



Application of Edmodo as an Artificial Intelligence tool in the motivation of learning English as a foreign language.

Aplicación de Edmodo como herramienta de inteligencia artificial en la motivación del aprendizaje del inglés como lengua extranjera.

Aplicação do Edmodo como ferramenta de Inteligência Artificial na motivação da aprendizagem do inglês como língua estrangeira.

Stefany Anabell Gómez Bailón^I
stefagomez.b28@gmail.com
<https://orcid.org/0009-0000-4220-4886>

Gabriel José Bazurto Alcívar^{II}
gabriel.bazurto@uleam.edu.ec
<https://orcid.org/0009-0000-1927-486X>

Lucero Fátima Fernández Zambrano^{III}
lucerofernandez12@gmail.com
<https://orcid.org/0009-0003-0978-4235>

Sahian Danett Hoppe Chara^{IV}
sahian.hoppe@pg.uleam.edu.ec
<https://orcid.org/0009-0000-4124-2979>

Guido Emmanuel Solorzano Vera^V
guidoe.solorzano@uleam.edu.ec
<https://orcid.org/0009-0005-6624-6470>

Correspondencia: stefagomez.b28@gmail.com

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- I. Universidad Laica Eloy Alfaro de Manabí
- II. Universidad Laica Eloy Alfaro de Manabí
- III. Universidad Laica Eloy Alfaro de Manabí
- IV. Universidad Laica Eloy Alfaro de Manabí
- V. Universidad Laica Eloy Alfaro de Manabí

Summary

Edmodo is an educational platform that has gained popularity in the field of teaching, through its integration with artificial intelligence tools, it facilitates an interactive and personalized environment that improves student motivation. The objective was to evaluate the impact of the Edmodo platform, powered by Artificial Intelligence (AI), on the motivation and academic performance of students of the English chair. The methodology was based on a positivist paradigm with a quantitative approach and correlational scope. A pre-test and post-test design was applied to 92 nursing students from the State University of the South of Manabí, using an observation sheet with a Likert scale that reached a reliability of 0.87 in Cronbach's alpha coefficient. The results showed a drastic change in student perceptions: the assessment means rose from low ranges to significantly high levels, after the intervention. Critical items, such as the ability to express arguments critically and improved writing, went from a majority rating of "Little" to concentrating on "Quite/A lot". Likewise, intercultural interaction and intrinsic motivation experienced substantial increases. Concluding that the implementation of Edmodo with AI functionalities, such as immediate feedback and adaptive scaffolding, transforms the learning experience, strengthening communicative self-efficacy and academic persistence.

Keywords: Edmodo; gamification; feedback; learning; Foreign language.

Resumen

Edmodo es una plataforma educativa que ha ganado popularidad en el ámbito de la enseñanza. Gracias a su integración con herramientas de inteligencia artificial, facilita un entorno interactivo y personalizado que mejora la motivación del alumnado. El objetivo fue evaluar el impacto de la plataforma Edmodo, impulsada por inteligencia artificial (IA), en la motivación y el rendimiento académico del alumnado de la cátedra de inglés. La metodología se basó en un paradigma positivista con un enfoque cuantitativo y correlacional. Se aplicó un diseño pre-test y post-test a 92 estudiantes de enfermería de la Universidad Estatal del Sur de Manabí, utilizando una hoja de observación con escala Likert que alcanzó una fiabilidad de 0,87 en el coeficiente alfa de Cronbach. Los resultados mostraron un cambio drástico en las percepciones del alumnado: las medias de evaluación pasaron de rangos bajos a niveles significativamente altos tras la intervención. Aspectos críticos, como la capacidad de expresar argumentos de forma crítica y la mejora de la escritura,

pasaron de una calificación mayoritaria de "Poco" a concentrarse en "Bastante/Mucho". Asimismo, la interacción intercultural y la motivación intrínseca experimentaron incrementos sustanciales. Se concluye que la implementación de Edmodo con funcionalidades de IA, como la retroalimentación inmediata y el andamiaje adaptativo, transforma la experiencia de aprendizaje, fortaleciendo la autoeficacia comunicativa y la perseverancia académica.

Palabras clave: Edmodo; gamificación; retroalimentación; aprendizaje; lengua extranjera.

Resumo

O Edmodo é uma plataforma educativa que tem ganho popularidade na área do ensino, através da integração com ferramentas de inteligência artificial, facilitando um ambiente interativo e personalizado que melhora a motivação dos alunos. O objetivo deste estudo foi avaliar o impacto da plataforma Edmodo, impulsionada pela Inteligência Artificial (IA), na motivação e no desempenho acadêmico dos alunos do curso de Letras - Inglês. A metodologia baseou-se num paradigma positivista com uma abordagem quantitativa e de carácter correlacional. Foi aplicado um desenho pré-teste e pós-teste a 92 estudantes de enfermagem da Universidade Estadual do Sul de Manabí, utilizando uma ficha de observação com escala Likert que atingiu uma fiabilidade de 0,87 no coeficiente alfa de Cronbach. Os resultados mostraram uma mudança drástica na percepção dos alunos: as médias das avaliações subiram de níveis baixos para níveis significativamente elevados após a intervenção. Os itens críticos, como a capacidade de expressar argumentos de forma crítica e a melhoria da escrita, passaram de uma avaliação maioritária de "Pouco" para uma concentração em "Bastante/Muito". Da mesma forma, a interação intercultural e a motivação intrínseca apresentaram aumentos substanciais. Conclui-se que a implementação do Edmodo com funcionalidades de IA, como o feedback imediato e o suporte adaptativo, transforma a experiência de aprendizagem, fortalecendo a autoeficácia comunicativa e a persistência académica.

Palavras-chave: Edmodo; gamificação; feedback; aprendizagem; língua estrangeira.

Introduction

In the field of teaching languages as a foreign language, the practice of writing skills is one of the most significant challenges for teachers (Moreira Pérez et al., 2025), however, the teacher focuses on the communicative approach that has dominated the process of teaching this language in recent

decades, leaving aside more traditional aspects of teaching-learning based on the study of grammar and the correct use of language (Risueño & Torres, 2024), which reflects a written product of the last generations of students, high oral communicative ability, but they present frequent and even basic writing errors.

In such a way, the texts that students write throughout any course are usually tasks assigned by the teacher and read only by him/her, which represents a framework that is not very motivating for the student since it lacks a real communication purpose, beyond the grade or the practice of a specific linguistic aspect (Rodríguez Fuentes et al., 2024). Students perceive writing as a heavy and non-motivational activity (Negrete-Saltos et al., 2025).

In the context of foreign language teaching, motivation is a decisive element for the effective acquisition of language skills (Duarte Gahona, 2025). The learning of English, as a global lingua franca, requires pedagogical strategies that integrate technological innovation and humanized approaches, in this sense, Edmodo has established itself as an educational platform that, by incorporating principles of Artificial Intelligence (AI) and collaborative learning, offers a safe and dynamic environment that enhances student motivation and active participation in the teaching-learning process (Beatriz Oria, 2020).

In this sense, the integration of AI-based digital tools favors the personalization of learning, immediate feedback and the reduction of academic barriers. Duarte y Gahona (2025) show that the use of applications such as Grammarly or ELSA Speak and Edmodo, increases academic performance by 35% and reduces the rate of school failure in English by 50%, in addition to increasing student motivation and participation, this scientific evidence is aligned with systematic studies that highlight how AI and machine learning contribute to the acquisition of more solid and sustainable language skills.

Likewise, research on gamification and active learning indicates that the combination of AI with platforms such as Edmodo generates a motivating environment, capable of transforming the student's perception of learning English. Rodríguez Cajamarca et al. (2020) They highlight that gamification, supported by intelligent algorithms, increases self-efficacy and academic performance by placing the student in meaningful and personalized learning experiences. In a complementary way, Romero Guarquila et al., (2020a) underline that AI-based platforms promote

student autonomy, strengthening their capacity for self-regulation and their willingness to engage in authentic communicative activities.

In pedagogical terms, Edmodo is distinguished by its ability to integrate the social dimension of learning with educational analytics (López Moreno et al., 2025). By simulating the dynamics of social networks in a controlled academic environment, it encourages intercultural interaction, critical thinking and collaborative writing, elements that have proven to be key to motivation in language learning (Costa & Pinheiro Neto, 2020). Empirical evidence between 2020 and 2026 confirms that the use of Edmodo, powered by AI, not only improves language skills, but also strengthens academic resilience and digital inclusion, responding to the demands of a globalized world.

Research Questions

1. ¿To what extent the implementation of Edmodo powered by AI components increases the intrinsic motivation of learners of English as a foreign language compared to traditional methods?
2. ¿How do the processes of self-regulation of learning (planning, monitoring and evaluation) mediate the relationship between AI functionalities in Edmodo and performance in language skills (comprehension, oral and written production)?
3. ¿Which elements of instructional design (gamification, collaborative tasks, adaptive scaffolding) integrated into Edmodo generate higher levels of active participation and persistence in English learning activities, and why?
4. ¿How the motivational and learning effects of Edmodo with AI vary according to learning profiles (initial level of competence, digital literacy, self-efficacy) and socio-educational conditions (access to devices, connectivity), and what strategies mitigate the observed gaps?
5. ¿How teacher intervention (monitoring, mediation, and pedagogical adjustment) moderates the effectiveness of AI functionalities in Edmodo to sustain motivation and promote collaborative learning practices?

Desarrollo

Motivation and learning of a foreign language is a multifaceted construct that conditions persistence, cognitive investment and communicative transparency (Ayuso del Puerto & Gutiérrez, 2022). In current and contemporary education, the convergence between educational platforms and artificial intelligence (AI) techniques offers opportunities to reconfigure the learning experience, personalize trajectory and reduce communicative anxiety. Edmodo, initially conceived as an educational social network, has evolved into an ecosystem that facilitates the integration of automated tools, analytical feedback, learning and social measurement, which positions it as a relevant object of study to evaluate the motivational impact on the learning of English as a foreign language (Moya Jiménez, 2025).

In this way, in this development it is proposed to articulate three conceptual nuclei that support the research, from this dependent variables are defined such as; (intrinsic motivation, communicative self-efficacy, active participation, performance in language skills) and independent variables (use of Edmodo, frequency, type and activity, AI components, automated feedback and instructional performance analysis, gamification and collaborative tasks).

The L2 Motivation Theory

Motivation in the acquisition of second languages is classically distinguished between instrumental motivation (learning for practical benefits: work, grades, mobility) and integrative motivation (desire to integrate with the community of speakers, identity and cultural values) (My, 2021). These orientations are not mutually exclusive; interact with contextual (language policy, opportunities for use) and personal (attitudes, goals) factors, L2 motivation is built at the intersection between instrumental goals, identity desires and technological affordances that facilitate authentic communicative practice (Cárdenas Coello et al., 2024). From this perspective, Edmodo and its AI modules enhance the instrumental dimension (immediate feedback, adaptive trajectories that improve measurable results) and the integrative dimension (spaces for social interaction, telecollaborative projects, reinforcing identity as a user of English))(Omar & Harwood, 2021).

Table 1. Key Constructs

Construct	Concepto	Enfoque
Intrinsic motivation	Interest, enjoyment and inherent value of the activity of learning English.	It increases when tasks are meaningful, socially relevant, and receive immediate feedback; Edmodo-type platforms favor situational motivation.
Communicative self-efficacy	Cognitive Filter; Belief in one's own ability to perform communicative acts in L2	Improvement with guided practice, adaptive scaffolding, and specific feedback; Automated feedback can speed up the perception of competence if it is accurate.
Active participation	Behavioral and social engagement in learning activities based on reflection and critical feedback.	It is augmented with gamification, telecollaborative tasks and safe social environments; Edmodo facilitates social media-like interaction that boosts engagement.
Performance in language skills, self-regulation and analytical mediation.	Achievement in comprehension, oral and written production	Improvement when instruction combines deliberate practice, formative feedback, and personalization; greater effects if the platform integrates analytics to adapt tasks. It allows you to identify patterns of difficulty and customize practice routes; however, its effectiveness requires transparency, teacher training to interpret dashboards and ethical safeguards on data.

Note: Authors' elaboration based on the literature

It is not enough to introduce technology: the quality of instructional design, teacher training and equity of access are sine qua non conditions. AI amplifies benefits as biases; therefore, automated feedback must be complemented with human mediation and validation mechanisms.

Self-regulation models of learning

Self-regulated learning is defined as a process of self-reflection and action in which students structure, supervise, and evaluate their own learning (Gragera, 2024). This process is associated with better content retention, greater involvement in studying, and better academic performance (Jara Chiriboga et al., 2025). Theoretical models in this field are mainly based on sociocognitive theory, in particular Bandura's framework (Otálora Vásquez, 2013). Ayuso et al., (2022) they present a self-regulation model in four phases that covers: anticipation and establishment of objectives; strategic planning; monitoring/execution and volitional control; and self-reaction and self-reflection.

Each phase involves metacognitive, motivational, and behavioral processes that influence self-regulation during learning. Zimmerman's cyclical model is one of the most cited in the literature, emphasizing the mutual influences between motivation and self-regulation (Guano Merino et al., 2023). All theoretical models highlight the role of the student as the main agent of his or her learning and demonstrate that self-regulation can be developed at any educational level.

Edmodo

Edmodo was born as an educational social network designed to reproduce the communicative dynamics of social platforms in the classroom, but with teacher control and institutional privacy; Its mass adoption in school contexts accelerated during the pandemic, when teachers sought out familiar environments to maintain pedagogical interaction (Restuati et al., 2021). From a pedagogical perspective, Edmodo offers affordances that favor motivation: it facilitates rapid feedback, the publication of tasks and resources, peer interaction and the visibility of progress, elements that, when articulated with intentional instructional design, increase enjoyment and persistence in learning activities in the English language (Qaddumi, 2021).

However, the real impact depends on structural and human conditions: teacher training, equity in access to connectivity devices, and the design of activities that promote authentic interaction. In addition, ethical risks related to data privacy and algorithmic bias emerge that must be addressed through transparency and data governance in the institution. Edmodo is used with teaching scaffolding, but it also shows variability according to context and level of initial competence.

Table 2. Edmodo and motivational constructs

Appearance	Definition	Features in Edmodo	Implications for motivation	Practical recommendations
Digital familiarity	Social network-like interface that reduces friction online and classroom	Walls, notifications, private messages	Increases motivation and participation.	Design tasks that require reflection
Feedback	Formative response on performance	Comments, automatic quizzes, ratings	Timely feedback increases self-efficacy and persistence	Combine automated feedback with personalized teacher feedback
Social Interaction	Co-construction and peer evaluation	Foros, grupos, mensajes privados	Favorece motivación integral y engagement situacional	Structure roles and rubrics to ensure quality of interaction
Analytics and learning	Usage data transformed into indicators	Dashboards, registros de actividad, reportes	Allows for early interventions that sustain motivation	Train teachers and students in data interpretation
Personalization through AI	Adaptive task and feedback	Recomendaciones retroalimentación automatizada	Increases effectiveness if feedback is specific; requires human validation	Train teachers and students in data interpretation
Gamification and design	Use of playful mechanics to motivate	Badges, retos, rankings dentro de la plataforma	Increases participation but depends on pedagogical quality	Validate algorithms and maintain human mediation to nuance suggestions
Equity and Access	Material and digital conditions to participate	Mobile/web access, offline compatibility	Determine who benefits; gaps reduce motivational impact	Implement access policies, alternative resources, and support
Ethics and privacy	Data governance and algorithmic transparency	Privacy settings, data exports	Trust in the platform influences acceptance and sustained use	Establish clear protocols and communicate data usage to the community

Note: Authors' elaboration based on the literature review

Learning Analytics Principles Applied to Edmodo

Learning analytics are technological devices that are incorporated into virtual environments to record participants' digital footprints, creating large databases that improve learning and communication (Campaña Días et al., 2025). These tools make it possible to analyse data on student behaviour and facilitate timely pedagogical decision-making.

Research shows that learning analytics can detect early risks of low performance, identify patterns of unequal participation and guide effective teaching interventions, in this sense, Edmodo emerges as a unique virtual tool that integrates components of the educational social network and virtual learning environment (Iglesias-Amorín, 2018). Its implementation allows students to connect with new information and communication technologies, facilitating the learning of specific contents, offering various possibilities of didactic application at different educational levels.

Materials and methods

This study will be developed under a positivist paradigm (Gancedo, 2010), adopting a quantitative approach, with correlational and descriptive scope, seeking to establish the relationship between the use of Edmodo and motivation in learning in the English language as a second language. The type of research will be applied, and field. The data will be collected directly in your classroom environment. Methods of analysis and synthesis were used to examine and theoretically decompose the elements involved in the use of Edmodo and motivation.

To organize, analyze and compare the data obtained through the survey called "Observation sheet of motivational competence in the use of Edmodo as an AI tool in the learning of English as a second language", which is valued on the Liker scale, where 1=little; 2 = something; 3=quite a lot; 4=a lot (Beatriz Oria, 2020). Its objective is to evaluate the impact of the application of Edmodo on the learning of English, a worksheet that will be applied in two stages before executing the method and after (pre-test and post-test), to the 92 students of the State University of the South of Manabí of the Nursing Career who took the English module.

Regarding the reliability of the instrument, Cronbach's alpha coefficient was applied, obtaining a value of 0.87, which indicates a high level of internal consistency, according to the interpretative scale proposed by (Ledesma et al., 2002). Non-probabilistic sampling will be applied for

convenience. Inclusion criteria will be considered as: being legally enrolled and signing the informed consent.

The methodology dictated in this research rigorously adheres to the methodological standards established in quantitative educational studies, ensuring the validity and reliability of the data. This positivist approach will allow obtaining objective and generalizable results, contributing significantly to the analysis of the impact of mode on the teaching process and learning of the English language as a second language.

Results

The data shown below reflect the results obtained from the Pre test and Post test, which show a marked change in students' perceptions after the implementation of Edmodo as a tool with artificial intelligence functions applied to teaching.

Table 3. For the test

Nº	ITEMS	Little		Something		Quite		A lot		Media	Var	Desv. This
		F	%	F	%	F	%	F	%			
Copywriting												
1	Expressing arguments critically	71	77%	18	19%	2	2%	1	1%	1.25	0.29	0.54
2	Improved writing skills	32	35%	60	65%	0	0%	0	0%	1.65	0.22	0.47
3	Knowledge of strengths/weaknesses in writing.	56	61%	29	31%	4	4%	3	3%	1.47	0.50	0.71
4	Interest in Edmodo	72	78%	18	19%	1	1%	1	1%	1.25	0.29	0.54
5	Edmodo has helped me learn how to evaluate a text.	70	76%	12	13%	8	9%	2	2%	1.37	0.53	0.73
6	Problem with writing skills	69	75%	13	14%	5	5%	5	5%	1.41	0.66	0.81
7	I have had problems when evaluating other people's texts and giving feedback	66	72%	24	26%	1	1%	1	1%	1.31	0.29	0.54
	Communication skills											
1	Edmodo has allowed me to interact with people from another culture	72	78%	17	19%	2	2%	1	1%	1.26	0.30	0.55
2	Edmodo is an appropriate telecollaboration tool	32	35%	60	65%	0	0%	0	0%	1.65	0.22	0.47
3	I've struggled with cultural differences	54	59%	28	31%	6	6%	4	4%	1.56	0.63	0.79
4	I've been having trouble with my tech skills/the Edmodo platform	62	68%	26	28%	2	2%	2	2%	1.39	0.41	0.64
5	I've had trouble getting regular responses from my partner	73	79%	9	10%	8	9%	2	2%	1.33	0.52	0.72
6	I have had problems with delivery times	67	73%	14	15%	6	7%	5	5%	1.44	0.70	0.83
	Student motivation and engagement with the use of Edmodo in English											
1	General motivation to learn English	65	71%	23	25%	3	3%	1	1%	1.34	0.35	0.59
2	Participation in class activities	36	39%	54	59%	1	1%	1	1%	1.64	0.31	0.56
3	Interaction in personalized exercises	53	57%	30	33%	6	7%	3	3%	1.55	0.57	0.75

4	Use of additional resources	56	61%	30	33%	4	4%	2	2%	1.47	0.46	0.68
5	Interes en tareas complementarias	74	80%	9	10%	6	7%	3	3%	1.32	0.54	0.73
6	I have had problems with delivery times	67	73%	14	15%	6	7%	5	5%	1.44	0.70	0.83

Source: Own elaboration

Table 4. Post test

Nº	ITEMS	Little		Something		Quite		A lot		Media	Var	Desv. This
		F	%	F	%	F	%	F	%			
Copywriting												
1	Expressing arguments critically	4	4%	8	9%	24	26%	56	61%	3.43	0.68	0.82
2	Improved writing skills	3	3%	7	8%	20	22%	62	67%	3.53	0.59	0.77
3	Knowledge of strengths/weaknesses when writing in English.	5	5%	9	10%	26	28%	52	57%	3.35	0.75	0.86
4	I found Edmodo interesting in general	8	9%	7	8%	35	38%	42	46%	3.20	0.83	0.91
5	Edmodo has helped me learn how to evaluate a text.	11	12%	14	15%	21	23%	46	50%	3.10	1.11	1.05
6	Problem with writing skills	6	6%	18	20%	27	29%	41	45%	3.12	0.88	0.94
7	I have had problems when evaluating other people's texts and giving feedback	14	15%	6	7%	29	32%	43	47%	3.09	1.13	1.06
Communication skills												
1	Edmodo has allowed me to interact with people from another culture	6	6%	8	9%	23	25%	55	60%	3.38	0.80	0.89
2	I think Edmodo is an appropriate telecollaboration tool	1	1%	8	9%	19	21%	64	69%	3.58	0.48	0.69
3	I've struggled with cultural differences	4	4%	7	8%	26	28%	55	60%	3.43	0.65	0.81
4	I've been having trouble with my tech skills/the Edmodo platform	11	12%	6	6%	34	37%	41	45%	3.14	0.97	0.98
5	I've had trouble getting regular responses from my partner	10	11%	6	6%	22	24%	54	59%	3.30	0.99	0.99
6	I have had problems with delivery times	6	7%	17	19%	25	27%	44	47%	3.16	0.89	0.94
Student motivation and engagement with the use of Edmodo in English												
1	General motivation to learn English	6	7%	7	8%	20	22%	59	63%	3.43	0.78	0.88
2	Participation in class activities	2	2%	9	10%	21	23%	60	65%	3.51	0.57	0.75
3	Interaction in personalized exercises	6	6%	5	5%	27	30%	54	59%	3.40	0.74	0.86
4	Use of additional resources	10	11%	8	9%	31	34%	43	46%	3.16	0.96	0.98
5	Interest in complementary tasks	8	9%	6	6%	21	23%	57	62%	3.38	0.88	0.94
6	I have had problems with delivery times	11	12%	13	14%	23	25%	45	49%	3.10	1.09	1.04

Source: Own elaboration

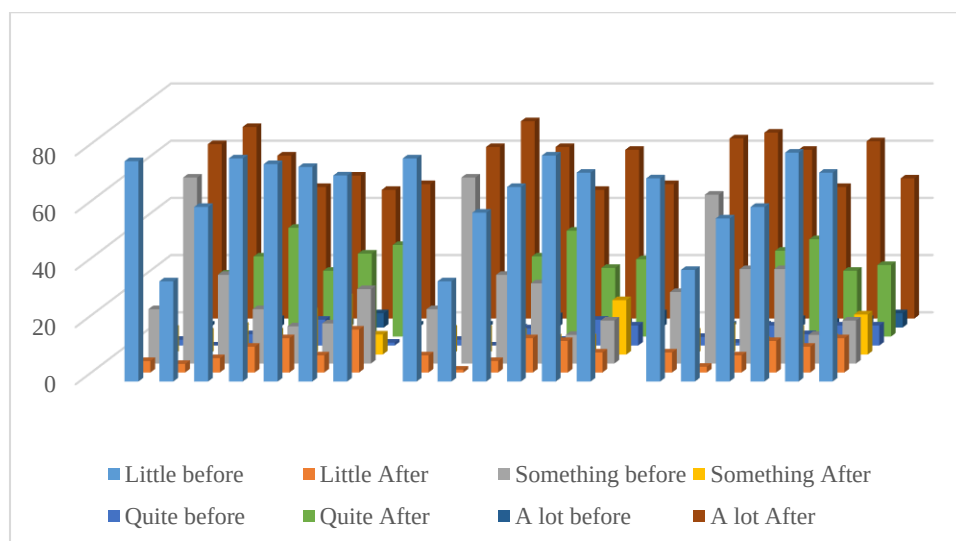
The data from the Pre test and Post test tables show a marked change in students' perceptions after the implementation of Edmodo as a tool with artificial intelligence functions applied to teaching. In the pre-test, responses in the categories Little and Somewhat predominate, with means close to 1.3–1.7; in the post-test the distribution clearly shifts towards Quite a Lot and A Lot, with averages around 3.1–3.6. This pattern highlights substantive improvement in writing, communication skills and motivation after the intervention.

In the pre-test, items such as *Expressing arguments critically* and *Improving writing skills* register very high percentages in "Little" 77% and 35% respectively, while in the post-test these same items are concentrated in differentiated evaluations in "Quite" / "A lot" with 26%/61% and 22%/67%), perceiving an increase in the perceived level and greater homogeneity in the positive experience. as a result of more frequent feedback, guided activities, and adaptive resources that Edmodo can provide, when there is technological mediation that personalizes tasks and feedback, writing skills are improved by offering scaffolding and more structured practice opportunities.

In the same way, items related to intercultural interaction and telecollaboration show a change from mostly negative or neutral responses in the pre-test to positive evaluations in the post-test, for example, *Edmodo has allowed me to interact with people from another culture*: 78% "Little" → 60% "A lot", the measures increase consistently from 1.26 to 3.38, which points out that this platform not only facilitated linguistic practice but also exposure to diverse interlocutors. The improvement of communication skills through asynchronous interaction and collaboration tools reduces temporal and geographical barriers.

Regarding the dimension of motivation, the key items went from low means in the pre-test 1.32–1.65 to high averages in the post-test 3.10–3.51, with percentages of "A lot" reaching between 46% and 65% in several items. The consistency of the pattern in the three subscales indicates a generalized effect on the willingness to learn, participation in activities and interest in complementary tasks, increase intrinsic motivation and participation. Therefore, the results support the claim that the technological intervention had a positive impact on the motivation towards English as a foreign language.

Figure 1. Graphic description of the pre-test and post-test



Source: Own elaboration

Discussion

The results described show a robust and coherent change in student perceptions after the intervention with Edmodo, enhanced by artificial intelligence functions that maintain higher ranks after the intervention, which constitutes perceptual evidence of an improvement in writing, communication skills and motivation. This empirical pattern coincides with studies that underline the role of educational platforms in improving results and motivation when they integrate formative feedback and collaborative activities (Qaddumi, 2021) and it is aligned with the idea that technological mediation offers scaffolding and structured practice that favor the automation of writing processes and the consolidation of metacognitive strategies (Ayuso del Puerto & Gutiérrez Esteban, 2022)

Regarding the improvement of writing and critical argumentation, it showed a positive transition with items from 77% "Little" in the pre-test to majority concentrations in "Quite/Mucho" in the post-test. This evolution is consistent with findings that attribute frequent and adaptive feedback to reducing extrinsic cognitive load and promoting deliberate practice (Gragera, 2024) (Hernández et al., 2024). However, some authors warn that automated feedback has limits in the evaluation of complex argumentation and discursive coherence, so they recommend combining it with qualitative teaching intervention to address critical and pragmatic aspects of the text, even more so

in the English language (Risueño Calahorrano & Torres Andrango, 2024) (Rodríguez Fuentes et al., 2024)

Regarding intercultural interaction and telecollaboration, the jump in means from 1.26 to 3.38 and the percentage change towards positive ratings maintain that Edmodo facilitated exposure to diverse interlocutors and authentic communicative practices. This coincides with authors such as Oria (2020); Romero Guarquila (2020b) those who emphasize asynchronous environments and collaborative tools expand opportunities for negotiation of meaning and feedback among peers. However, the literature also points out that the mere availability of intercultural contacts does not guarantee deep interactions; The quality of instructional design and the structure of telecollaborative tasks determine whether exposure translates into meaningful learning (Qaddumi, 2021)

The motivational dimension presents a consistent pattern: means increasing from 1.32–1.65 to 3.10–3.51 and percentages of "A lot" between 46% and 65%. Results that support the hypothesis that educational technology, when it incorporates elements of immediate feedback, personalization and playful or gamified components, increases participation (Costa & Pinheiro Neto, 2020) . Recent studies on gamification and AI-assisted learning also report positive effects on student engagement, although they warn of the need to design incentives that encourage persistence and not just the superficial response to external rewards (Sailema et al., 2023) (Campaña Días et al., 2025)

Conclusions

The implementation of Edmodo as a tool powered by Artificial Intelligence components has proven to be a highly effective strategy to increase academic performance and intrinsic motivation in learning English. The data from the study reveal a substantial change in the perception of students, who went from low levels of perceived competence in the pre-test to significantly high evaluations in the post-test, especially in areas such as text writing and critical argumentation. This success is attributed to the platform's ability to transform writing into an activity with real communicative purpose through immediate feedback, adaptive scaffolding, and gamification, factors that reduce communicative anxiety and foster persistent engagement with learning tasks.

On the other hand, the social and technological dimension of Edmodo facilitates intercultural interaction and telecollaboration, allowing authentic communicative practices that strengthen the student's identity as a global user of the language. The integration of learning analytics allows the student to become the main agent of their own process, developing skills for self-regulation, monitoring and strategic evaluation of their progress. However, the effectiveness of these AI functionalities depends strictly on quality instructional design and active teacher mediation, which is essential to validate automated information, manage ethical risks, and ensure equity in digital access for all students.

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