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Inteligencia artificial en la enseñanza del inglés.

Autora:

Carmen Daniela Mendoza Vergara

Tutor:

Lcda. Raisa Macias Sera

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TUTOR CERTIFICATION

Lic. Raisa Macias Sera, professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work

CERTIFICATION

The present degree work called: "Inteligencia artificial en la enseñanza del inglés" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The opinions and concepts expressed in this degree work are the results of the perseverance and originality of her author, Carmen Daniela Mendoza Vergara being her sole responsibility.

Chone, February 2026



Lic. Raisa Macias Sera

TUTORA



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Carmen Daniela Mendoza Vergara
C.I. 1316478732

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Lic. Raisa Macias Sera
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Dedication

This work is dedicated first and foremost to God, for His guidance, strength, and blessings throughout every stage of my life. To my parents, Mary Carmen Vergara and Domingo Mendoza, whose unconditional love, sacrifices, and constant support have been the foundation of everything I am today. To my siblings and my sister-in-law, for their encouragement, companionship, and for always being by my side on this journey.

In a very special way, I dedicate this achievement to my son, who is my greatest motivation, my source of strength, and the light that gives meaning to every effort. Every step I take and every goal I achieve is inspired by him, and for him. This accomplishment is a reflection of the love, hope, and dreams I carry for his future.

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This accomplishment is dedicated to God, my family, and above all, my son.

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ARTIFICIAL INTELLIGENCE IN THE TEACHING OF ENGLISH.

INTELIGENCIA ARTIFICIAL EN LA ENSEÑANZA DEL INGLÉS.

Author:

Carmen Daniela Mendoza Vergara

ORCID: <https://orcid.org/0009-0006-3897-0207>

Correo: daniver898@gmail.com

Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone
Estudiante de la carrera Pedagogía de los idiomas nacionales y extranjeros

Tutor:

Raisa Macias Sera

Orcid: <http://orcid.org./0000-0001-9618-2854>

Correo: raisa.macias@uleam.edu.ec

Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone
Docente de la carrera Pedagogía de los idiomas nacionales y extranjeros

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RESUMEN

La presente investigación analiza el impacto del uso de herramientas de IA en el proceso de enseñanza del idioma inglés en estudiantes de bachillerato de la Unidad Educativa “Cinco de Mayo”, de la ciudad de Chone. Este estudio surge ante la necesidad de comprender como la inteligencia artificial transforma las prácticas educativas, especialmente en el área del idioma inglés. Se utilizó un enfoque metodológico mixto, mediante encuestas aplicadas a 150 estudiantes y entrevistas semiestructuradas realizada a tres docentes. El análisis descriptivo y correlacional permitió identificar la influencia de la inteligencia artificial en aspectos lingüísticos, la motivación y la autonomía estudiantil. Los resultados evidenciaron que el 90% de los estudiantes conocen estas herramientas y el 83% las utilizan a través de aplicaciones como ChatGPT, Duolingo y ELSA Speak, destacándose mejoras en pronunciación, escritura y vocabulario. Los docentes reconocieron su potencial pedagógico, así como la necesidad de capacitación docente.

Palabras clave: Inteligencia Artificial, enseñanza del inglés, motivación, aspectos lingüísticos

ABSTRACT

This research analyzes the impact of the use of AI tools in the English language teaching process for high school students at the Cinco de Mayo Educational Unit in the city of Chone. This study arises from the need to understand how artificial intelligence transforms educational practices, especially in the area of English language learning. A mixed methodological approach was used, involving surveys of 150 students and semi-structured interviews with three teachers. Descriptive and correlational analysis identified the influence of artificial intelligence on linguistic aspects, motivation, and student autonomy. The results showed that 90% of students are familiar with these tools and 83% use them through applications such as ChatGPT, Duolingo, and ELSA Speak, with notable improvements in pronunciation, writing, and vocabulary. Teachers recognized their pedagogical potential, as well as the need for teacher training.

Keywords: Artificial Intelligence, English language teaching, motivation, linguistic aspects.

Introduction

In recent decades, advances in artificial intelligence (AI) have transformed various sectors, including education and, in particular, the teaching of English as a foreign language (EFL). The integration of AI-based technologies into educational environments has opened up new possibilities for personalizing learning, improving teacher feedback, and enhancing students' communication skills (Parraga, 2025; Cantos, Giler, & Magayanes, 2023). Tools such as ChatGPT and specific applications such as Smalltalk2 allow for simulating conversations, generating coherent texts, and adapting to different levels of language learning, with promising results, especially in higher education settings (Chicaíza, 2023; Díaz, 2024; Nuñez, 2025).

Numerous studies have documented the benefits of these technologies in the English classroom, highlighting improvements in oral fluency, writing, reading comprehension, and student motivation Patiño et al. (2024); Escalante, Pack & Barrett, (2023). Recent research also highlights the positive impact on pragmatic competence in young students (Erdogan and Christina, 2025) and in secondary education contexts, as in the case of Mexico (Escobar Álvarez and González López, n.d.).

In Latin America, particularly in Ecuador, multiple studies have been conducted that show significant advances in the use of AI for teaching English, both in schools and universities Pazmiño and Lucas (2023); Mourad et al. (2024). These authors emphasize the need to adapt teaching strategies to digital environments, which requires both technological infrastructure and teacher training (Metwally and Hamad, 2023; Chicaiza et al., 2024).

With regard to the use of AI in high school students, the author of this paper had the opportunity to participate in a pre-professional internship at the Cinco de Mayo educational institution, where observing the English teaching process and the use of AI sparked an interest in learning how students used advanced technology and how it influenced their learning in terms of motivation and linguistic aspects. This background information was considered in order to define the research problem: How does the use of AI influence the English teaching and learning process among high school students at the Cinco de Mayo Educational Unit? The general objective was to analyze the influence of

the implementation of artificial intelligence tools on the English language teaching process among students at the Cinco de Mayo Educational Unit.

For this research, a population of 215 high school students from this educational institution was considered. The sample consisted of 150 students and three teachers from the Cinco de Mayo Educational Unit, for which a survey and a semi-structured interview were developed as instruments for collecting data and information. The methodology used for this research was exploratory, descriptive, and correlational.

The research was an interesting and productive experience for the authors, Mayo, as a prelude to their professional lives, teachers, and students at Cinco de Mayo, providing results on the use of AI in English language learning and its benefits, which will allow for optimal use of the platforms.

LITERARY REVIEW

Artificial intelligence in English language teaching

Over the last decade, artificial intelligence (AI) has established itself as one of the most influential technological innovations in educational processes. Its use in English language teaching has become increasingly important in recent years and is transforming traditional teaching methodologies into recursive, dynamic, adaptive, autonomous, and personalized methodologies. Its implementation has made it possible to create dynamic learning environments where students become active agents in their own learning process, highlighting the benefits and challenges for future generations of students.

Cantos, Giler, and Magayanes (2023) indicate that AI enables and opens up new ways to improve English language learning through voice recognition, feedback, and interaction with intelligent systems, which encourages student autonomy and motivation. These authors highlight that automated feedback and real-time analysis of linguistic errors optimize student accuracy and communicative fluency. Similarly, Vera (2023) argues that the incorporation of AI in teaching English as a foreign language provides

access to authentic linguistic materials, representing an inclusive and flexible learning experience.

Together, these approaches reflect how artificial intelligence is rethinking the roles of teachers and students, thereby promoting an education that is more focused on individual needs, cognitive autonomy, and self-regulation of learning.

Artificial intelligence-based tools applied to English language learning

The development of digital tools powered by artificial intelligence has marked a substantial change in foreign language teaching. One of the most relevant today is ChatGPT, a conversational model based on natural language processing that has proven effective in teaching English. Chicaíza et al. (2023) analyze its implementation in educational settings, demonstrating that unlimited conversational practices generate coherent responses adapted to the individual's level. However, the authors warn that there are still challenges related to contextual accuracy and the need for teacher support to guide the pedagogical use of this tool.

For their part, Nuñez et al. (2025) address that the use of the ChatGPT Voice application as a strategy aimed at developing oral skills yields positive results in students, improving their pronunciation, verbal fluency, and listening comprehension of the English language, facilitating the acquisition of communication skills by allowing constant, immediate, and non-judgmental interaction. The author of this work takes this approach as a basis, as AI provides autonomy and motivation to the student.

Similarly, Parraga et al. (2025) and Chicaiza et al. (2024) analyze the ability of these technologies to offer teaching through the analysis of data on the individual pace and style of students. This adaptability allows content to be dynamically adjusted to the needs of each learner, increasing knowledge retention and academic performance.

(Zamora, n.d.) states that keeping students motivated and engaged is one of the biggest challenges facing educators today. Motivation plays a crucial role in learning, as students who are engaged in their educational process tend to be more participatory, retain information better, and perform better on assessments. Similarly, he suggests that collaborative learning is another element that can significantly increase motivation in the

classroom. AI facilitates collaboration among students through intelligent platforms that allow them to work together on projects in an efficient and coordinated manner.

Likewise, Escalante et al. (2023) demonstrate that students value AI-generated automated corrections positively, especially in academic writing, as they provide immediate and objective feedback, contributing to the development of writing skills.

Programs and applications used in teaching English through Artificial Intelligence.

The ecosystem of AI-based digital resources includes various applications designed specifically to enhance language skills. Among the most representative are:

ChatGPT and ChatGPT Voice, which promote conversational practice, pronunciation, and listening comprehension through the simulation of real dialogues Chicaíza et al., (2023); Núñez et al., (2025)

Smalltalk2Me is an application focused on improving oral communication in English. Díaz and Rodríguez (2024), in an action research study, conclude that frequent use of the application promotes confidence, fluency, and interaction skills in students, thus demonstrating that conversational practice mediated by artificial intelligence reinforces autonomous learning.

At the national level, Pazmiño and Lucas (2023) examine the integration of Artificial Intelligence in Ecuadorian education, arguing that the conscious and pedagogical adoption of these technologies represents a significant opportunity to improve learning outcomes. These authors maintain that AI can contribute to closing educational gaps, provided that its application is complemented by a strategy of teacher support and adequate digital training.

Other AI-based tools are presented below in a simplified comparative table for better understanding.

Table 1. Comparison of AI-based applications for English language learning

Application	Description	Skills Developed	Functioning	Benefits
Smalltalk2Me	Conversation practice through AI.	Oral and auditory skills.	Simulates real dialogues which are recorded and analyzed.	Improves pronunciation skills and provides accurate evaluations.
Duolingo	Teaching through gamification.	Entertainment and development of communication skills.	Offers entertaining content through courses that efficiently teach reading, writing, and speaking.	Adapts to the user's English level and performance.
ELSA Speak	English pronunciation instructor.	Auditory comprehension, pronunciation, and accentuation and intonation.	Converts voice into phonemes and analyzes them.	Allows for precision in corrections.
EF Hello	Teaching through interactive lessons based on dialogue.	Language acquisition, can be multilingual.	Practice of written and oral conversations.	Combination of written, oral, and auditory exercises.
Gliglish	Interactive conversations with artificial intelligence.	Development of oral skills.	Practice of realistic conversations, role-playing games, and instant corrections.	Allows for fluency, pronunciation, and vocabulary through real conversations.

Together, these applications contribute to the comprehensive development of language skills, promoting personalized learning and student motivation, although they require teacher support and pedagogical planning to ensure their ethical and meaningful use.

Challenges and ethical considerations in the implementation of artificial intelligence

Despite the progress made, the incorporation of artificial intelligence into foreign language teaching still faces a number of ethical, pedagogical, and technological challenges. For this reason, Metwally and Hamad (2023) highlight teachers' concerns about the possible dehumanization of educational processes, excessive dependence on technology, and limited teacher training in relation to technology.

For their part, Escobar and González (n.d.) emphasize the importance of establishing clear and ethical educational policies that regulate the responsible use of these digital tools. These policies must guarantee the protection of personal data, equity in access to technology, and the preservation of the human component in language teaching, preventing automation from replacing teacher-student interaction.

Likewise, the current literature agrees that Artificial Intelligence should be understood as a pedagogical complement, not as a replacement for the role of the teacher.

METHODOLOGY

Methodological approach:

A mixed approach was chosen to comprehensively address the research topic. This decision allowed us to combine the strengths of qualitative and quantitative approaches, thereby achieving a deeper and more complete understanding of the learning of high school students at the Cinco de Mayo Educational Unit.

The qualitative approach is useful for exploring the perceptions, experiences, and opinions of teachers through a semi-structured interview, in which information and details

can be gathered to help understand how the use of artificial intelligence tools is experienced and felt in the classroom.

On the other hand, the quantitative approach allows for the collection of numerical data through a survey, which makes it possible to identify more clearly how many students use AI, how often, and what tools they are familiar with, which will support the qualitative interpretations with concrete figures.

Exploratory level

This level allows for initial research into the subject of study, since the incorporation of artificial intelligence tools in schools, specifically in English language teaching, is still considered rare in educational institutions today. Therefore, through document review, preliminary interviews, and direct observations, the technological resources used and the degree of familiarity of teachers and students with these tools were identified. This level serves to adequately define the problem, identify the variables of interest, and establish the feasibility of the research.

Descriptive level

The objective at this level is to record and systematize information on the artificial intelligence tools applied in the classroom, the associated teaching practices, and the perceptions, attitudes, and experiences of the educational actors. Qualitative and quantitative instruments such as interviews and surveys are used to obtain a comprehensive and objective view of how the English teaching-learning process is developing with the use of AI in the institution. This phase is essential for building a solid empirical basis to support the subsequent analysis.

Explanatory or correlational level

The correlational level allows us to examine the possible relationship between key variables in the study, such as the frequency of use of artificial intelligence tools and the level of motivation or perceived performance in English language learning. While this level does not aim to establish definitive causal relationships, it does facilitate the identification of relevant patterns that contribute to a better understanding of the impact of AI in the educational environment. This analysis supports the formulation of strategic

recommendations aimed at optimizing the use of technology in the area of English language learning.

Data Analysis

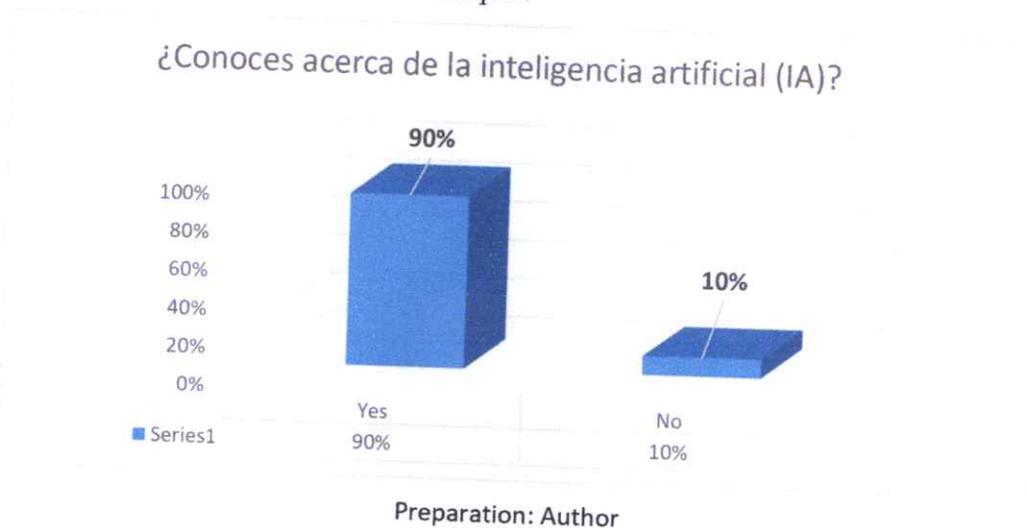
The present data analysis aimed to examine students' perceptions of the integration of artificial intelligence tools in English language learning. Surveys were conducted among high school students at the Cinco de Mayo Educational Unit to assess their willingness to use these artificial technologies and their influence on the development of language skills. The surveys also identified the ease with which students could use these technologies to improve their English language skills. This survey identified significant trends and provided evidence to guide pedagogical strategies that optimize language teaching through technological resources.

RESULTS

The results obtained from the surveys administered to students are presented below.

1. Knowledge about AI

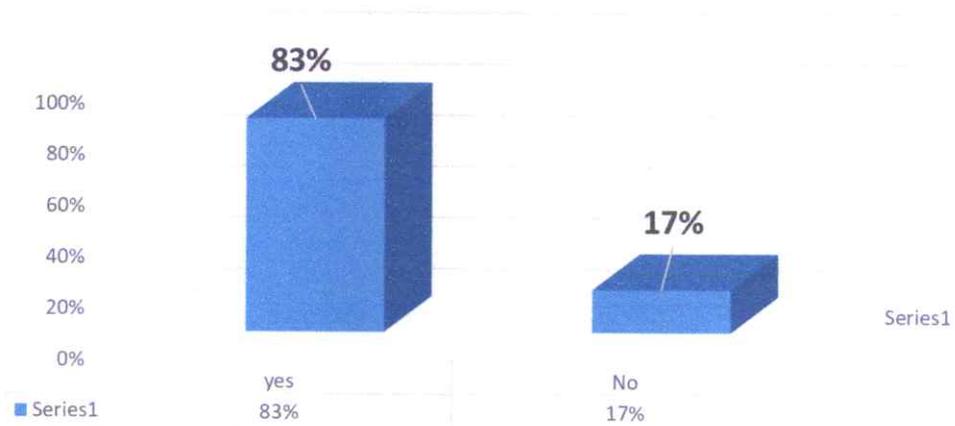
Graph 1



It was found that 90% of the students surveyed said they knew about artificial intelligence, while 10% said they did not. This result reflects that most students have a basic understanding of AI, which is favorable for its integration into educational contexts.

2. Use of platforms for learning English

Graph 2

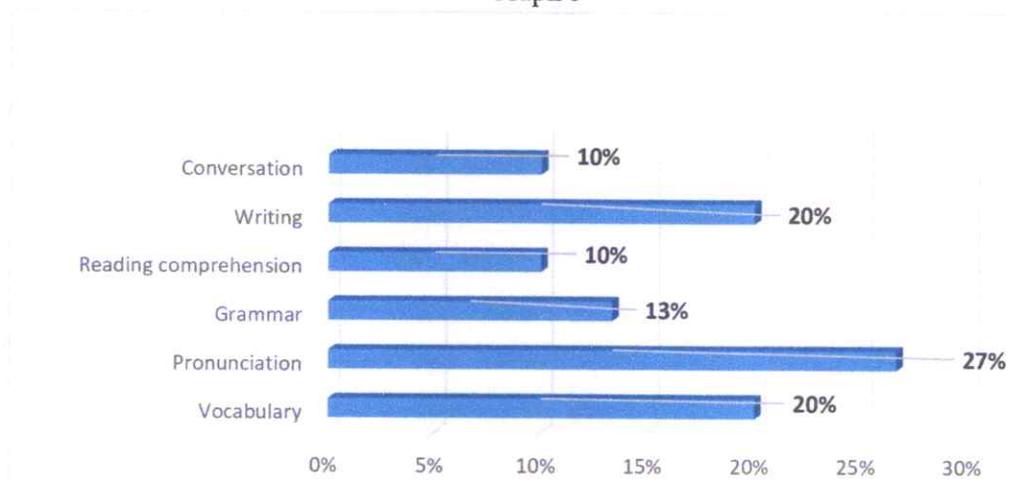


Preparation: Author

83% of the students surveyed said they had used one of these artificial intelligence tools, while 17% had not. This finding shows that participants are not only familiar with the concept, but also apply it in a practical way to improve their knowledge, using adaptive learning platforms. From a pedagogical perspective, this result demonstrates that AI is helping to transform learning strategies, thereby promoting autonomy, motivation, and interaction with the English language.

3. Aspects of the English language that you have improved through the use of AI?

Graph 3



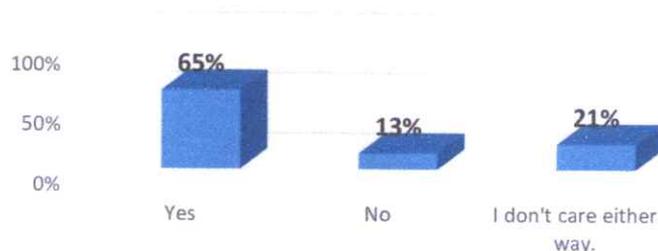
Preparation: Author

The students surveyed indicate that the artificial intelligence tools used mainly help to improve pronunciation (27%), followed by writing and vocabulary (20%), and reading comprehension and conversation (10% each). This suggests that students perceive AI as particularly useful for honing oral and phonetic skills.

4. It is suggested that more AI tools be integrated into English classes.

Graph 4

¿Te gustaría que los profesores integren más herramientas de IA en las clases de inglés?



Preparation: Author

The majority of students surveyed (65%) were in favor of teachers integrating more artificial intelligence tools into English classes, reflecting an interest in innovations

that can improve language learning practices and motivation. Twenty-one percent were indifferent, possibly due to unfamiliarity or lack of knowledge about the benefits of AI. These results indicate a largely positive attitude, suggesting that the implementation of AI in the classroom.

Analysis of semi-structured interviews with teachers

These interviews provided insight into perceptions, experiences, and expectations regarding the use of artificial intelligence in teaching and learning processes. The results show limited knowledge about the use of these technologies, accompanied by a positive and open attitude towards their incorporation into the educational field. The teachers interviewed stated that they had not received formal training on the use of technological tools, which reveals an institutional training gap that limits the full use of artificial intelligence in the classroom. However, teachers demonstrate initiative and curiosity, mentioning the use of tools such as ChatGPT, Duolingo, and Grammarly, which are mainly used to improve vocabulary, grammar correction, and English language practice.

The benefits observed by teachers include increased motivation, student participation, and improved learning in terms of vocabulary and communication skills. It can be said that Artificial Intelligence is perceived as a teaching ally, which arouses students' interest, energizes the classroom, and promotes autonomy in relation to learning. However, significant difficulties can also be identified, among which the lack of internet access and the tendency of some students to rely excessively on automatic responses, which can limit critical thinking, stand out.

With regard to language skills, teachers agree that Artificial Intelligence has favored the development of specific skills such as speaking and writing, offering interactive environments and immediate feedback. For this reason, teachers recommend the responsible use of Artificial Intelligence, suggesting its incorporation as a support in planning and not as a substitute for the teacher.

Teachers therefore see Artificial Intelligence as an opportunity to improve student learning, recognizing that these tools allow for the expansion of methodological strategies and enrich the educational process. In summary, this analysis reveals an initial stage of technological adoption marked by exploration and curiosity on the part of teachers, who

value the potential of Artificial Intelligence as an innovative resource, although training, connectivity, and teaching guidance need to be strengthened.

DISCUSSION

The results of the research confirm that incorporating artificial intelligence tools into English language teaching represents a pedagogical resource with high potential for improving students' motivation, autonomy, and linguistic performance. The high familiarity and use of this tool support the finding proposed by Pazmiño and Lucas (2023), who argue that artificial intelligence, when integrated consciously and pedagogically, contributes to closing educational gaps and diversifying teaching methodologies in Ecuador.

From the student's point of view, Artificial Intelligence tools offer the greatest benefits in the development of pronunciation, writing, and vocabulary. These results are consistent with those reported by Nuñez et al. (2025) and Escalante et al. (2023), who highlight that the automated and continuous feedback provided by Artificial Intelligence improves communicative accuracy and fluency.

In this way, tools such as ChatGPT Voice and Smalltalk2Me strengthen the autonomous practice of oral and listening skills, which increases students' confidence and fluency in learning. Likewise, Duolingo and ELSA Speak consolidate adaptive, dynamic, and gamified learning, being able to maintain student motivation and constant participation.

In the teaching field, the semi-structured interview revealed an initial stage of technology adoption. Although teachers recognize the benefits of Artificial Intelligence, which allows for improved vocabulary and grammatical correction through tools such as ChatGPT, Grammarly, and Duolingo, there is a gap in teacher training that limits the full exploitation of its educational potential. This situation arises from the need to strengthen teachers' digital competence, as indicated by Metwally and Hamad (2023) and Escobar and González (n.d.).

Despite these limitations, teachers maintain a positive attitude toward technological innovation and perceive it as an opportunity to diversify methodological strategies and motivate students. However, they warn of problems that may arise from poor connectivity and excessive reliance on automatic responses, which can affect the development of students' critical thinking. In this sense, it is essential to guide the use of Artificial Intelligence from an ethical and educational approach, in which teachers retain their role as mediators and guides of the educational process, thus preventing technology from replacing human interaction.

In summary, Artificial Intelligence is recognized by both educational actors as a key teaching ally for personalization and autonomy. Its success requires institutional support, continuous training, and clear policies that regulate ethical, inclusive, and pedagogically meaningful use.

CONCLUSIONS

Artificial intelligence is establishing itself as an innovative and effective tool that optimizes the process of teaching and learning English, facilitating independent practice, feedback, and personalized learning. There is acceptance within the educational environment, with a positive attitude and high interest among students in greater integration of artificial intelligence tools in the classroom.

Applications such as ChatGPT, Duolingo, and Smalltalk2Me have a positive and quantifiable impact on improving fundamental language skills, particularly pronunciation, writing, and vocabulary.

The optimal use of artificial intelligence is conditioned by the lack of formal teacher training and connectivity deficiencies.

Artificial Intelligence complements the role of teachers, enriching teaching strategies and optimizing instruction to offer a more inclusive and personalized learning experience, without replacing human interaction.

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