>Purpose:</b> Refresh students’ knowledge and activate critical thinking for editing.
<b>DEVELOPMENT</b>	<b>Essay Planning:</b> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• Reviews complete essay structure:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Introduction with thesis</li> <li>○ Two body paragraphs (argument/analysis)</li> <li>○ Conclusion</li> <li>• Connects previous skills:                             <ul style="list-style-type: none"> <li>○ Cause-effect</li> <li>○ Argumentation</li> <li>○ Comparison</li> <li>○ Analysis</li> </ul> </li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>• Create an outline including thesis and supporting arguments.</li> <li>• Receive formative feedback before drafting.</li> </ul> <b>Drafting:</b> Students write a 3–4 paragraph academic essay reflecting on AI as an academic support tool. Requirements: <ul style="list-style-type: none"> <li>• Clear thesis</li> <li>• Balanced arguments</li> <li>• Formal vocabulary</li> <li>• Logical connectors</li> </ul>
<b>CLOSING</b>	<b>Closing</b> <b>Peer Review and AI Revision:</b> <b>Students:</b> <ul style="list-style-type: none"> <li>• Exchange essays using a structured checklist:                             <ul style="list-style-type: none"> <li>○ Thesis clarity</li> <li>○ Coherence</li> <li>○ Evidence integration</li> <li>○ Grammar accuracy</li> </ul> </li> </ul> Then: <ul style="list-style-type: none"> <li>• Use AI tools only to revise grammar and cohesion.</li> <li>• Reflect on whether AI suggestions align with their intended meaning.</li> </ul>

	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Monitors ethical use.</li> <li>• Provides final formative observations.</li> </ul>
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