



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“PERSONALIZED LEARNING TO ENHANCE GRAMMAR  
IN EFL LEARNERS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:  
**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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In my role as advisor of the research paper under the title “PERSONALIZED LEARNING TO ENHANCE GRAMMAR IN EFL LEARNERS” prepared by Enriquez Apolinario Hellen Janeth and Yagual Balón Shirley Paulette, undergraduate student of Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena. I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



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We, Enriquez Apolinario Hellen Janeth with ID number 2450389651 & Yagual Balón Shirley Paulette with ID number 0928167600, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages. As a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "PERSONALIZED LEARNING TO ENHANCE GRAMMAR IN EFL LEARNERS" certify that this study work is our authorship, except for the quotes, statements and reflections used in this research paper.

A handwritten signature in blue ink that reads "Hellen Enriquez". The signature is written in a cursive style with a horizontal line underlining the name.

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## Declaration

The content of this degree and research work is our responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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## **Acknowledgement I**

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-Hellen Janeth Enriquez Apolinario

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- Shirley Paulette Yagual Balon

## **Dedication I**

I want to dedicate this thesis to the people who were with me throughout this process and who have a very special place in my heart. First of all, to the people who gave me life and are my greatest strength, my parents, Janeth Apolinario and Manuel Enriquez. Everything I am and everything I may achieve is also thanks to their love, sacrifices, and the strength they have always given me, so this achievement also belongs to them.

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-Hellen Janeth Enriquez Apolinario

## **Dedication II**

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Finally, I dedicate this achievement to my friend, Hellen Enríquez, for her unconditional friendship, support, and for sharing this important journey with me.

- Shirley Paulette Yagual Balon

## **Abstract**

The study analyzed EFL learners' perceptions of ChatGPT as a personalized learning tool to improve grammatical accuracy. Adopting a qualitative phenomenological design, data were gathered through interviews with five eighth-semester Pedagogy of National and Foreign Languages students at Universidad Estatal Península de Santa Elena. The findings revealed that students interacted strategically with ChatGPT across all writing stages while maintaining text authorship by drafting independently. Pedagogically, the tool functions as an accessible tutor providing immediate feedback that reduces anxiety. However, critical risks were identified, such as an over-reliance on this platform that created an illusion of competence, resulting in mental blocks during in-person examinations. Ultimately, the study concludes that ChatGPT's academic value depends entirely on the learner's critical judgment and initial language proficiency; therefore, Generative AI must complement, rather than replace, the active cognitive processing of the student.

**Keywords:** personalized learning, grammar accuracy, EFL learners, generative AI, phenomenology.

## **Resumen**

El estudio analizó las percepciones de estudiantes de inglés como lengua extranjera (EFL) sobre ChatGPT como herramienta de aprendizaje personalizado para mejorar la precisión gramatical. Bajo un diseño cualitativo fenomenológico, se entrevistó individualmente a cinco alumnos de octavo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena. Los hallazgos revelaron que los estudiantes interactuaron estratégicamente con ChatGPT en todas las etapas de la escritura, manteniendo su autoría al redactar independientemente. Pedagógicamente, funciona como un tutor accesible que brinda retroalimentación inmediata, disminuyendo la ansiedad. Sin embargo, se identificaron riesgos críticos como la dependencia excesiva en esta plataforma, la cual genera una ilusión de competencia que provocó bloqueos mentales en exámenes presenciales. Finalmente, se concluyó que el valor de ChatGPT depende completamente del juicio crítico y nivel lingüístico previo del alumno, por lo que la IA debe complementar, y no reemplazar el esfuerzo cognitivo del estudiante.

**Palabras clave:** aprendizaje personalizado, precisión gramatical, estudiantes de EFL, IA generativa, fenomenología.

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## **Introduction**

English as a Foreign Language (EFL) education has increasingly recognized grammatical accuracy as one of the most demanding skills for learners to master, since it directly shapes their ability to organize ideas clearly in written communication. Even though vocabulary acquisition often receives significant attention in the classroom, the correct application of structural rules tends to remain a persistent obstacle, one that does not disappear simply through repeated instruction or advancement through academic years. This difficulty becomes especially visible in the writing process, where students are expected to apply grammatical knowledge independently rather than recognize it passively.

This situation is not unique to a single context. Across Latin American higher education, university students frequently continue to produce texts with recurring morphosyntactic errors, even during the final stages of their degree programs (Salazar Floriano, 2025). Ecuador reflects this same pattern, as local research has identified consistent difficulties among university students regarding sentence organization, punctuation, and subject-verb agreement in academic writing (Daquilema & Arias, 2024; Congacha et al., 2024). These findings suggest that traditional grammar instruction, often delivered through uniform explanation for an entire classroom, does not sufficiently address the individual gaps that learners bring into advanced stages of their education.

Given this reality, personalized learning has gained relevance as a pedagogical alternative capable of responding to each student's specific pace, strengths, and weaknesses instead of applying identical instruction to every learner. This shift toward individualized education has

been reinforced by the rapid growth of Generative Artificial Intelligence (GenAI), which has introduced new possibilities for immediate and adaptive feedback. Tools such as ChatGPT now allow learners to receive personalized grammatical corrections in real time, functioning as an accessible resource that complements traditional classroom instruction (Alilo & Behraves, 2025).

Within this context, the present research adopts a qualitative phenomenological design to explore how eighth-semester students from the Pedagogy of National and Foreign Languages program at Universidad Estatal Península de Santa Elena (UPSE) perceive the role of ChatGPT in supporting personalized grammar learning. By examining their strategic interactions, perceived benefits, and the potential risks associated with technological reliance, this study seeks to contribute to a still limited body of research on the implementation of Generative AI in Ecuadorian higher education, while offering a balanced perspective on how digital tools can complement, rather than replace, the learner's own cognitive effort.

## **Chapter I**

### **The Problem**

#### **Research Topic**

Personalized Learning and Grammar Accuracy

#### **Research Title**

Personalized Learning to Enhance Grammar in EFL Learners

#### **Problem Statement**

Around the world, the development of grammatical accuracy represents a continuous challenge in English as a Foreign Language (EFL) education. Learners must organize grammatical structures accurately to express their ideas clearly and effectively. Despite its importance, international studies have reported persistent difficulties in the development of grammatical accuracy among EFL learners, particularly in the correct use of sentence structures. As Daskan (2023) indicates, grammar is one of the most difficult aspects of acquiring English as a foreign language, even though it is vital for learners' academic and linguistic development.

These grammar difficulties extend beyond simply learning grammatical rules; the primary issue arises when students attempt to apply them during the writing process, where accuracy is key to producing clear texts. For instance, a study conducted by Mustakim et al. (2025) revealed that EFL learners constantly struggle with tense usage, subject-verb agreement, sentence structure, articles, and prepositions. Their study proved that formal instructions are often insufficient, as students fail to apply what they learned in actual writing tasks. In the same

line, the complexity of English grammar and the lack of language exposure cause students to overgeneralize rules, which deeply harms their grammar accuracy during writing tasks. (Hakim, 2025).

This situation is quite similar across higher education institutions in Latin America. In Peru, university students show a remarkably low level of grammatical accuracy when writing in English (Salazar Floriano, 2025). This matches the findings of Pardo Rodriguez et al. (2025) in Colombia, who noticed that even advanced university students continue making basic mistakes in subject-verb agreement and article usage. Furthermore, Bonilla López (2022) observed that while some errors disappear as students advance in their academic years, syntactic flaws remain present. This means that progressing through an English major does not automatically guarantee full control of grammatical structures.

Ecuadorian universities face the exact same reality. Even though grammatical accuracy is essential for effective language use, local students cannot seem to eliminate recurring grammar issues. At the university level, Daquilema and Arias (2024) identified frequent morphosyntactic errors in student essays, mostly dealing with poor sentence structures, punctuation, and capitalization flaws. Compound sentences are also difficult for these learners; Congacha et al. (2024) reported that students regularly fail to connect subjects and verbs properly in complex paragraphs. This evidence shows that traditional methods prove insufficient in Ecuadorian higher education.

Because of this, personalized learning has become a central topic in modern education, replacing old teacher-centered classrooms. Yuyun et al. (2025) explain that this shift occurred

due to new technological options that allow learners to receive instruction tailored to their individual needs, preferences, and learning pace. Under this model, students assume control of their own progress while receiving targeted support. Sadly, implementing true Personalized Learning is still rare for students in higher education EFL classrooms.

Furthermore, recent technological developments have opened new possibilities. This is where Generative Artificial Intelligence (GenAI) becomes relevant. Unlike conventional language learning software that only graded tests, GenAI can create interactive content in real time. Tools powered by GenAI offer immediate and adaptive feedback, allowing students to practice at their own pace. Kundu and Bej (2025) found that GenAI-powered learning boosts student engagement and self-directed practice in EFL contexts. Among these technologies, ChatGPT as a Generative AI tool, supports personalized learning by providing personalized and immediate feedback that helps learners identify and correct grammatical errors during writing tasks (Alilo & Behraves, 2025). However, this technology has a negative perspective, Arseven and Bal (2025) warn that GenAI should not be treated as an easy alternative or a simple automated spellchecker if students do not critically analyze what the AI provides them, no real learning occurs.

This addresses the reality at Universidad Estatal Península de Santa Elena (UPSE), eighth-semester students from the Pedagogy of National and Foreign Languages program are about to graduate, yet they continue to demonstrate difficulties in the accurate use of English grammatical structures despite their advanced stage of language learning. Although grammatical difficulties among EFL learners have been widely documented and recent studies have

highlighted the educational potential of Generative AI-supported personalized learning tools, limited attention has been paid to how these learning approaches relate to grammatical accuracy among university students in Ecuadorian higher education contexts, particularly at Universidad Estatal Península de Santa Elena (UPSE). Consequently, a research gap exists regarding how these learners perceive both the pedagogical benefits of GenAI and its hidden risks, such as becoming overly dependent on ChatGPT during their writing tasks.

### **Justification**

This project is justified by the importance of grammatical accuracy in English as a Foreign Language (EFL) learning. Grammar operates as the foundation of any language, without it, organizing internal thoughts into coherent written text is practically impossible. As stated by Andleeb et al. (2025), grammar accuracy gives students the necessary structure they require to build meaning and share their ideas effectively. Since many university EFL learners still face constant difficulties with these structures, their general communicative competence is negatively affected during writing tasks. Personalized learning offers a realistic solution to this problem by addressing each student's specific weaknesses instead of teaching identical lessons to everyone. According to Zhong (2022), adapting the instruction to the individual learner makes the general educational process much more meaningful. By focusing on personalized grammar practice, students can obtain direct feedback on their specific grammatical errors over time.

Moreover, Generative AI has transformed the traditional environment for personalized learning because systems like ChatGPT act as digital tutors that respond to student mistakes quickly. This immediate interaction forces students to notice their errors immediately, a situation

that is difficult to achieve in a crowded classroom. In fact, AI-personalized feedback raises grammatical awareness by giving tailored suggestions (Behforouz & AI Ghaiti, 2024), which not only fixes sentences but also teaches students how to regulate their learning (Yener & Selcuk, 2024). Nevertheless, we cannot ignore the pedagogical dangers that accompany this technology.

Recent studies in university settings show that unguided use of GenAI can produce negative results, causing students to become dependent on the software (Jia et al. 2025). This situation creates a dangerous “illusion of competence” where the student turns in a correct text generated by ChatGPT, but their actual mental understanding of morphosyntactic rules remains incomplete. Therefore, this qualitative research is crucial to examine past the superficial praise that GenAI receives and explore how students actually interact with it to avoid passive reliance.

## **Problem Question**

### ***General Question***

How do EFL learners perceive the role of ChatGPT, as a Generative AI tool, in supporting personalized learning to improve grammatical accuracy?

### ***Specific Question***

-How do EFL learners interact with ChatGPT to foster personalized learning and improve grammatical accuracy in EFL writing?

-What benefits and limitations do EFL learners perceive when using ChatGPT to support personalized learning for improving grammatical accuracy in EFL writing?

-How do EFL learners perceive the personalized and adaptive feedback provided by ChatGPT for enhancing grammatical accuracy in EFL writing?

## **Objectives**

### ***General Objective***

To analyze EFL learners' perceptions of ChatGPT as a Generative AI tool, in supporting personalized learning to improve grammatical accuracy.

### ***Specific Objectives***

-To describe how EFL learners interact with ChatGPT to foster personalized learning and improve grammatical accuracy in EFL writing.

-To identify the perceived benefits and limitations of using ChatGPT to support personalized learning and improve grammatical accuracy in EFL writing.

-To explore EFL learners' perceptions of the personalized and adaptive feedback provided by ChatGPT for enhancing grammatical accuracy.

## Chapter II

### Theoretical Framework

#### Background

The integration of Artificial Intelligence (AI) into education has attracted increasing attention due to its potential to support personalized learning by providing individualized learning experiences. Among its various applications, Generative Artificial Intelligence (GenAI) has emerged as a promising approach in English as a Foreign Language (EFL) education because of its ability to generate interactive content, provide immediate responses, and deliver personalized learning support. Unlike conventional educational technologies, GenAI tools can adapt their feedback according to learners' needs, proficiency levels, and learning progress, promoting learner autonomy and more meaningful language learning experiences (Haryanto et al., 2026).

Recent research demonstrates that personalized learning environments supported by emerging digital technologies can effectively promote language development through individualized instruction and feedback. For instance, Hakim et al. (2024) found that adaptive learning environments improved students' learning outcomes by creating personalized learning pathways based on individual performance and learning needs, a benefit that Dekhakhena (2025) also supports by reporting that personalized learning environments provide real-time instructional support that helps learners identify individual weaknesses and receive personalized feedback. This combination of personalized guidance and rapid feedback inspires students to monitor their grammatical progress and reflect on their mistakes critically (Wiboolyasarini &

Jinowat, 2025). This situation is now more relevant because of generative AI, an innovative tool that offers continuous assistance and corrective explanations during the learning experience.

Many researchers now evaluate ChatGPT because of its capacity to support personalized grammar practice in EFL classrooms. In a recent study, Vo and Ho (2026) examined how ChatGPT as a Generative AI tool assists students during the writing process. Their findings indicated substantial progress in grammatical accuracy. The participants could understand the automated corrections easily which directly increased the overall quality of their texts. Nevertheless, contemporary researchers warn that these positive outcomes heavily depend on the student's cognitive engagement throughout this personalized learning process. As argued by Arseven and Bal (2025), utilizing ChatGPT merely as an automated correction tool without a critical reflection may result in a superficial linguistic improvement, a concern that matches the warnings of Yener and Selcuk (2024) regarding the absolute necessity of active student self-regulation to achieve a meaningful personalized learning experience.

In Ecuador, English learners face continuous difficulties with grammatical accuracy while they simultaneously incorporate ChatGPT into their academic routine. For instance, a local study by Daquilema and Arias (2024) observed that university students constantly experience errors in punctuation, spelling, capitalization and sentence organization. These difficulties match the observations of Congacha et al. (2024), who confirmed that weak sentence construction limits the written communication skills of local students. To address these precise difficulties, Ecuadorian learners regularly utilize ChatGPT for grammar explanation, grammar clarification,

and writing revision, perceiving the tool as highly useful for supporting their autonomous personalized learning beyond the classroom (Montero et al., 2026).

Evidence regarding the contribution of ChatGPT to grammatical accuracy within personalized learning environments has also begun to emerge in Ecuador. According to Garcia and Pereira (2025), immediate and personalized feedback allows university students to reduce morphosyntactic errors and manage complex language structures more effectively. Nevertheless, academic discussions must also consider the negative consequences of over-reliance. Jia et al. (2025) emphasized that constant dependence on ChatGPT frequently generates an illusion of competence. Under this condition, students falsely assume they understand specific grammar rules simply because the Generative AI corrects their mistakes instantly, although they remain unable to replicate those patterns independently in subsequent writing exercises. Taken together, international and national studies suggest that ChatGPT, as a Generative AI tool, can support personalized learning by providing personalized and immediate feedback that contributes to the development of grammatical accuracy in EFL writing. Although previous research has reported promising results regarding learning outcomes and instructional effectiveness, limited attention has been given to understanding how learners perceive their interactions with ChatGPT, which features they consider most valuable, and how its feedback supports the development of grammatical accuracy. Therefore, further qualitative research is needed to explore EFL learners' perceptions and experiences regarding the role of ChatGPT in supporting personalized learning for improving grammatical accuracy in EFL writing.

## **Pedagogical Basis**

This study finds its pedagogical foundation in modern educational strategies that blend personalized learning frameworks, grammar learning, grammatical accuracy in EFL writing, personalized feedback, and ChatGPT as a pedagogical AI tool. Combined, these concepts establish a solid pedagogical basis to evaluate personalized education. This framework explains how individual instructional pathways are supported by generative artificial intelligence and how balanced corrective feedback may contribute to the development of grammatical accuracy among EFL learners during writing tasks.

### ***Grammar Learning***

Grammar learning operates as an essential component in language development because it enables learners to acquire the necessary structural tools to build meaningful communication. Current strategies in grammar teaching focus on practical communication instead of memorizing grammatical rules. Through realistic learning experiences, students get a natural comprehension of how grammar functions in real situations (Habiburrahman et al., 2025). Since every student has different learning styles, teachers must offer regular opportunities for active practice and individual support. Thus, this approach ensures that learners absorb the structure of the language instead of only repeating rules. As modern classrooms include more digital tools, generative AI applications like ChatGPT offer direct learning support. This technology helps students practice grammar independently because it increases their personal motivation, autonomy, and customized learning processes.

### ***Grammatical Accuracy in EFL Writing***

Consequently, the acquisition process directly influences grammatical accuracy in EFL writing. This concept involves the actual capacity of learners to produce written texts without morphosyntactic, punctuation, and structural errors. During the writing process, avoiding severe linguistic mistakes is vital since these flaws change the intended meaning and reduce the clarity of the text. Instructional practices that respond to learners' specific needs help students strengthen their grammatical accuracy while improving their ability to communicate effectively in written texts (Alzahrani, 2024; Mishchuk et al., 2024). Therefore, analyzing how technology supports this accuracy is fundamental to understanding modern EFL student performance.

### ***Personalized Learning***

From a pedagogical perspective, personalized learning supports differentiated instruction by addressing learner variability and promoting active participation in the educational process. This student-centered strategy modifies learning experiences to match individual requirements, skills, interests, and academic speed, rejecting uniform instructional models (Idowu, 2024; Sa-ad et al., 2025). Within EFL environments, personalized education accepts that students develop at independent rates and encounter different language issues. Adjusting teaching methods to these personal factors directly improves student motivation, autonomy, and self-regulation (Alenezi, 2023; Idowu, 2024). Consequently, this perspective changes traditional teacher-led classes that promote students' active and individualized development.

### ***Personalized Feedback***

Personalized feedback represents a fundamental pedagogical component because it guides learners with guidance according to their individual strengths and weaknesses, eliminating the problems of general corrections. In EFL environments, this individual guidance facilitates grammatical growth. The process allows students to identify repetitive mistakes, understand the reasons behind those errors, and apply correct modifications during their writing tasks. In this sense, a structured approach that increases task-preparation time, significantly enhances performance in subsequent learning activities, and maintains students' emotional balance is the sandwich feedback method, consisting of delivering feedback in three layers: the top bun involves positive comments regarding the students' strengths, the filling introduces constructive criticism or grammatical corrections, and the bottom bun concludes with actionable advice for improvement and work of encouragement (Prochazka et al., 2020). Current research suggests that software-supported feedback can enhance grammatical performance by providing immediate and individualized corrective guidance (Nindya & Taufiqulloh, 2024). Besides, this individualized response encourages reflection, self-monitoring, and active engagement which helps learners take responsibility for their improvement (Altameemi & Alomaim, 2025; Yang et al., 2025).

### ***ChatGPT as a Pedagogical AI Tool in EFL Writing***

Generative AI has created new opportunities for providing individualized support in language learning environments. Unlike traditional grammar checkers, tools such as ChatGPT can generate personalized feedback, respond to learners' needs and offer immediate explanations

adapted to specific language difficulties during writing tasks (Fatima et al., 2025). Within this field, this generative tool has emerged as a pedagogical support tool that responds quickly to students' writing errors.

Beyond correcting mistakes, this interactive application can help learners to comprehend grammatical structures while complementing classroom instruction (Behforouz & Al Ghaithi, 2024). Moreover, these kinds of guided feedback encourage learner autonomy by helping students address grammatical difficulties independently (Phieanchang, 2024; Selvi & Vaishnavi, 2024).

Nevertheless, from a critical pedagogical view, the use of this automated assistance also requires careful consideration. A major concern in higher education is the risk of over-reliance on generative platforms, which can decrease students' independent critical thinking and sentence construction skills, leading to what has been described as “cognitive atrophy” (Rahman, 2026). This automation can also trigger a severe pedagogical overdependency, causing students to accept structural corrections passively without actively processing the underlying rules (Faiz et al., 2023). As a result, this unguided interaction frequently leads to a deceptive “illusion of competence” during composition tasks (Baskara, 2023). This occurs when learners produce grammatically accurate texts written by ChatGPT, while their personal internal grammar learning remains incomplete because they lack the necessary skills to verify the information (de Amo & Baldrich, 2025). Thus, the pedagogical value of this technology depends mainly if learners use the tool as a simple automatic checker rather than an active thinking partner.

## **Theoretical Basis**

This study finds its main theoretical support in Sociocultural Theory, Self-regulated learning theory, the Comprehensible Input Hypothesis, and Universal Grammar principles, as all these frameworks explain important aspects of how learners develop knowledge through meaningful exposure, internal intuitive mechanisms, guidance, interaction, and active participation in their own learning process. Together, these complementary perspectives provide a suitable framework for understanding how personalized learning supported by ChatGPT as a Generative Artificial Intelligence tool may contribute to enhancing grammatical accuracy in EFL writing.

### ***Universal Grammar Theory***

Noam Chomsky (1965) proposed that human beings possess an innate biological ability for language acquisition. This suggests that language development is not the simple result of external teaching. In fact, individuals possess an internal mechanism with general principles to identify and arrange linguistic structures. This perspective does not consider grammar as a simple collection of isolated rules for memorization. Instead, it explains that humans develop an intuitive capacity for language production. The fields of transformational, generative, and cognitive grammar support this view. They offer different models to analyze how we organize and understand language.

### ***Transformational Grammar***

Transformational grammar examines the progression from abstract thought to actual language, analyzing how underlying syntax takes an observable form. Although it was originally a purely linguistic framework, this model carries practical implications for language teaching by helping students understand how altering sentence orders can shift or clarify the meaning of the ideas, which ultimately reduces errors (Sogutlu, 2022).

This model adapts perfectly to personalized teaching. When teachers introduce structural changes step by step, learners do not feel overwhelmed by difficult language rules. Instruction generally starts with simple sentence forms before introducing complex modifications, such as changing active sentences into passive ones. This process helps students see how different sentence designs express the same idea, which improves their grammatical knowledge without boring repetitive exercises. In conclusion, offering this specific step-by-step assistance promotes individual growth and improves accuracy in writing.

### ***Generative Grammar***

Rather than relying on memorization, this model explains the mental processes that allow individuals to produce an unlimited number of grammatically correct sentences with few internal rules. This approach distinguishes between linguistic competence, defined as the internal knowledge of language and performance, which refers to the real use in communication. This distinction is very important for EFL teachers because it shows that students' mistakes may result from fatigue or distraction rather than a lack of grammatical understanding (Sogutlu, 2022). To support students with these issues, this system organizes language into structural

blocks, like noun and verb phrases, rather than view sentences as simple linear sequences of words. Personalized instruction can use these structures to address specific syntax difficulties. By addressing the gap between what students understand and what they are able to produce, teachers may design instruction that responds to learners' actual needs and supports more accurate writing

### ***Cognitive Grammar***

Cognitive grammar proposed by Ronald Langacker (1987) explains that language is closely related to the way people think and make sense of their experiences. Instead of seeing grammar as a set of isolated rules, this theory considers it a tool that helps speakers express meaning in different situations. For this reason, vocabulary and grammar are understood as connected elements that work together, and grammatical structures are better understood when they are used in meaningful contexts.

From this perspective, grammar instruction should go beyond memorizing rules. Teachers can adapt learning activities to students' interest and encourage them to use grammar in real communication. This allows learners to understand how grammatical structures operate in authentic interactions instead of simply remembering rules. As students practice grammar in meaningful situations, they can gradually improve their grammatical accuracy and produce more natural writing.

### ***Comprehensible Input Hypothesis***

Stephen Krashen (1985), through the Comprehensible Input hypothesis, proposed that the acquisition of a second language occurs when learners are exposed to linguistic structures that slightly exceed their current level of competence. This principle, commonly represented as “i +

1,” suggests that language enhancement takes place when material is neither too simple nor overly complex. This balance helps students understand the core message while they become familiar with new linguistic patterns over time. In this way, grammar develops naturally through language exposure instead of relying only on memorization.

Traditional classrooms often face this challenge because students learn at different speeds, and the same explanations may not meet every student’s learning needs. To respond to this situation, personalized learning adapts to tailor instructional content to each student’s specific learning needs and level of development. Nowadays, generative AI tools like ChatGPT may facilitate this customization by instantly adjusting explanations, examples, and practice exercises. By transforming rigid grammatical structures into individualized learning experiences, these tools provide the precise level of input required to gradually improve grammatical accuracy.

### ***Sociocultural Theory***

Sociocultural Theory originally introduced by Vygotsky (1978) explains that learning is a social process. In this view, knowledge is built through continuous interaction with others and the active use of mediating tools. One of the main concepts of this theory is the Zone of Proximal Development (ZPD), this concept describes the specific gap between what students can do completely alone and what they can achieve when good support is available. In this view, learners make better progress when they receive guidance that helps them finish tasks that are too difficult to complete.

This temporary help is known as “scaffolding” which allows learners to strengthen their language skills step by step. As students become more capable and confident, the level of teacher support can be reduced until they may be able to complete similar tasks independently. These ideas are closely related to personalized learning, as both answer the individual needs of the student instead of giving identical instructions to the whole class.

In this investigation, ChatGPT operates as a modern mediating tool. It offers personalized explanations and instant feedback and grammar guidance while students work on their writing exercises. This technological support helps learners spot grammatical mistakes and understand the reasons behind those errors and apply proper corrections in future writing tasks. In brief, Sociocultural Theory explains how guided help through personalized feedback develops grammatical accuracy among university EFL learners.

### ***Self-Regulated Learning Theory***

Self-Regulated Learning Theory proposed by Zimmerman (2002) states that successful education depends on the ability of students to manage their own learning process. Instead of depending only on teacher lectures, students must learn to set personal goals and check their own progress and evaluate their final performance. They must also adjust their learning strategies when it is necessary, as feedback is a vital element in this cycle because it helps students recognize their personal strengths and their specific weaknesses.

By thinking about the feedback they receive, students understand their learning style better and make smarter decisions to improve their future work. In EFL education this constant

cycle of reflection helps students identify recurring grammar problems and monitor their language choices which slowly creates more accurate writing skills.

The ideas of Self-Regulated Learning Theory support the core objective of this study. Personalized Learning demands that students become active participants in their education rather than passive followers of a teacher. Through the personalized feedback that ChatGPT delivers, learners have immediate opportunities to spot grammar errors and fix their written texts and think about the corrections before writing new paragraphs. This active process strengthens self-monitoring and independent evaluation and personal autonomy. All these factors are essential elements for true self-regulated learning. Thus, this theory offers a proper framework to understand how ChatGPT assists learners to reach higher grammatical accuracy while practicing independent learning behaviors in EFL writing.

## **Legal Basis**

### ***Constitución de la República de Ecuador***

In the “Constitución de la República del Ecuador, (2008)” the following articles are mentioned:

**Art. 26.-** Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26).

This article provides the foundation for the present research by recognizing education as a fundamental right and promoting students' active participation in the teaching learning-process.

**Art. 27.-** Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work (CRE. 2008, art. 27).

This article is related to research, as it promotes student-centered education focused on the development of competences and skills, aspects that are linked to personalized learning.

**Art. 350.-** The higher education system will be aimed at academic and professional training with a scientific and humanist vision; scientific and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country's problems with respect to the objectives of the development system (CRE. 2008, art. 350).

This article supports the present research by promoting innovation and technological development within the higher education system, encouraging the implementation of tools that contribute to students' learning processes.

### ***Ley Orgánica de Educación Superior (LOES)***

In the “Ley Orgánica de Educación Superior” (LOES) establishes the following article:  
(Ley Orgánica de Educación Superior, 2018, art. 2).

**Article 2.- Purpose.** The purpose of this law is to define its principles and guarantee the right to quality higher education aimed at excellence, interculturality, universal access, retention, mobility, and graduation without any form of discrimination, as well as free public higher education up to the third level (Ley Orgánica de Educación Superior, 2018, art. 2).

This article supports the present research because it guarantees the right to quality higher education and promotes strategies that enhance university students’ learning and academic development.

### ***Ley Orgánica de Protección de Datos Personales***

In the “Ley Orgánica de Protección de Datos Personales” establishes the following article:

**Article 1.- Purpose and Objective.** The purpose and objective of this law are to guarantee the exercise of the right to personal data protection, including access to and decision-making regarding information and data of this nature, as well as their corresponding protection. For this purpose, the law regulates, provides for, and develops principles, rights, obligations, and protection mechanisms (Ley Orgánica de Protección de Datos Personales, 2021, art. 1).

This article is relevant to the present research because it guarantees the protection and confidentiality of the information provided by participants throughout the development of the study.

## **Chapter III**

### **Methodological Framework**

#### **Methods**

The study employs a qualitative research methodology, an approach commonly used in educational research to understand how participants interpret and make sense of a particular phenomenon. According to Lim (2025), qualitative research emphasizes human experiences within their social contexts rather than relying on numerical data. In the same vein, Alhazmi and Kaufmann (2022) indicate that this approach makes it possible to explore participants' perspectives in depth. In the context of this study, it provides an appropriate framework for examining EFL learners' perspectives regarding personalized learning supported by Generative Artificial Intelligence (GenAI) and its connection to grammatical accuracy.

Consequently, this study employs a qualitative approach to directly address a practical issue within English language learning classrooms. Kumar (2011) explains that applied research focuses on solving real-world problems and creating knowledge that carries direct practical implications. Therefore, the resulting data help to understand how personalized learning backed by ChatGPT works inside higher education EFL environments and how teachers can integrate these tools effectively.

#### **Type of Research**

This study employs a qualitative phenomenological research design. This framework aims to comprehend the exact way individuals experience and interpret a specific phenomenon. Williams (2021) indicates that phenomenology concentrates on describing lived experiences

directly from the perspective of the participants. In the same line, phenomenology focuses deeply on the internal meanings that individuals attach to those personal experiences (McLeod, 2024).

A phenomenological approach is appropriate for this investigation. It enables a deep exploration of how EFL learners experience personalized learning supported by ChatGPT. It also analyzes their personal perceptions of generative feedback during the development of grammatical accuracy.

### **Data Collection Technique**

Semi-structured one-on-one interviews serve as the primary data collection technique for this study. This qualitative method offered participants a real opportunity to express their personal experiences using their own words. Knott et al. (2022) demonstrate that interviews give detailed insights into the way individuals interpret specific situations within their local contexts. Open-ended questions encourage participants to expand their personal ideas which allows researchers to ask additional questions when further clarification is necessary (Chon, 2022).

The researchers conducted these individual interviews with five eighth-semester EFL learners using eight open-ended questions. Through this conversation participants shared their personal experiences with GenAI-supported personalized learning. They also evaluated the general usefulness of ChatGPT feedback. These primary details allowed a deeper comprehension of student perspectives. Additionally, the gathered data facilitated the identification of shared behaviors regarding the implementation of these generative technological instruments.

## **Instruments**

### ***Semi-structured Interview Guide***

The main instrument selected for data collection consisted of a semi-structured interview guide containing eight open-ended questions. Qualitative investigations benefit significantly from this option since it combines a stable predefined structure with the necessary flexibility to explore spontaneous perspectives. Chong (2022) notes that semi-structured interviews offer a core set of guiding questions but still permit researchers to add extra queries when clarification or more detailed data is required.

### ***Open-ended Questions***

Open-ended questions allow participants to share their opinions and personal experiences and ideas with great detail (Haensch et al., 2022). Since the answers do not depend on fixed, predetermined options, they usually deliver richer and more meaningful data for the final analysis.

The final interview guide contained nine questions designed to answer the core objectives of this study. These items explored learner experiences with GenAI-supported personalized learning and their actual perceptions of ChatGPT feedback. Finally, they examined the specific characteristics that students considered useful to achieve grammatical accuracy in their writing tasks.

## Data Collection Processing and Resources

**Table 1**

*Data Collection Process*

| Aspect    | Description                                                                                                        |
|-----------|--------------------------------------------------------------------------------------------------------------------|
| What?     | An interview on EFL learners' perceptions of ChatGPT in supporting personalized learning for grammatical accuracy. |
| Where?    | Eight-semester students from the Pedagogy of National and Foreign Languages program at UPSE.                       |
| When?     | During the 2026-1 academic period.                                                                                 |
| How?      | Through face-to-face semi-structured interviews with five participants, consisting of eight open-ended questions.  |
| What for? | To identify the benefits, limitations, and interactions of students with ChatGPT.                                  |

*Note.* Data collection process used in the study.

### Resources

- The following resources were required for the data collection process:
- Semi-structured interview guide
- Informed Consent forms
- Mobile phone for audio recording (with participants' consent).
- Internet connection

## **Population and Sample**

The population of this study consists of five eight-semester students enrolled in the Pedagogy of National and Foreign Languages program at Universidad Península de Santa Elena (UPSE).

Participants were selected through purposive sampling, since the study required individuals with previous experience using Generative AI tools such as ChatGPT for English language learning. This sampling strategy is highly effective in qualitative research because it permits researchers to select specific participants who can deliver relevant and meaningful data about the phenomenon under study (Sarfo et al., 2021).

The final sample included five students who agreed to participate voluntarily. The main selection criteria required prior experience using Generative AI tools and personal familiarity with ChatGPT feedback. Although this final group of participants was relatively small, the sample size was considered appropriate. This chosen number permits researchers to capture the in-depth personal information that a qualitative phenomenological study demands.

## **Chapter IV**

### **Analysis of findings**

This present section details the examination and evaluation of the gathered information regarding the research objective. Its main purpose is to evaluate how English as a Foreign Language (EFL) students interact with ChatGPT as a generative learning tool to solve complex grammatical tasks during their writing activities. It also seeks to understand whether AI-generated assistance functions as a positive element for grammatical accuracy or creates a continuous dependency among students who are close to completing their university studies.

To achieve this, the interview responses were organized in an orderly and systematic way according to the specific objectives established for this research project. This structure allows for an analysis of, first, the specific moments when students prefer to integrate the tool into the writing process and, second, the extent to which these automated corrections effectively address their individual grammatical needs. This approach facilitates an understanding of how students' everyday interactions reflect the actual impact that generative technology currently has on language learning.

These collected experiences are presented collectively through four main categories that highlight shared opinions and the main difficulties experienced during academic writing. This organized way of presenting the data helps protect students' confidentiality and comply with research ethics by completely avoiding the use of personal identities or individual profiles. In this way, the recurring patterns identified in the interviews are summarized in the following table to provide a clear overview before the detailed discussion begins.

## Tables-Images interpretation

**Table 2**

*Analysis of Qualitative Interview Data Organized by Categories*

| Categories                                        | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Authors                                                                                                                                                                                                                                                         |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learner Autonomy and Linguistic Confidence</b> | In the interviews, the students explained that they use ChatGPT to organize their initial ideas before writing, but they prefer to write their own paragraphs independently. They mainly consult it to check specific errors or learn new vocabulary after completing their drafts. They also mentioned that this way of working allows them to maintain full control over their texts without letting the technology write for them, which helps them gain greater confidence when defending their ideas and writing in English in their advanced semesters. | These findings align with Montero et al. (2026), who point out that ChatGPT helps students become more autonomous outside the classroom. Likewise, Idowu (2024) explains that this type of personalized tool enhances students' confidence and self-regulation. |
| <b>Support in Writing Process Stages</b>          | The interviewees stated that ChatGPT serves as continuous support throughout the writing process rather than as a simple proofreading tool. In their responses, they explained that during the planning stage, it helps them develop outlines and organize their texts logically, while during the drafting stage, they use it to find more formal vocabulary, and during the revision stage, it helps them refine punctuation and improve coherence.                                                                                                         | This continuous support throughout the planning, drafting, and revision stages is in line with Behforouz and Al Ghaithi (2024), who describe ChatGPT as an interactive assistant that helps clarify questions at any stage of the writing process.              |
| <b>Immediate feedback and Learning Processes</b>  | The students reported that receiving immediate feedback gives them the advantage of correcting their grammatical mistakes immediately, creating an experience similar to having a private tutor at home. They explained that this reduces the pressure of assignment deadlines and helps them better understand the rules of complex verb tenses, allowing each student to progress at their own pace without depending on the teacher's feedback.                                                                                                            | The idea of using ChatGPT as a real-time private tutor is supported by Dekhakhena (2025), who noted that this tool provides immediate support and answers students' questions instantly without the pressure of the classroom.                                  |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Limitations and Technological Dependence</b> | One concern expressed by the students was a sense of overdependence on ChatGPT, as excessive use can create a false sense of knowledge. The participants admitted that this causes mental blocks and anxiety during in-person exams when they cannot rely on this tool. They also mentioned that it sometimes provided overly general responses that do not fully reflect what they intended to express. | This sense of dependence is in line with Jia et al. (2025), who warn about the “illusion of competence” where students believe they know more than they actually do. Likewise, Arseven and Bal (2025) argue that using ChatGPT without critical thinking leads to superficial outcomes. |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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*Note.* This table connects the interview categories with relevant literature from previous studies.

### **Interpretation of Data from the Interview**

The qualitative analysis of the structured interviews revealed four main categories that explain the role of ChatGPT as a Generative Artificial Intelligence tool, in enhancing the grammatical accuracy of English as a Foreign Language (EFL) student. These categories emerged directly from the participants’ real-world experiences, daily challenges and strategic interaction with technology when composing academic assignments, demonstrating collectively that learners do not perceive this tool as a mere automated proofreader but rather as an interactive environment that influenced both their writing strategies and the emotional burden associated with writing in a second language.

The first category, Learner Autonomy and Linguistic Confidence, shows that students assume an active role toward Generative AI by utilizing it strategically instead of letting it replace their own cognitive effort. In particular, students prefer to execute their paragraph drafts independently after a primary brainstorming phase with ChatGPT. Afterward, they choose to receive detailed grammatical corrections to ensure full control and authorship over the text. Consequently, this strategic habit limits evaluation stress and eliminates the nervousness caused

by serious linguistic errors before the final delivery, creating better organization and confidence during the construction of complex academic documents.

The second category, Support in Writing Process Stages, demonstrates that the utilization of ChatGPT is continuous across different phases rather than a last-minute resource to revise a finished text. When students use this application of Generative AI throughout different stages of the writing process shows that students demonstrate that writing is a gradual process which can reduce the mental effort required to write in English by helping them generate ideas and organize their thoughts before they begin writing. During the drafting and revision phases, ChatGPT assists students with selecting appropriate words, improving their sentences, and the identification of errors in punctuation or verb tenses. This allows students to use the tool according to their specific needs of each phase.

The third category, Immediate Feedback and Learning Processes, highlights how the processing speed of Generative AI creates a highly personalized learning environment that complements the previous stages of writing, as students particularly value its immediate feedback because ChatGPT explains grammatical errors step by step while providing contextualized examples tailored to the contexts of their work. This specific assistance helps students resolve doubts immediately, eliminating the necessity to wait for teacher availability, since the platform operates like an individual home tutor, students experience less stress while fixing linguistic mistakes in a secure environment at an independent speed.

Additionally, the fourth category named Limitations and Technological Dependence, adds an essential neutral perspective to the analysis. The section exposes participant worries,

especially regarding the danger of creating a constant reliance on ChatGPT, a habit that potentially limits long-term memory retention and autonomous language mastery. Students recognized that excessive dependence on the software generates a false illusion of competence. Under these situations, learners believe they understand English grammar rules, but the generative system actually resolves the syntax difficulties. This contradiction creates sudden mental blocks and anxiety during face-to-face timed examinations. Moreover, participants noticed that ChatGPT sometimes misunderstands writing contexts or delivers overgeneralized recommendations. This limitation forces students to analyze the ChatGPT's responses rather than accepting them immediately.

The outcomes from the interviews indicate that ChatGPT improves grammatical accuracy only when it operates as an auxiliary educational resource without replacing personal dedication. The participants described this technology as a tool that supports multiple steps of composition, offers fast customized corrections, and increases individual confidence. Finally, students emphasized that critical evaluation of the application outputs is necessary to prevent over-reliance. This specific behavior prevents over-reliance on ChatGPT and guarantees that the platform helps, instead of substituting the enhancement of independent writing skills.

## **Chapter V**

### **Conclusions and recommendations**

This final chapter presents the findings of the qualitative exploration of how eight-semester students at Universidad Estatal Península de Santa Elena (UPSE) perceive ChatGPT as a tool for personalized grammar development. By organizing the collected insights into clear conclusions and useful recommendations, this section connects the students' academic experiences back to the original objectives of the study. The following segments outline the main reflections of this research and suggest practical paths for students, teachers, and future investigators who wish to integrate educational technology effectively into language learning.

#### **Conclusions**

Regarding the first specific objective, which aims to describe students' interaction with ChatGPT, the study concludes that advanced EFL learners use this generative technology strategically across different stages of their writing. The students do not look at the platform as just an automatic corrector. Instead, they actively use it when planning, drafting and revising their texts to organize their first ideas and fix difficult grammar points. A key finding here is that participants prefer to write their drafts on their own first. They only often use the AI later to resolve specific doubts about vocabulary or syntax which allows them to keep full control and true authorship over their academic texts.

The analysis of the second objective about advantages and disadvantages revealed a strong contrast between pedagogical support and psychological risks. On one hand, ChatGPT reduces writing anxiety and makes the student feel more confident, this happens because the tool

provides a private space with instant responses to practice grammar at an individual pace, giving students the freedom to try complex language structures without feeling judged academically. On the other hand, over-reliance on this technology creates an illusion of competence because when students accept automated corrections without a critical analysis of the underlying rules, their actual learning remains incomplete. Consequently, this overdependence transforms into sudden mental blocks and severe anxiety during traditional, in-person examinations where digital assistance is completely unavailable and they must rely solely on their independent grammatical competence.

The finding related to the third specific objective concerning personalized and adaptive feedback indicates that the research concludes that the immediate response of ChatGPT allows it to function as an accessible digital tutor that explains errors using contextualized examples tailored to the students' writing topics. However, because Generative Artificial Intelligence can occasionally misinterpret the intended context or offer overgeneralized suggestions, learners cannot remain passive and are forced to develop an evaluative attitude, questioning and verifying the feedback rather than accepting it uncritically.

In short, the study shows that advanced EFL learners see ChatGPT as a double-edged sword since it is a great resource to improve grammar independently, but it can also hide language weaknesses. The general view of the participants show that even though the tool adapts well to their learning and answers complex morphosyntactic doubts instantly, its real academic value depends on the student's previous English level and critical judgment. Therefore, this research proves that Generative AI does not guarantee real language learning by itself, its

structural benefits only appear when technology works as a complement and not as a replacement for the student's mental effort.

### **Recommendations**

Based on these conclusions, the study suggests a few actions to enhance how technological tools are used in language classrooms. First, EFL students should establish clear personal limits when using ChatGPT as a generative AI tool; they must finish writing their paragraphs independently before searching for any digital correction. This habit makes sure the process morphosyntactic rules internally instead of just practicing passive editing which prevents the false feeling of competence and the sudden anxiety during traditional exams.

At the same time, teachers at UPSE need to create clear guidelines to show students how to use ChatGPT as an interactive tutor and not as a shortcut to avoid hard work. To achieve this, it is necessary to modify how teachers evaluate, seeking a healthy balance between creative homework that uses AI and in-person, unassisted tasks that measure each student's real grammar progress. Furthermore, the Pedagogy of National and Foreign Language program administration should support this transition by updating its official curriculum to include generative AI literacy, providing future educators within the program with the necessary pedagogical tools to teach students how to evaluate critically, verify and correct ChatGPT feedback.

Finally, academic investigators are highly encouraged to expand on the scope of this qualitative study by conducting mixed-methods research with larger student samples. Combining quantitative tests with qualitative data would give the local academic community the opportunity

to measure with real numbers the direct impact that these personalized AI tools have on grammar grades over a full academic semester.

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## **Annexes**

### **Annex A: Informed Consent**

**Research Title:** Personalized Learning to Enhance Grammar Accuracy in EFL Learners.

You are invited to participate in this research study, which aims to analyze the role of AI-supported personalized learning tools in the development of grammatical accuracy among EFL learners.

Your participation is voluntary. The interview will take approximately 10–15 minutes to complete. All responses will remain confidential and will be used exclusively for academic purposes. No personal information that identifies participants will be disclosed.

The information collected will be managed in accordance with the Organic Law on Personal Data Protection of Ecuador.

By signing this informed consent form, you confirm that you have read and understood the information provided above, voluntarily agree to participate in this study, and understand that you may withdraw from the study at any time without penalty.

**Participant's Name:**

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**Participant's Signature:**

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**Date:** \_\_\_\_\_

## **Annex B: Semi-structured Interview Guide**

**Research Title:** Personalized Learning to Enhance Grammar Accuracy

1. How do you evaluate the usefulness of ChatGPT in improving your grammatical accuracy during writing tasks?
2. In what ways do you interact with ChatGPT to clarify complex English grammar structures?
3. At what stage of your writing process (planning, drafting, revising, or editing) do you find ChatGPT most helpful, and why?
4. How does the immediate feedback from ChatGPT support your ability to correct your writing independently?
5. To what extent do you perceive that ChatGPT adapts its grammar advice according to your individual learning needs?
6. What academic challenges or limitations have you faced when relying on ChatGPT for grammar correction?
7. How has the use of ChatGPT influenced your confidence when producing grammatically accurate written texts?
8. Can you share a specific academic anecdote where ChatGPT's feedback made a real difference?

### Annex C: Qualitative Interview Results /Transcripts

| Questions                                                                                                         | Student 1                                                                                                                                                                                                                                                         | Student 2                                                                                                                                                                                                                                                                                   | Student 3                                                                                                                                                                                                   | Student 4                                                                                                                                                                                                                                                   | Student 5                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How do you evaluate the usefulness of ChatGPT in improving your grammatical accuracy during writing tasks?</b> | I consider that ChatGPT has had a great impact on improving my English writing. Thanks to the fact that I ask it for help to correct what I've written, I've realized what mistakes I make regarding grammar and sentence meaning, which helps me keep improving. | It's incredibly useful. AI tools like ChatGPT help so much because, even though we are in an advanced semester, we are still not experts in the language. It helps you when writing essays or analyses, resolving questions about complex vocabulary, like word formation from other words. | These AI tools like ChatGPT enhance my grammar skills when I write something because they instantly provide me with feedback about some errors and alternatives to create a better paragraph in my texts.   | I think ChatGPT is very useful because it helps me identify grammatical errors that I don't always notice on my own while writing. It expresses suggestions to improve sentence structure and correct grammar, contributing to writing with more precision. | Yes, ChatGPT is very useful for improving my grammar. It not only corrects my mistakes but also explains them and gives examples, which help me learn and write better. |
| <b>In what ways do you interact with ChatGPT to clarify complex English grammar structures?</b>                   | I usually like to ask it for ideas. If I have to write about a topic, I brainstorm on ChatGPT so it can give me plenty of ideas and organize the ones I already have, allowing me to start writing in an organized                                                | First, I try to make my own draft. Then, depending on that draft, I go and use ChatGPT as a guide to see what's wrong, correct those things, and keep them in mind so I don't make the                                                                                                      | ChatGPT supports me when I have some doubts or when I want to write in a formal way. For example, I ask for help to write a paragraph or I request a better example to get a superior writing presentation. | When I'm writing, I try to do it on my own first as a draftsman. I finish writing my text and then, with the sentences that I have the most doubts about, I prompt ChatGPT to ask if there is a grammatical error or                                        | I usually interact with ChatGPT to correct my grammar because I can ask it to explain my mistakes and give me some examples to improve my writing actively.             |

|                                                                                                                                    |                                                                                                                                                                                                                                        |                                                                                                                                                                                    |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                    | way.                                                                                                                                                                                                                                   | same mistake in a future assignment.                                                                                                                                               |                                                                                                                                                                                                                                              | if it is well said. I use it as an aid.                                                                                                                                                                                                      |                                                                                                                                                                              |
| <b>At what stage of your writing process (planning, drafting, revising, or editing) do you find ChatGPT most helpful, and why?</b> | More than anything, I use it during the planning stage. I like using ChatGPT, as it helps me organize my ideas so I can have a clear picture of what I'm going to start writing and how to develop them so the texts makes more sense. | I usually use AI when I'm in the revising stage of the text because, obviously, sometimes you might overlook a word. So, I use it to check the documents I've already finished.    | Specifically, I use it in the stage of planning before writing or sending a task. I prefer to create my draft and then use ChatGPT to review specific words or check if the paragraph is comprehensible, and at the end, edit some mistakes. | In terms of planning, if a project needs a structured outline, I use ChatGPT to help me with the structure and alignment. But I also use it heavily in reviewing and editing to focus on punctuation errors, like the correct use of commas. | I usually use ChatGPT during the planning and drafting stage to get ideas, make my paragraph, and make my writing look more formal.                                          |
| <b>How does the immediate feedback from ChatGPT support your ability to correct your writing independently?</b>                    | Instant feedback is the most important thing because it helps you identify, right in the moment and autonomously, the grammar mistakes you repeat the most.                                                                            | By giving you immediate feedback like, 'look, this word is used for this and not for that,' these are things you assimilate independently and keep in mind for your next writings. | Automatic correction and immediate feedback are vital. When I make a mistake, ChatGPT instantly answers, and those explanations help me understand by myself why I made that mistake to improve without waiting.                             | The immediate corrections are excellent because we do not have to wait for an external review. You can ask ChatGPT what rule makes reference to the error, obtain detailed explanations, and fix it on your own at your own pace.            | ChatGPT's instant feedback helps me self-regulate because it explains my grammar mistakes step-by-step, allowing me to practice autonomously and avoid errors in the future. |

|                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                |                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To what extent do you perceive that ChatGPT adapts its grammar advice according to your individual learning needs?</b> | It adapts completely, because since the information from my searches stays saved in ChatGPT's history, I can practice later based on those same frequent mistakes, and the AI gives me advice tailored to what I need to improve.      | I feel that it adapts to my individual needs because it gives me specific feedback on what I did wrong, making me focus exactly on the weak grammar areas where I need tutoring.                                            | The immediate corrections are excellent because we don't have to wait for an external review. You can ask ChatGPT which rule explains the error, get detailed explanations, and fix it on your own at your own pace. | It adapts to my individual grammar needs by providing detailed explanations of my personal errors, allowing me to ask for specific rules and suggestions adapted to the mistakes I make the most.                              | ChatGPT adapts to my difficulties because its explanations match my exact needs to understand why a specific verbal tense or sentence structure was wrong.                       |
| <b>What academic challenges or limitations have you faced when relying on ChatGPT for grammar correction?</b>             | The biggest limitation is the danger of relying too much on AI. It gets to a point where you can't start writing anything without consulting ChatGPT first, which makes you feel really anxious when facing an in-person written exam. | At first, you don't really know how to use the tool's instructions or what prompts to give it. So, the main challenge is dealing with learning how to interact correctly with the interface to get what you're looking for. | A critical limitation in ChatGPT is when it hits a specific word limit or when it requires the user to give highly specific details and context to get the exact information wanted.                                 | Sometimes it gives corrections that do not reflect exactly what I want to express because it lacks human context. Also, excessive dependence on ChatGPT could severely affect the development of my autonomous writing skills. | One critical challenge for me is the risk of over-dependence. I may depend too much on ChatGPT to solve everything instead of practicing grammar and writing entirely on my own. |
| <b>How has the use of ChatGPT influenced your confidence when</b>                                                         | It influences me positively because most of the time it explains                                                                                                                                                                       | It affects me in a good way because it provides feedback on things you                                                                                                                                                      | When I'm exhausted, ChatGPT helps me to provide information                                                                                                                                                          | It gives me confidence because it is clear and precise, but I have                                                                                                                                                             | It boosts my confidence because the explanations give me peace of mind                                                                                                           |

|                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>producing grammatically accurate written texts?</b>                                             | the mistake in detail and shows me how I can improve, which gives me confidence. However, sometimes it just points out the error without going too deep, leaving you with doubts.                                                                               | didn't know before, giving you the peace of mind that your written work is well-structured and reducing the pressure of making serious mistakes.                                                                                                             | instantly, correct mistakes, and conclude my task rapidly. It lowers my stress and makes my writing presentation feel clear, precise, and reliable.                                                   | learned to control the stress by analyzing ChatGPT's suggestions critically, since occasionally the AI can be wrong and we shouldn't fully trust it.                                                                                                               | regarding complex topics like verbal tenses, punctuation, connectors, or prepositions, making me feel secure about my text quality.                                                                          |
| <b>Can you share a specific academic anecdote where ChatGPT's feedback made a real difference?</b> | The clearest example is when I write academic essays. I use ChatGPT to properly structure the outline, including the introduction, body, and conclusion. Then, at the end, I use it to check if my sentences are genuinely coherent and grammatically accurate. | In the Reading and Writing subject, the teachers demanded a lot of writing and a high level of grammar. I used to put my text in ChatGPT and tell it, 'correct what I have wrong and what I need to improve.' Thanks to that feedback, I passed the subject. | An example is when I have to write a formal academic email or do complex research. When my energy is low, ChatGPT allows me to refine my text instantly, making a real difference in my presentation. | In Academic Writing, we had to write a major essay. Before handing it over, I used ChatGPT to review my text; it showed me errors related to verbal tenses and suggested improvements, leaving the final essay clearer, more coherent, and ensuring a great grade. | When I was preparing for my B2 international exam, I wrote a practice essay and used ChatGPT to check my writing. It corrected my grammar mistakes step by step, making my writing formal enough to succeed. |

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*Note.* This table contains the transcripts from the semi-structured interviews.

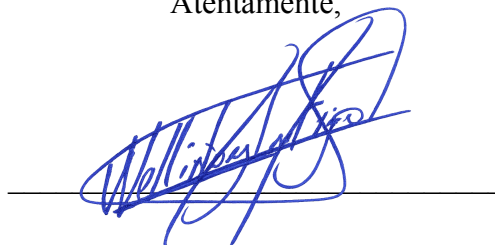
**Annex D: Certified Anti-Plagiarism System**

La Libertad, 8 de Julio de 2026

**Certificado Sistema Anti-Plagio**

En calidad de tutor del Trabajo de Integración Curricular denominado “PERSONALIZED LEARNING TO ENHANCE GRAMMAR IN EFL LEARNERS” elaborado por las estudiantes, Enriquez Apoliniario Hellen Janeth y Yagual Balón Shirley Paulette de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema antiplagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5% de la valoración permitida, por consiguiente, se procede a emitir el informe.

Atentamente,



Intriago Alcívar Wellintong Segundo, MSc.

**TUTOR**



## Informe de análisis

Compilatio Magister+ | UTB-ECU- Universidad Técnica de Babahoyo

THESIS DOCUMENT\_SHIRLEY YAGUAL

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Textos sospechosos

Nombre del fichero : THESIS DOCUMENT\_SHIRLEY YAGUAL.txt  
 Tamaño del archivo original : 320,68 kB  
 Número de palabras : 7528

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 Tipo de carga : Interface  
 fecha de fin de análisis : 8 de julio de 2026

## Resumen (sección 1/3)

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|----|--|-------------------------------------------------------------|-------------|-------------|
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