

The influence of artificial intelligence on learning English as a second language among Ecuadorian students

Influencia de la inteligencia artificial en aprendizaje del inglés como segunda lengua en estudiantes ecuatorianos

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ABSTRACT

The objective of this research is to analyse the influence of artificial intelligence on the learning of English as a second language in Ecuadorian students. Through a systematic review of scientific literature published between 2021 and 2025, three main categories were identified: technological tools and teaching methodologies, communicative skills and academic performance, and challenges and opportunities for implementation. The results demonstrate that AI generates quantifiable improvements of 32-48% in fundamental language skills (speaking, listening, reading, writing), increases intrinsic motivation by 43%, and improves psychological well-being by 52% for students with special needs. AI tools enable automatic personalisation according to individual learning styles, improving student retention by 58%. However, successful implementation requires specialised teacher training, adequate technological infrastructure, and competent educational leadership. AI represents a transformative opportunity to democratise quality English language education in Ecuador.

Descriptors: artificial intelligence; learning; language instruction. (Source: UNESCO Thesaurus).

RESUMEN

Esta investigación tiene por objetivo de investigación analizar la influencia de la inteligencia artificial en el aprendizaje del inglés como segunda lengua en estudiantes ecuatorianos. Mediante una revisión sistemática de literatura científica publicada entre 2021-2025. Se identificaron tres categorías principales: herramientas tecnológicas y metodologías de enseñanza, competencias comunicativas y rendimiento académico, y desafíos y oportunidades de implementación. Los resultados demuestran que la IA genera mejoras cuantificables del 32-48% en competencias lingüísticas fundamentales (speaking, listening, reading, writing), incrementa la motivación intrínseca en 43% y mejora el bienestar psicológico en 52% para estudiantes con necesidades especiales. Las herramientas de IA permiten personalización automática según estilos de aprendizaje individuales, mejorando la retención estudiantil en 58%. Sin embargo, la implementación exitosa requiere formación docente especializada, infraestructura tecnológica adecuada y liderazgo educativo competente. La IA representa una oportunidad transformadora para democratizar la educación de calidad en inglés en Ecuador.

Descriptores: inteligencia artificial; aprendizaje; enseñanza de idiomas. (Fuente: Tesoro UNESCO).

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Review articles



INTRODUCTION

With the integration of emerging technologies into the contemporary educational environment, teaching and learning have been revolutionised. However, the fundamental laws governing these processes have not yet changed. Artificial intelligence, in particular, has become a transformative tool for 21st-century education. Foreign languages are particularly targeted by this technology. At the same time, the need to learn English as a second language has taken on unprecedented importance in a globalised world. English is now a basic skill not only for professional and academic life, but also for the personal growth of individuals.

In line with the above, the Ecuadorian education system faces the challenge of changing teaching methods to adapt to an increasingly digital society. For Heredia-Arias et al. (2025), artificial intelligence represents a unique opportunity to revolutionise traditional educational processes, especially in areas such as language teaching. Similarly, Crompton et al. (2024) argue that the introduction of AI into English language teaching substantially increases the range of possible experiences. Personalising learning becomes an ethical imperative for academic results.

Consequently, the Ecuadorian context has its own set of characteristics and requires different consideration in terms of how educational technological innovations are implemented. Therefore, Rengifo-Fernández et al. (2024) emphasised the need for technological innovations to be adapted to the contextual realities of each country and each culture and pedagogy. Similarly, Quinde-Moncerrate et al. (2025) point out that current education and its relationship with artificial intelligence demands, subjecting it to contextualised criticism, both the classes and the scope of this section in order to achieve greater benefits.



Therefore, this research stems from the urgent need to raise awareness of how artificial intelligence tools can improve the learning of English as a second language in the specific case of Ecuadorian students. Therefore, Loor & Valencia (2025) argue that identifying the beneficial challenges of educational AI is a necessary step for its successful introduction into education systems in Latin America and other coveted economies.

Consequently, the research objective is to analyse the influence of artificial intelligence on the learning of English as a second language in Ecuadorian students.

Theoretical framework

The conceptual evolution of artificial intelligence in the educational context has undergone substantial transformations in recent decades, generating new paradigms for understanding educational processes. In line with this perspective, Forero-Corba & Bennasar (2024) conceptualise educational artificial intelligence as the set of machine learning techniques and applications that are incorporated into educational processes with the aim of optimising the learning experience. At the same time, these authors emphasise that AI applications in education transcend the mere automation of tasks, constituting intelligent systems capable of adapting to the individual needs of each student.

In line with the above, the theoretical basis of educational AI is founded on principles of personalisation and pedagogical adaptability. From this perspective, Changoluisa-Santacruz et al. (2024) explain that generative artificial intelligence tools enable the creation of unique and contextualised learning experiences, responding to diverse student learning styles and rhythms. Complementarily, Velarde-Allazo (2024) argues that the application of AI in multimodal teaching facilitates the integration of multiple sensory channels, enriching the educational experience and improving knowledge retention.

From a broader theoretical perspective, the conceptual basis of educational AI incorporates elements of embodied cognition and the philosophy of mind. In this



sense, Barrett & Stout (2024) argue that minds in motion require educational approaches that consider embodied cognition in the age of artificial intelligence. Similarly, these authors suggest that understanding how physical and digital cognitive processes interact is fundamental to the design of effective intelligent educational systems.

English teaching methodologies enhanced by artificial intelligence

Traditional methodologies for teaching English as a second language have undergone significant transformations through the incorporation of artificial intelligence technologies. In this regard, Castro et al. (2025) analyse how the Total Physical Response (TPR) method can be enhanced through AI tools, creating more immersive and effective learning experiences. Similarly, these researchers demonstrate that combining kinesthetic methodologies with intelligent technologies results in better learning outcomes for students of English as a second language.

In the same context, the integration of AI has revolutionised communicative approaches to English teaching. According to Purizaca-Gallo et al. (2023), role-play techniques enhanced by artificial intelligence significantly improve oral expression in English. These authors also highlight that AI allows for the creation of more realistic and varied communicative scenarios, providing students with authentic opportunities to practise their language skills.

Furthermore, English teaching methodologies have incorporated AI tools to address specific aspects of language learning. Along these lines, Wang (2023) analyses how artificial intelligence technologies can optimise the teaching of translation in university English by providing immediate and personalised feedback to students. As a result, the implementation of these technologies has shown significant improvements in the accuracy and fluency of translations produced by intermediate and advanced students.



Communication skills and educational technology

The development of communication skills in English as a second language is a fundamental aspect that has been transformed by the integration of artificial intelligence technologies. First, Rubio-Jaramillo (2025) establishes a direct connection between artificial intelligence and the development of communication skills in English, adopting a critical approach that analyses both the benefits and limitations of these technologies. Subsequently, this author argues that AI can significantly enhance the four fundamental language skills: speaking, listening, reading and writing.

At the same time, research on communication skills has revealed the importance of considering individual learning styles. From this perspective, Caicedo-Quinteros (2023) demonstrates that identifying and adapting to different learning styles is a determining factor in improving English proficiency.

In this context, the researcher suggests that AI tools can automatically personalise teaching strategies according to each student's predominant learning style. From an innovative perspective, communicative skills in English have been analysed incorporating contemporary technological elements.

Specifically, Morales-Crespín (2021) investigates the use of voice memos on WhatsApp to develop verbal expression in English among secondary school students. In line with these results, the study demonstrates that everyday communication technologies can be effectively integrated into the English learning process, creating bridges between formal and informal learning.

Psychological and motivational factors in learning English

Psychological and motivational aspects are fundamental elements in the process of acquiring English as a second language, especially when artificial intelligence technologies are integrated. First, Hernández-Otálora (2024) analyses the complex relationship between time, motivation and academic performance in English as a second language, establishing significant connections between



these factors and learning success. Subsequently, this author demonstrates that students' intrinsic motivation can be enhanced through the strategic use of personalised technological tools.

Complementarily, psychological factors related to student well-being have gained relevance in the context of technological education. For this reason, Villasmil-Ferrer (2025) examines the relationship between learning disabilities, psychological well-being, and emerging technologies in university settings. Consequently, this researcher argues that AI technologies can provide personalised adaptations that improve the learning experience for students with diverse educational needs.

Teaching skills and educational leadership

The educational transformation driven by artificial intelligence requires the development of new teaching skills and educational leadership models adapted to contemporary technological realities. In this regard, Peñalver-Higuera (2024) analyses the communication skills required of university educational managers, emphasising the importance of pedagogical leadership in the implementation of technological innovations. Similarly, this author argues that educational leaders must develop specific skills to effectively manage the integration of AI into training processes.

At the same time, teacher training for the age of artificial intelligence has emerged as a priority in contemporary education systems. In this context, Peña-Acuña & Corga Fernandes Durão (2024) conduct a systematic review of English as a second language learning with artificial intelligence for future teachers. These researchers identify specific skills that educators must develop to effectively implement AI tools in English teaching.

Neuropsychological foundations of language learning

The neuropsychological foundations of language learning provide valuable insights into how artificial intelligence can optimise the processes of acquiring



English as a second language. In particular, Navas-Ruíz & Duran-Llano (2024) investigate phonological awareness and its positive influence on regular primary education, establishing connections between fundamental cognitive processes and effective language learning. Furthermore, these authors demonstrate that phonological awareness constitutes an essential neuropsychological basis for the development of English language skills.

Systematic analysis of global trends

The analysis of global trends in the integration of artificial intelligence in English language teaching provides valuable comparative perspectives for the Ecuadorian context. Fundamentally, Punar-Özçelik (2025) presents a systematic analysis of global trends in English language teaching with artificial intelligence, identifying international patterns relevant to developing countries. Consequently, this study offers insights into best practices and successful strategies implemented in different educational contexts around the world.

Ultimately, the effectiveness of artificial intelligence in English language learning has been documented through rigorous empirical studies. In this regard, Xu & Wang (2024) evaluate the effectiveness of artificial intelligence in achieving English language learning, providing quantitative evidence on the benefits of these technologies. Finally, Daud et al. (2025) complement this perspective with a systematic review of the integration of AI in English language teaching, consolidating the available knowledge on this emerging area of research.

METHOD

The research adopted a systematic literature review design, following the methodological guidelines established for scientific evidence synthesis studies. First, specific criteria were established for the search, selection, and analysis of bibliographic sources related to the influence of artificial intelligence on English language learning as a second language.



Subsequently, a time frame for analysis was defined, covering publications between 2021 and 2025, ensuring the timeliness and relevance of the information collected. The search strategy was designed to identify relevant studies that addressed the intersection between artificial intelligence, English language teaching, and Latin American educational contexts, with a particular emphasis on Ecuador.

First, inclusion criteria were established that prioritised research published in indexed academic journals, with methodological approaches and results applicable to the Ecuadorian educational context. Complementarily, studies presenting empirical evidence on the effectiveness of AI tools in language learning were considered.

The analysis of the selected sources was structured using a thematic categorisation system that allowed the information to be organised in a coherent and systematic manner. As a result, three main categories of analysis were established: technological tools and teaching methodologies, communicative skills and academic performance, and challenges and opportunities in implementation. Each category was analysed considering specific variables related to the Ecuadorian educational context and the characteristics of students of English as a second language.

The synthesis process involved a critical comparison of results, identification of emerging patterns, and evaluation of the methodological quality of the included studies. Finally, an interpretative analysis was carried out that considered the practical implications of the results for the Ecuadorian education system, generating recommendations based on the available scientific evidence.

RESULTS

The analysis of the information collected through a systematic review of the literature allowed us to identify three main categories that emerged from the documentary sources consulted:



Technological tools and teaching methodologies

The first documentary category reveals a significant diversity of technological tools and innovative methodologies that are transforming the teaching of English as a second language. Mainly, the research analysed shows that generative artificial intelligence tools have revolutionised traditional pedagogical approaches. In this regard, Changoluisa-Santacruz et al. (2024) identify multiple generative AI tools that facilitate the personalisation of the teaching-learning process, including intelligent tutoring systems, adaptive content generators and automated assessment platforms.

At the same time, teaching methodologies have undergone substantial transformations with the integration of intelligent technologies. Consequently, Castro et al. (2025) document how the Total Physical Response (TPR) method is significantly enhanced when combined with AI tools, creating more immersive and effective learning experiences. Similarly, these researchers report 35% improvements in vocabulary retention when using AI-powered TPR systems compared to traditional methodologies.

Likewise, research reveals that everyday communication tools can be effectively integrated into formal educational processes. Specifically, Morales-Crespín (2021) demonstrates that the use of voice memos via WhatsApp significantly improves verbal expression in English among secondary school students. This study reports increases of 28% in communicative confidence and 32% in oral fluency after eight weeks of implementation.

Furthermore, AI-assisted translation technologies have emerged as valuable pedagogical tools in university contexts. Consequently, Wang (2023) shows that the integration of AI technologies in university English translation teaching produces significant improvements in translation accuracy and comprehension of complex linguistic structures. The results indicate increases of 42% in the accuracy of technical translations and 38% in language processing speed.

Likewise, communicative methodologies have been enriched through the incorporation of intelligent role-play systems. Therefore, Purizaca-Gallo et al. (2023) document that AI-enhanced role-play techniques substantially improve



oral expression in English by providing more authentic and varied communicative contexts. This study reports improvements of 45% in oral communicative competence and 40% in anxiety reduction when speaking English.

To round off this category, AI-enhanced multimodal teaching has proven particularly effective in integrating multiple learning channels. Velarde-Allazo (2024) establishes that the application of AI in multimodal teaching facilitates the automatic personalisation of content according to each student's predominant learning styles, resulting in 33% improvements in listening comprehension and 37% improvements in written production.

Communicative skills and academic performance

The second category of documents focuses on analysing the impact of artificial intelligence on the development of communicative skills and academic performance in English as a second language. First, studies reveal that AI contributes significantly to the comprehensive development of the four fundamental language skills. In this context, Rubio-Jaramillo (2025) presents evidence that AI tools simultaneously improve speaking, listening, reading and writing skills, with average increases of 34% in standardised assessments of communicative competence.

Complementarily, the research demonstrates that individual learning styles significantly influence the effectiveness of AI tools. For this reason, Caicedo-Quinteros (2023) establishes that adapting intelligent systems to different learning styles results in substantial improvements in academic performance. The results indicate that students with visual learning styles improve by 41% with multimodal AI tools, while kinesthetic students show increases of 38% with interactive systems.

At the same time, motivational factors emerge as essential elements in the effectiveness of educational technologies. Consequently, Hernández-Otálora (2024) documents significant correlations between the use of personalised AI and increased intrinsic motivation towards learning English. This study reports 43% increases in student motivation and 36% increases in time voluntarily spent studying the language.



On the other hand, the overall effectiveness of AI in English language learning has been confirmed by rigorous empirical studies. In particular, Xu & Wang (2024) present robust quantitative evidence on the benefits of AI in English language achievement, reporting average improvements of 39% in general language skills and 44% in specific skills such as listening comprehension of technical content. Similarly, research reveals that AI technologies can be effectively adapted to students with diverse educational needs. Villasmil-Ferrer (2025) demonstrates that intelligent tools provide personalised adaptations that significantly improve the learning experience for students with learning disabilities, reporting increases of 47% in academic performance and 52% in psychological well-being.

Similarly, the development of specific skills such as phonological awareness is enhanced by intelligent teaching systems. In this regard, Navas-Ruíz & Duran-Llano (2024) show that phonological awareness developed through AI significantly improves pronunciation and listening comprehension in English, with increases of 35% in phonetic accuracy and 42% in auditory discrimination of specific English sounds.

To conclude this category, systematic international analyses confirm the effectiveness of AI in diverse educational contexts. Daud et al. (2025) consolidate evidence from multiple cultural and educational contexts, confirming that the strategic integration of AI in English language teaching produces consistent improvements of 32-48% in various indicators of language proficiency, regardless of the specific sociocultural context.

Challenges and opportunities in implementation

The third category of documents examines the challenges and opportunities associated with the implementation of artificial intelligence in English language teaching, particularly in contexts such as Ecuador. Primarily, the research identifies teacher training as the main challenge for the successful implementation of AI technologies. In this context, Peña-Acuña & Corga Fernandes Durão (2024) establish that future teachers require specific skills to effectively implement AI tools in English language teaching, identifying significant gaps in current pedagogical preparation.



At the same time, educational leadership skills emerge as determining factors for institutional technological transformation. Consequently, Peñalver-Higuera (2024) demonstrates that university education managers need to develop specific communication skills to lead technological innovation processes, especially in the integration of AI into language programmes. The results indicate that institutions with technologically competent leadership achieve 67% higher adoption rates than those with traditional leadership.

Likewise, the research reveals significant opportunities for educational transformation through the strategic implementation of AI. Specifically, Heredia-Arias et al. (2025) argue that artificial intelligence represents a unique opportunity to revolutionise traditional educational processes, especially in Latin American countries with limited resources. This study suggests that AI can democratise access to quality education in English, reducing educational gaps by 45% according to projections based on pilot implementations.

On the other hand, challenges related to technological infrastructure and connectivity represent significant barriers in Ecuadorian contexts. Consequently, Quinde-Moncerrate et al. (2025) identify that the effective impact of AI in education requires substantial investments in technological infrastructure and teacher training. Analyses indicate that successful implementation requires initial investments 2.3 times greater than traditional methodologies, although the long-term benefits justify this investment economically.

Complementarily, opportunities for educational personalisation emerge as significant competitive advantages of AI. Llorca & Valencia (2025) document that AI tools allow for the creation of individualised learning paths that automatically adapt to each student's progress and specific needs. This personalised approach results in 58% higher retention rates and 63% higher student satisfaction levels compared to traditional methodologies.

Similarly, the research identifies opportunities for continuous pedagogical innovation through the implementation of emerging technologies. In this regard, Rengifo-Fernández et al. (2024) highlight that technological innovations in English language teaching are fundamentally transforming traditional



conceptions of the classroom, creating more flexible and effective hybrid learning spaces. The results suggest that technologically transformed classrooms improve student engagement by 51% and knowledge retention by 46%.

Finally, global trends provide valuable insights into successful implementation strategies in different contexts. Punar-Özçelik (2025) presents a systematic analysis of international trends that identifies key success factors in the implementation of educational AI, including the importance of gradual approaches, continuous teacher training, and cultural adaptation of technologies. This analysis suggests that countries that adopt systematic implementation strategies achieve 73% higher success rates in the effective integration of AI into English language teaching programmes.

CONCLUSION

The scientific evidence gathered confirms that artificial intelligence tools generate consistent and quantifiable improvements in fundamental language skills. The results indicate increases ranging from 32% to 48% in various indicators of communicative competence, including specific improvements in speaking, listening, reading, and writing. This positive influence is evident across different teaching methodologies, from traditional approaches such as TPR to contemporary technological innovations such as intelligent role-play systems and multimodal teaching.

At the same time, research reveals that the influence of AI transcends purely academic improvements, significantly impacting motivational and psychological aspects of learning. In this sense, there are 43% increases in intrinsic motivation to study English and 52% improvements in the psychological well-being of students with special educational needs. This multidimensional influence positions AI as a catalyst for comprehensive educational transformation, especially relevant to the diverse context of the Ecuadorian education system.

Furthermore, categorical analysis shows that the influence of artificial intelligence is characterised by its capacity for automatic personalisation, adapting to individual learning styles and the specific needs of each student. This feature is particularly valuable in the Ecuadorian context, where cultural and linguistic



diversity requires flexible and adaptive pedagogical approaches. The results indicate that students with different learning styles experience differentiated but consistently positive improvements: 41% for visual learners and 38% for kinesthetic learners.

In the specific context of Ecuador's educational reality, the influence of AI presents both strategic opportunities and implementation challenges. Opportunities include democratising access to quality English education, with projections of a 45% reduction in educational gaps, and the potential to increase student retention rates by 58%. However, realising this positive influence requires addressing significant challenges in teacher training, technological infrastructure, and educational leadership.

Complementarily, the research establishes that the effective influence of artificial intelligence on English language learning depends fundamentally on systematic and culturally adapted implementation strategies. Countries that adopt gradual and planned approaches achieve 73% higher success rates in technology integration, suggesting that the influence of AI can be optimised through educational policies appropriate to the Ecuadorian context.

In terms of future projections, the influence of artificial intelligence on English language learning as a second language is emerging as a determining factor for Ecuador's educational competitiveness in the international context. Evidence suggests that institutions that strategically integrate AI tools can achieve significant competitive advantages, increasing educational quality and improving learning outcomes in a sustainable manner.

In conclusion, the analysis confirms that artificial intelligence has a profoundly transformative influence on English language learning as a second language, manifesting itself through quantifiable improvements in language skills, increases in student motivation, effective educational personalisation and opportunities for pedagogical innovation. In the specific context of Ecuadorian students, this influence represents both a strategic opportunity to overcome traditional limitations of the education system and an imperative for technological modernisation that requires planned investment and specialised training. The



successful realisation of this positive influence will depend on the Ecuadorian education system's ability to adopt systematic, culturally adapted and pedagogically sound implementation approaches, positioning the country at the forefront of educational innovation in Latin America.

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