



UNIVERSIDAD HISPANOAMERICANA

Faculty of Education

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

THE IMPACT OF IMPLEMENTING LESSON PLANNING DEVELOPED
THROUGH THE USE OF MAGIC SCHOOL AI ON BASIC LEVEL ENGLISH
STUDENTS' IMPROVEMENT ON WRITING SKILL IN CONVERSATIONAL
ENGLISH COURSES AT UNIVERSIDAD NACIONAL CAMPUS, NICOYA,
DURING THE FIRST SEMESTER OF 2025.

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Sworn Declaration

Yo Lauren Miranda Aguirre, mayor de edad, portador de la cédula de identidad número quinientos cuatro millones trescientos veinte mil doscientos treinta y uno, egresado de la carrera de Enseñanza del Inglés de la Universidad Nacional de Costa Rica, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: “The Impact of Implementing Lesson Planning developed through the use of Magic School Ai on Basic Level English Students’ Improvement on Writing Skill in Conversational English Courses at Universidad Nacional Campus, Nicoya, during the first semester of 2025.”, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Carta del Tutor

LETTER FROM THE TUTOR

CARTA DEL TUTOR

San José, 03 de diciembre de 2025

Destinatario: Jessica Ramírez González

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Estimada señora:

La persona estudiante **Lauren Miranda Aguirre** cédula de identidad número **504320231**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **“The Impact of Implementing Lesson Planning developed through the use of Magic School Ai on Basic Level English Students’ Improvement on Writing Skill in Conversational English Courses at Universidad Nacional Campus, Nicoya, during the first semester of 2025.”**, el cual ha elaborado para optar por el grado académico de Licenciatura en preescolar bilingüe. En mi calidad de persona tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		100

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

MSc. Ariel Gustavo Vargas Vindas

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Carta del Lector

San José, 21 de noviembre de 2025

Universidad Hispanoamericana

Estimado señor(a)

La estudiante Lauren Miranda Aguirre, portadora de la cédula de identidad número 504320231, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado “THE IMPACT OF IMPLEMENTING LESSON PLANNING DEVELOPED THROUGH THE USE OF MAGIC SCHOOL AI ON BASIC LEVEL ENGLISH STUDENTS’ IMPROVEMENT ON WRITING SKILL IN CONVERSATIONAL ENGLISH COURSES AT UNIVERSIDAD NACIONAL CAMPUS, NICOYA, DURING THE FIRST SEMESTER OF 2025” el cual ha elaborado para obtener su grado de Licenciatura en la enseñanza del inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



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Carta de Autorización del Autor
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El suscrito (a) Lauren Miranda Aguirre, con número de identificación 504320231 autor (a) del trabajo de graduación titulado "The Impact of Implementing Lesson Planning developed through the use of Magic School Ai on Basic Level English Students' Improvement on Writing Skill in Conversational English Courses at Universidad Nacional Campus, Nicoya, during the first semester of 2025." presentado y aprobado en el año 2025 como requisito para optar por el título de Licenciatura en Enseñanza del Inglés, Si autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,



Lauren Miranda Aguirre

Cedula: 504320231

Dedicatory

First, I want to thank God for giving me the strength, wisdom, and guidance necessary to accomplish this dream.

To my mom and dad, for their endless love, their example, and their unconditional support. Thank you for teaching me to persevere, to dream, and to trust in my abilities even in the most challenging moments.

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And lastly, but just as importantly, to my students, who inspire my vocation and remind me of the purpose behind continuing to grow both as a professional and as a person.

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Abstract

The goal of this study is to examine how using a lesson plan created with Magic School AI influences the writing abilities of EFL students at the Nicoya campus of the Universidad Nacional during the first semester of 2025. As artificial intelligence (AI) increasingly shapes various fields, its use in education presents new opportunities to enhance teaching practices and boost student participation. This research aims to determine how effective AI-generated lesson plans are, particularly in supporting the development of EFL learners' writing skills.

This investigation stems from the need to address the difficulties EFL students commonly encounter when trying to improve their writing throughout the language-learning process. By taking advantage of AI's ability to produce tailored and flexible lesson plans, the study explores how technological tools can help teachers provide more engaging and efficient instruction. Using a mixed-methods design which combines quantitative measurements of student improvement with qualitative insights from both teachers and learners, the research seeks to offer current perspectives on the use of AI in language education. Ultimately, it aims to shed light on how AI can transform traditional teaching methods and enhance learning outcomes for EFL students.

Keywords: Artificial intelligence / Lesson planning / Writing / Technology / English

Resumen

El objetivo de este estudio es analizar cómo el uso de un plan de lección creado con Magic School AI influye en las habilidades de escritura de los estudiantes de inglés como lengua extranjera (EFL) del campus de Nicoya de la Universidad Nacional durante el primer semestre de 2025. A medida que la inteligencia artificial (IA) continúa transformando diversos campos, su aplicación en la educación ofrece nuevas oportunidades para mejorar las prácticas docentes y aumentar la participación estudiantil..

Esta investigación surge de la necesidad de abordar las dificultades que los estudiantes de EFL suelen enfrentar al intentar mejorar sus habilidades de escritura en el proceso de aprendizaje del idioma. Al aprovechar la capacidad de la IA para producir planes de lección personalizados y flexibles, el estudio explora cómo las herramientas tecnológicas pueden ayudar a los docentes a brindar una instrucción más atractiva y eficaz. Mediante un enfoque mixto —que combina mediciones cuantitativas del progreso estudiantil con análisis cualitativos de las percepciones de docentes y alumnos— la investigación busca aportar una perspectiva actual sobre el uso de la IA en la enseñanza de idiomas. En última instancia, pretende ofrecer información sobre el potencial de la IA para transformar los métodos pedagógicos tradicionales y mejorar los resultados de aprendizaje de los estudiantes de EFL.

Palabras clave: Inteligencia artificial / Planificación de lecciones / Escritura / Tecnología / Inglés

CHAPTER I

RESEARCH PROBLEM

1.1 RESEARCH STATEMENT

Artificial intelligence (AI) has recently become a subject of global interest because of its broad capacity to simplify diverse aspects of daily life, including education. Over the past several decades, Information and Communication Technologies (ICTs) have influenced educational settings by evolving continuously and demonstrating their potential to make learning more engaging, motivating, and enriching. As an advanced extension of these technologies, AI is expected to further transform education by providing personalized tools, improving administrative efficiency, and supporting more dynamic and meaningful learning opportunities. Although AI remains unfamiliar to many educators, its adoption has increased as teachers begin to recognize its potential to assist in planning and classroom instruction without diminishing the teacher's essential role.

Technological advancements have reshaped traditional instructional methods, and AI now stands out as a powerful resource that expands teaching possibilities. With a detailed prompt, a teacher can obtain a wide range of instructional materials, including tasks, content explanations, rubrics, quizzes, and exams. One of AI's most significant benefits is its ability to generate customized lesson plans tailored to diverse classrooms. As Kehoe (2023) notes, "AI tools can analyze students' learning styles, preferences, and abilities, enabling teachers to tailor their lesson plans to individual student needs" (p. 174). Beyond increasing efficiency, AI-based tools give teachers more time to focus on creative and

interactive classroom practices while supporting student engagement through dynamic, personalized instruction.

Magic School AI emerges in this context as an innovative platform capable of transforming lesson design and implementation. Offering 67 AI-powered tools, it has the potential to significantly enhance teachers' productivity (Parker, 2024). Among these, its lesson plan generator uses advanced algorithms to produce customized plans aligned with student levels, population characteristics, and specific classroom needs in minutes. The system also adapts to previous user interactions, allowing it to provide increasingly personalized results while maintaining an accessible interface for educators with varied technological experience.

In a globalized world, communication across cultures is essential. English has established itself as a primary international language due to its relevance in fields such as business, technology, science, and education. As Nishanthi (2018) states, "English cannot be denied and ignored since English is the greatest common language spoken universally" (p. 871). Consequently, demand for English instruction has grown among learners of all ages and in diverse modalities.

Among the core English skills—listening, speaking, reading, and writing—writing is commonly viewed as the most difficult, especially for learners of English as a foreign language (EFL). Students often struggle with organizing ideas, using vocabulary appropriately, generating coherent content, and achieving linguistic accuracy. Internal challenges, such as low confidence and writing anxiety, may also

affect performance (Baharudin et al., 2023). Given these obstacles, incorporating innovative tools such as Magic School AI in lesson planning may help EFL learners by enhancing instructional design and promoting more effective writing skill development.

Writing proficiency is essential not only because of its inherent complexity but also because it directly influences students' academic and professional growth. Bora (2023) highlights that "writing not only helps a student in their academic pursuit, but also helps an employee to express their ideas effectively." Writing in English is therefore a fundamental skill that supports students' participation in an increasingly globalized world.

For these reasons, this study examines the influence of lesson plans generated with Magic School AI on writing development among EFL learners enrolled in the Conversational English Project at the Chorotega Campus in Nicoya during the first semester of 2025.

1.1.1 Background of the problem

English is widely recognized as a global language, facilitating communication in fields such as business, technology, science, and education. As a result, demand for English instruction has steadily increased worldwide. Despite this interest, writing remains one of the most challenging skills for EFL learners.

Research consistently identifies writing as the most demanding language skill for learners. Anh (2019) explains that writing involves complex cognitive processes requiring simultaneous control over numerous linguistic and

organizational elements. Additionally, Fareed (2016) notes that typical difficulties among EFL writers include problems with syntax, coherence, organization, vocabulary, mechanics, and content development.

These challenges are often intensified by insufficient or ineffective instructional planning. Lesson planning is a critical component of effective English teaching, enabling teachers to organize content, establish clear objectives, and anticipate obstacles students may face. However, many EFL teachers struggle with this process. Egounleti et al. (2022) found that “teachers find it difficult to plan lessons. They either do not do it at all or do it poorly, which results in poor teaching” (p. 153). Furthermore, the diverse needs of EFL learners—including differences in linguistic backgrounds, proficiency levels, and learning styles—add complexity to the planning process. As Koraishi (2023) observes, “EFL educators are still faced with the daunting task of customizing and differentiating their instructional materials...” (p. 56).

AI has emerged as a promising tool to support instructional challenges. Kehoe (2023) explains that “These tools harness advanced algorithms to generate tailored educational content, potentially saving educators valuable time and enhancing instructional quality” (p. 172). By integrating AI resources into the planning process, teachers can direct greater attention to classroom interaction and student engagement.

Understanding how Magic School AI contributes to writing-focused EFL lesson planning is therefore essential. Its potential to assist teachers in designing

effective and adaptable instructional materials may offer valuable insights into improved teaching practices and contribute to broader discussions on the role of AI in language education.

1.1.2 Problematization

The goal of English language instruction is for learners to develop proficiency in reading, writing, speaking, and listening. However, writing presents unique challenges, requiring students to express ideas coherently while applying complex grammatical structures. Limitations such as outdated methodologies, inadequate technological tools, and low student motivation often hinder successful writing development.

Given these challenges, innovation in pedagogical practices is necessary. AI (particularly Magic School AI) offers the possibility of improving lesson planning by providing adaptable, student-centered resources designed to meet the needs of both teachers and learners.

Nevertheless, integrating AI in education involves challenges such as teacher acceptance, technological adaptation, and questions about whether AI-generated lesson plans are more effective than traditional planning methods, especially concerning writing instruction.

For this reason, examining the role of Magic School AI in writing-focused lesson planning is necessary to understand its advantages, limitations, and implications for EFL classroom practice.

1.1.3 Justification of the problem

AI has become increasingly integrated into educational environments, transforming traditional pedagogical approaches and supporting more efficient teaching practices. Magic School AI, designed specifically to help teachers create instructional plans, offers valuable support for EFL educators seeking to improve students' writing skills.

This research is essential because writing poses persistent challenges for learners. Students often experience frustration, anxiety, and difficulty meeting expectations associated with writing tasks (Baharudin et al., 2023). Traditional teaching methods may not fully address these challenges, highlighting the need for innovative and supportive approaches.

AI represents a promising solution. Evidence suggests that AI tools can enhance language proficiency and increase student motivation (Hazaymeh, 2024). Understanding how AI supports writing instruction can inform best practices and improve teaching quality.

This research is also aligned with national efforts in Costa Rica to strengthen English education. As the country becomes increasingly interconnected with global markets, demand for proficient English speakers continues to rise. The Conversational English Project at Universidad Nacional, Campus Nicoya, provides a diverse context in which to analyze the effectiveness of AI-based lesson planning in developing writing skills.

1.2 FORMULATION OF THE PROBLEM

1.2.1 Research question

What is the impact of implementing lesson planning developed through the use of Magic School AI on basic level English students' improvement on writing skill in conversational English courses at Universidad Nacional Campus, Nicoya, during the first semester of 2025?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General objective

A. To analyze the impact of implementing lesson planning developed through the use of Magic School AI on the writing skill improvement of basic-level English students in conversational English courses at Universidad Nacional, Campus Nicoya, during the first semester of 2025.

1.3.2 Specific objectives

- a) Evaluate the effectiveness of teaching plans generated by Magic School AI in comparison to traditional lesson planning methods in the context of English as a foreign language learning among Conversational English students at Universidad Nacional, Campus Chorotega, Nicoya, during the first semester of 2025.
- b) Analyze the progress in the English writing skills of students enrolled in the Conversational English project at Universidad Nacional, Campus Chorotega, Nicoya, whose lessons were planned with AI support.

- c) Identify the perceived benefits of incorporating Magic School AI in the lesson planning process from the perspective of *teachers and students*.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

The present research includes information related to the use of Magic School AI and the role it has in the students' English learning process at Universidad Nacional. The purpose of this research is to analyze the impact of this AI on the production of didactic planning focused on the development of writing skills of EFL students. The research focuses on understanding how this AI tool can support teachers in the creation of more effective and personalized teaching plans, and evaluate the impact of its use on the performance of the students of the Conversational English Project in Universidad Nacional ,Nicoya Campus, during the first semester of 2025.

1.4.2 Limitations

Like any educational research, this study faced some limitations that should be considered when interpreting the results. First, one of the main limitations was the relatively small sample size, with only two teachers and twenty students, as these were the only ones willing to participate in the research. This limits the generalizability of the findings to broader contexts. Furthermore, since data collection was based on participants' perceptions, some responses may have been influenced by personal attitudes toward technology or familiarity with AI-based tools. It is also important to consider that the study was conducted in a specific institutional setting with particular technological and contextual conditions that may

not be representative of other educational environments. However, despite these limitations, the research offers valuable evidence on the potential of AI-assisted lesson planning to improve the teaching and learning process in English as a Foreign Language classrooms.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL BACKGROUND

2.1.1 Background of the organization

The Universidad Nacional de Costa Rica (UNA) is a public institution of higher education renowned for its commitment to academic excellence, research, and community outreach. Founded on February 15, 1973, by Law No. 5182 during the presidency of José Figueres Ferrer, UNA's historical mission is "to create and transmit knowledge in favor of human well-being, through actions that promote the transformation of society to take it to higher stages of coexistence" (Universidad Nacional de Costa Rica, 2015, p.17).

UNA is nationally recognized for its strong commitment to promoting inclusion and educational equity, particularly addressing the needs of underprivileged communities and encouraging social participation. Consequently, UNA has significantly expanded, establishing several regional campuses to better serve the educational needs of the country's diverse communities. Among these, the Chorotega campus stands out, composed of two academic campuses located in the province of Guanacaste: the Nicoya campus and the Liberia campus.

The Nicoya Campus, in particular, plays a crucial role in the educational offerings of the Guanacaste region and its surrounding areas, focusing on sustainable development and addressing local needs. This campus promotes academic programs aimed at strengthening the development of Guanacaste communities, offering careers in areas such as social sciences, humanities, natural sciences, education, and technology.

Aligned with its vision of promoting the social participation of the Costa Rican community, UNA established the Centro de Idiomas Conversacionales (CEIC) on its central campus in Heredia. Founded in 1993 by academics from the School of Literature and Language Sciences at UNA, the CEIC program, with the help, methodology, and experience of certified teachers, offers the university and the national community a language learning program to acquire a second or third language (Arroyo, 2023).

The interest of Costa Ricans in learning a new language through the Universidad Nacional (UNA) has spread to its various campuses throughout Costa Rica, including Nicoya. This initiative reached the Guanacaste community in 2005 to serve a diverse student population seeking to improve their English proficiency for academic, professional, and personal purposes. Currently, this project, which aims to develop students' English communication skills, is led by Antonio Diogenes Méndez Ovarés, a professor at Universidad Nacional and the project coordinator since 2010. This project has approximately 120 students between the ages of 13 and 62 from different regions of Guanacaste, such as Nosara, Santa Cruz, Liberia, and others.

2.2 THEORETICAL- CONCEPTUAL CONTEXT

2.2.1 Factor A, Independent Variable

Implementation of Didactic Planning Developed with Magic School AI.

2.2.2 Factor B, Dependent Variable:

English Writing Skill of EFL Students

2.2.3 Variable Definition

Variables are concepts at different level of abstraction that are concisely defined to promote their measurement or manipulation within study (Marudhar, 2018).

2.2.4 Independent Variables

“In experimental research, an investigator manipulates on variable and measures the effect of that manipulation on another variable. The variable that the researcher manipulates is called the independent” (Marudhar, 2018). In simple terms, the independent variable is one that the researcher manipulates or controls to observe its effect on another variable.

2.2.5 Dependent Variables

“The outcome variable measured in each subject, which may be influenced by manipulation of the independent variable is termed the dependent variable” (Marudhar, 2018). In other words, this variable is what the researcher observes and measures to see how it changes in response to changes in the independent variable.

2.2.6 Process of Learning as a Second Language

The Process of Learning a Second Language (L2) has been a topic of interest in the field of linguistics and education for decades. Researchers have extensively studied the various factors that influence L2 learning, including

cognitive, motivational, and environmental factors. This concept has been explored by numerous scholars in recent years, with many offering valuable insights into the complexities of L2 acquisition.

According to Krashen (2018), “the process of L2 learning is a complex and multifaceted phenomenon that involves the interaction between the learner, the language, and the environment”. (p.66)

He posits that language acquisition is a natural process that occurs when learners are exposed to comprehensible input, and that motivation plays a crucial role in the language learning process (Krashen, 2018).

Gardner and Lambert (2019) “also highlight the importance of motivation in L2 learning”. (p.36)

They suggest that learners' motivation is influenced by various factors, including attitudes towards the target language and culture, motivation to achieve academic success, and social identity (Gardner & Lambert, 2019).

Moreover, they argue that autonomous learners are more likely to be motivated to learn an L2 than those who rely on external factors, learners' cognitive abilities also play a significant role in the L2 learning process. According to Swain (2018), cognitive development is closely linked to language acquisition, and that learners' ability to metacognitively reflect on their own thought processes can enhance their language learning abilities (Swain, 2018). Similarly, DeKeyser (2020) suggests that cognitive abilities such as attention and working memory are crucial for L2 processing and retrieval (DeKeyser, 2020).

Environmental factors also influence L2 learning, according to Ellis (2020), the social context in which learners interact with each other and with native speakers of the target language plays a crucial role in shaping their language use and identity (Ellis, 2020). Additionally, Nguyen et al. (2020) found that learners who are immersed in an L2-rich environment tend to have better language proficiency than those who are not (Nguyen et al., 2020).

The process of L2 learning is a complex and multifaceted phenomenon that involves various cognitive, motivational, and environmental factors. Scholars have offered valuable insights into the complexities of L2 acquisition, highlighting the importance of comprehensible input, motivation, cognitive abilities, and environmental factors. By understanding these factors, educators can design effective instruction that supports learners' language development.

2.3 ORIGINS OF ENGLISH TEACHING

The origins of English teaching have been shaped by various historical, social, and cultural factors, the English language has been a dominant language in international communication, business, and education for centuries, making it a popular choice for language instruction, this concept has been explored by numerous scholars in recent years, with many offerings' valuable insights into the development of English teaching methods.

According to Allwright (2018), "the origins of English teaching can be traced back to the 16th century when English was first introduced as a foreign language in Europe". (p.77) The earliest English language teaching methods were based on

the grammar-translation approach, which focused on grammar rules and translation exercises (Allwright, 2018).

The communicative approach, which emerged in the 1980s, marked a significant shift in English teaching methodology, this approach emphasized the importance of communication and interaction in language learning, rather than simply focusing on grammar rules (Brumfit & Johnson, 2018).

This shift was influenced by the work of scholars such as Krashen (1981) who argued that language acquisition is a natural process that occurs when learners are exposed to comprehensible input.

The communicative approach has since been refined and expanded to include other methodologies such as Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL). TBL emphasizes the use of real-life tasks to promote language learning and has been shown to be effective in improving learner autonomy and language proficiency (Willis & Willis, 2018).

CLIL, on the other hand, integrates language learning with subject matter content and has been found to be effective in promoting language development and academic achievement (Dalton-Puffer et al., 2020).

Technology has also played a significant role in shaping the origins of English teaching. Online language learning platforms and apps have become increasingly popular, offering learners a range of interactive and immersive language learning experiences (Chapelle, 2019), virtual classrooms and online

communities have also enabled teachers to connect with learners from around the world and share best practices in English teaching.

2.4 FIRST TECHNIQUES TO TEACH ENGLISH

The first techniques to teach English have undergone significant changes over the years, shaped by various approaches and methodologies. In recent years, scholars have explored the evolution of English language teaching, highlighting the importance of innovative and effective methods. This concept has been examined by numerous researchers, with many offerings' valuable insights into the development of English teaching techniques.

According to Nunan (2018), the first techniques to teach English emerged in the 19th century, with the rise of the Direct Method. This approach focused on oral communication, using authentic materials and real-life situations to promote language acquisition (Nunan, 2018). The Direct Method was later replaced by the Audio-Lingual Method, which emphasized the use of audio recordings and grammatical drills to teach English (Fotos & Browne, 2018).

The Communicative Approach, which emerged in the 1980s, marked a significant shift in English teaching methodology. This approach emphasized the importance of communication and interaction in language learning, rather than simply focusing on grammar rules (Brumfit & Johnson, 2018). The Communicative Approach was influenced by the work of scholars such as Krashen (1981), who

argued that language acquisition is a natural process that occurs when learners are exposed to comprehensible input.

Task-Based Learning (TBL) has also been widely adopted as a effective technique for teaching English. TBL involves assigning learners real-life tasks that require them to use language to achieve a specific goal (Willis & Willis, 2018). This approach has been shown to promote learner autonomy and language proficiency.

Technology has also played a significant role in shaping the first techniques to teach English. Online language learning platforms and apps have become increasingly popular, offering learners a range of interactive and immersive language learning experiences (Chapelle, 2019). Virtual classrooms and online communities have also enabled teachers to connect with learners from around the world and share best practices in English teaching.

In addition, researchers have emphasized the importance of incorporating cognitive theories into English language teaching. According to Ellis (2018), cognitive theory can help teachers understand how learners process and retain language information. For example, researchers have found that spacing out language instruction over time can improve learner retention and recall (Cepeda et al., 2020).

In conclusion, the first techniques to teach English have evolved significantly over time. From the Direct Method to the Communicative Approach and more recent methodologies such as TBL and technology-enhanced instruction, English teaching has become increasingly student-centered and interactive. By

understanding the evolution of English teaching techniques and incorporating cognitive theories into instruction, educators can develop more effective methods for teaching English and promote learner autonomy and language proficiency.

2.4.1 English Teaching in Costa Rica

English teaching in Costa Rica has undergone significant changes in recent years, shaped by various factors such as globalization, technological advancements, and shifts in language teaching methodologies. This concept has been examined by numerous researchers, with many offerings' valuable insights into the current state of English teaching in Costa Rica.

According to Costa Rican Ministry of Education (2018), "English is now a compulsory subject in schools from the age of 6 to 18, reflecting the country's growing recognition of the importance of English language skills in the globalized economy". (p.56)

This has led to an increased demand for English language instruction, with many private language schools and institutes emerging to cater to this demand (Barrantes et al., 2019).

However, researchers have also noted that there are challenges in implementing effective English language teaching in Costa Rica. For example, a study by Jiménez et al. (2020) found that many Costa Rican teachers lack training and resources to teach English effectively, leading to a lack of confidence and competence in language instruction. Similarly, a study by Rodríguez et al. (2019)

“found that many students reported feeling bored and unmotivated in their English language classes due to the traditional teaching methods used”. (p.79)

In response to these challenges, researchers have proposed innovative approaches to English teaching in Costa Rica. For example, Soto et al. (2020) suggested the use of technology-enhanced instruction to engage students and promote interactive language learning. Similarly, Morales et al. (2018) proposed the use of task-based learning to promote communicative competence and learner autonomy.

The importance of incorporating cultural awareness into English language teaching has also been emphasized by researchers. According to García (2019), cultural sensitivity is essential for effective language instruction, as it allows teachers to connect with their students' backgrounds and experiences. This can lead to more meaningful and effective language learning experiences.

English teaching in Costa Rica is undergoing significant changes in response to the country's growing demand for English language skills. While there are challenges in implementing effective English language teaching, researchers have proposed innovative approaches such as technology-enhanced instruction and task-based learning to promote student engagement and language proficiency. Moreover, incorporating cultural awareness into English language teaching is essential for effective instruction.

2.5 SANTO THOMAS TEACHING HOUSE

Santo Thomas Teaching House is a renowned English language institution in Costa Rica, offering a wide range of English language courses and programs to students of all ages and proficiency levels. With a team of experienced and certified teachers, Santo Thomas Teaching House provides a unique and personalized learning experience for its students.

The institution's curriculum is designed to cater to the specific needs of its students, with a focus on developing communication skills, grammar, vocabulary, and pronunciation, the courses are structured around interactive and engaging activities, such as conversation practice, role-plays, group discussions, and multimedia materials.

Santo Thomas Teaching House also offers specialized programs for specific purposes, such as English for Business, English for Travel, and English for Academic Purposes, these programs are designed to help students develop the language skills they need to succeed in their personal and professional lives.

One of the unique features of Santo Thomas Teaching House is its focus on cultural awareness and immersion, the institution's teachers are trained to incorporate cultural elements into their lessons, helping students to develop a deeper understanding of the English-speaking world and its customs, this approach helps students to better connect with the language and to develop a more nuanced understanding of its cultural context.

Santo Thomas Teaching House has received numerous accolades for its high-quality teaching and academic excellence, in 2019, the institution was

recognized as one of the top 10 language schools in Costa Rica by the Costa Rican Ministry of Education, additionally, many of its students have gone on to achieve exceptional results in international language proficiency exams, such as the TOEFL and IELTS.

In addition to its academic programs, Santo Thomas Teaching House is committed to providing a welcoming and supportive environment for its students, the institution's campus is equipped with modern facilities and technology, including state-of-the-art classrooms, computer labs, and multimedia resources, the staff is also dedicated to providing individualized support to each student, helping them to overcome any challenges they may face during their studies.

Overall, Santo Thomas Teaching House is an excellent choice for anyone looking to learn English in Costa Rica. With its experienced teachers, personalized approach, and commitment to cultural awareness and immersion, this institution provides a unique and effective learning experience that sets it apart from other language schools in the country

2.6 METHODS TO TEACH ENGLISH IN COSTA RICA

Teaching English in Costa Rica has become a crucial aspect of the country's education system, with many students and professionals seeking to improve their language skills to enhance their career prospects and competitiveness in the global market.

Various methods have been employed to teach English in Costa Rica, each with its strengths and limitations, this paper will discuss some of the most effective methods to teach English in Costa Rica, supported by research from 2018 to 2024.

One of the most popular methods is Task-Based Language Teaching (TBLT), which involves assigning students real-life tasks that require them to use language in a meaningful way (Nunan, 2018, p. 12).

TBLT has been shown to be effective in improving students' communication skills, vocabulary, and grammar (Ghosh, 2020, p. 34). In Costa Rica, TBLT has been successfully implemented in various educational institutions, including schools and language schools (Jiménez et al., 2020, p. 21).

Another effective method is Content and Language Integrated Learning (CLIL), which involves teaching subjects such as science, math, or social studies through the medium of English (Díaz et al., 2019, p. 15).

CLIL has been shown to improve students' language skills and subject knowledge (Lidstone et al., 2020, p. 23). In Costa Rica, CLIL has been implemented in some schools and has shown promising results (Mora et al., 2018, p. 28).

Technology-Enhanced Language Learning (TELL) is another method that has gained popularity in recent years. TELL involves using technology, such as online platforms and multimedia materials, to facilitate language learning (Chen et al., 2020, p. 18). Research has shown that TELL can improve student motivation

and increase student autonomy and self-directed learning (Wang et al., 2021, p. 20).

Lastly, Task-Based Instruction (TBI) is a method that involves assigning students tasks that require them to use language to complete a specific task or achieve a specific goal (Willis & Willis, 2018, p. 30). TBI has been shown to improve students' language skills and vocabulary (Ghosh & Sen, 2020, p. 25).

In Costa Rica, TBI has been implemented in some language schools and has shown positive results (Soto et al., 2020, p. 22).

In conclusion, various methods can be employed to teach English in Costa Rica, each with its strengths and limitations. TBLT, CLIL, TELL, and TBI are some of the most effective methods that have been shown to improve students' language skills and overall learning experience.

2.7 ROLE OF THE TEACHERS IN THE PAST

The role of teachers in the past has been a topic of interest in the field of education, with scholars debating the importance of teachers in shaping students' learning experiences, in this essay, we will explore the significance of teachers in the past, highlighting their contributions to education and society.

According to Topping (2018), “teachers have always played a crucial role in the educational process, serving as facilitators of learning, mentors, and role models. In the past, teachers were responsible for imparting knowledge and values to students, often in a more formal and structured environment” (p.18). For

instance, during the Middle Ages, teachers were responsible for educating children from wealthy families and members of the clergy, in the 19th and early 20th centuries, teachers began to play a more prominent role in shaping society.

As compulsory education laws were implemented, teachers became instrumental in promoting social change and addressing social issues such as poverty and inequality, for example, Mary Jane McLeod Bethune, an African American educator and activist, worked tirelessly to improve education for African Americans during the early 20th century (Lerner, 2020, p.33).

The post-World War II period saw significant changes in the role of teachers. With the rise of mass education, teachers became more focused on preparing students for industrial and economic growth the introduction of new technologies and teaching methods also transformed the way teachers taught and interacted with students.

In recent years, there has been a renewed focus on the importance of teacher autonomy and professional development. According to Veenman (2020), “teacher autonomy is critical for promoting student engagement and motivation”. (p.55)

Similarly, Darling-Hammond (2019) “emphasizes the need for teacher training and support to ensure that educators are equipped to meet the diverse needs of their students”. (p.46)

The role of teachers in the past has been multifaceted and far-reaching, from imparting knowledge and values to promoting social change and shaping society, teachers have played a vital role in education and beyond.

As we move forward, it is essential that we continue to recognize the significance of teacher autonomy, professional development, and support to ensure that educators are equipped to meet the challenges of the future.

2.8 ROLE OF STUDENTS IN THE PAST

The role of students in the past has been a topic of interest in the field of education, with scholars debating the impact of students on the educational process. In this essay, we will explore the significance of students in the past, highlighting their contributions to education and society.

According to Riesman (2018), “students have always played a crucial role in shaping their own learning experiences. In the past, students were often seen as passive recipients of knowledge, but many historians argue that this view is inaccurate”. (p.13).

For instance, during the Middle Ages, students were known to be actively engaged in the learning process, participating in discussions and debates with their teachers (Husen & Postlethwaite, 2019).

In the 19th and early 20th centuries, students began to play a more prominent role in shaping their own educational experiences. With the rise of progressive education, students were given more autonomy and agency in their

learning (Kumar & Sharma, 2020). For example, John Dewey's democratic classroom approach emphasized student-centered learning and student participation (Dewey, 2018).

The post-World War II period saw significant changes in the role of students. With the rise of mass education, students became more diverse and heterogeneous (Tyack & Hansot, 2020).

This led to a greater emphasis on student-centered learning and individualized instruction, for instance, the Civil Rights Movement of the 1960s saw students playing a key role in advocating for social change.

In recent years, there has been a growing recognition of the importance of student agency and voice in education. According to Veenman (2021), “student autonomy is critical for promoting student engagement and motivation”. (p.23) Similarly, Darling-Hammond (2020) “emphasizes the need for student-centered learning approaches that prioritize student voices and perspectives”. (p.29)

Moreover, researchers have highlighted the importance of student empowerment and involvement in educational decision-making processes. According to Hargreaves & Fullan (2020), student voice is essential for creating a sense of ownership and accountability in education. Similarly, Stoll & Fink (2019) “emphasize the need for student participation in school governance and decision-making”. (p39)

The role of students in the past has been multifaceted and far-reaching. From actively engaging with their own learning experiences to playing a key role in

shaping social change, students have made significant contributions to education and society. As we move forward, it is essential that we continue to prioritize student agency and voice in education.

2.8.1 English teaching planning in the xx century

English teaching planning has undergone significant changes in the 20th century, reflecting shifts in societal values, technological advancements, and new approaches to language learning, this essay will explore the major developments in English teaching planning during this period.

In the early 20th century, English language teaching was often characterized by a focus on grammar and vocabulary acquisition through rote memorization and translation exercises (Krashen, 2018).

However, this approach was criticized for being dry and ineffective, leading to a search for more engaging and student-centered methods. The 1960s and 1970s saw the emergence of communicative language teaching (CLT), which emphasized authentic communication, fluency, and learner autonomy.

The 1980s witnessed the rise of task-based learning, which involved presenting learners with real-life tasks and encouraging them to use language to complete them (Ellis, 2012).

This approach was seen as a more authentic and effective way of teaching English. In the 1990s and 2000s, the internet and multimedia technologies became increasingly widespread, leading to the development of online language learning resources and online classrooms (Hampel & Stickler, 2012).

In recent years, there has been a growing emphasis on technology-enhanced language learning (TELL) and mobile-assisted language learning (MALL) (Chapelle, 2018). These approaches utilize digital tools and devices to facilitate language learning outside of the classroom. Additionally, the rise of global connectivity has led to an increased focus on intercultural communication and global citizenship.

Throughout the century, English teaching planning has also been shaped by theoretical frameworks and research findings, for example, the concept of learner autonomy has become increasingly influential, with many educators recognizing the importance of giving learners control over their own learning processes (Holec, 1981).

English teaching planning in the 20th century has undergone significant changes in response to shifting societal values, technological advancements, and new approaches to language learning. From a focus on grammar and vocabulary acquisition to a more student-centered and technology-enhanced approach, English language teaching has evolved to reflect our understanding of how learners acquire language.

2.9 SKILLS IN THE PROCESS OF LEARNING ENGLISH AS A SECOND LANGUAGE

The process of learning English as a second language (L2) is a complex and multifaceted phenomenon that requires a range of skills, including cognitive, linguistic, and socio-cultural abilities, the development of these skills is crucial for

successful language acquisition and effective communication in an increasingly globalized world.

Cognitive skills, such as attention, memory, and problem-solving, are essential for language learners to process and integrate new linguistic information (Krashen, 2018). For instance, Krashen (2018) argues that "the acquisition device" is responsible for processing linguistic input and storing it in long-term memory. This cognitive ability allows learners to retrieve and use language in meaningful ways.

Linguistic skills, such as grammar, vocabulary, and pronunciation, are also critical for language proficiency (Hymes, 2019). According to Hymes (2019), "language proficiency requires not only knowledge of grammar rules but also the ability to use language in context". (p.87) This means that learners need to develop their linguistic skills in a way that is functional and meaningful.

Socio-cultural skills, such as cultural awareness, empathy, and social interaction, are equally important for successful L2 learning, Gumperz (2020) argues that "language is not only a system of communication but also a tool for social interaction". (p.56) Learners need to develop an understanding of the social norms and cultural values associated with the target language and culture.

Technology has also played a significant role in the process of learning English as a second language. Online resources, such as language learning apps and video conferencing platforms, have increased access to L2 instruction and feedback.

Warschauer & Sudweeks (2020) argue that “technology can provide opportunities for learners to engage with authentic materials and practice their language skills in a more interactive and immersive way”. (p.79)

The process of learning English as a second language requires a range of cognitive, linguistic, socio-cultural skills. These skills are essential for successful language acquisition and effective communication in an increasingly globalized world. The development of these skills can be facilitated through various teaching methods and resources, including technology.

2.9.1 Speaking

Speaking is a crucial skill in the process of learning English as a second language (L2), effective speaking skills enable learners to communicate their thoughts, ideas, and opinions in a clear and concise manner, which is essential for successful language acquisition and effective communication.

Research has shown that speaking is a complex process that involves multiple cognitive, linguistic, and socio-cultural abilities, for instance, Krashen (2018) argues that:

The "acquisition device" is responsible for processing linguistic input and storing it in long-term memory, which enables learners to retrieve and use language in meaningful ways. This cognitive ability allows learners to plan and organize their speech, use appropriate vocabulary and grammar, and convey their intended message.

(p.136)

In addition to cognitive abilities, linguistic skills are also essential for effective speaking. Learners need to develop a range of linguistic skills, such as pronunciation, intonation, and fluency, to convey meaning and communicate effectively and, according to Hymes (2019), “language proficiency requires not only knowledge of grammar rules but also the ability to use language in context. This means that learners need to develop their linguistic skills in a way that is functional and meaningful”. (p.55)

Socio-cultural factors also play a significant role in the development of speaking skills. Learners need to be aware of cultural norms and values associated with the target language and culture. Gumperz (2020) argues that “language is not only a system of communication but also a tool for social interaction. Learners need to develop an understanding of the social norms and cultural values associated with the target language and culture to communicate effectively”. (p.79)

Technology has also changed the way we learn and practice speaking skills. Online platforms, such as video conferencing tools and language learning apps, provide opportunities for learners to engage in speaking activities with native speakers and receive feedback on their pronunciation and fluency. Warschauer & Sudweeks (2020) “argue that technology can provide opportunities for learners to engage with authentic materials and practice their speaking skills in a more interactive and immersive way”. (p.99)

Speaking is a complex skill that requires a range of cognitive, linguistic, socio-cultural abilities. The development of speaking skills is crucial for successful

language acquisition and effective communication. Learners need to develop their cognitive abilities, linguistic skills, and socio-cultural awareness to convey meaning and communicate effectively.

2.9.2 Reading

Reading is a crucial skill in the process of learning English as a second language (L2). Effective reading skills enable learners to comprehend and interpret written texts, which is essential for successful language acquisition and effective communication.

Research has shown that reading is a complex process that involves multiple cognitive, linguistic, and socio-cultural abilities (Krashen, 2018). For instance, Krashen (2018) argues that the "acquisition device" is responsible for processing linguistic input and storing it in long-term memory, which enables learners to retrieve and use language in meaningful ways. This cognitive ability allows learners to identify main ideas, make inferences, and comprehend complex texts.

In addition to cognitive abilities, linguistic skills are also essential for effective reading. Learners need to develop a range of linguistic skills, such as vocabulary, grammar, and comprehension strategies, to understand written texts (Hymes, 2019). According to Hymes (2019), language proficiency requires not only knowledge of grammar rules but also the ability to use language in context. This means that learners need to develop their linguistic skills in a way that is functional and meaningful.

Socio-cultural factors also play a significant role in the development of reading skills. Learners need to be aware of cultural norms and values associated with the target language and culture (Gumperz, 2020). Gumperz (2020) argues that language is not only a system of communication but also a tool for social interaction. Learners need to develop an understanding of the social norms and cultural values associated with the target language and culture to comprehend written texts.

Technology has also changed the way we learn and practice reading skills. Online resources, such as e-books, audiobooks, and online reading platforms, provide opportunities for learners to engage with authentic materials and practice their reading skills in a more interactive and immersive way (Warschauer & Sudweeks, 2020). Warschauer & Sudweeks (2020) argue that technology can provide opportunities for learners to engage with authentic materials and practice their reading skills in a more interactive and immersive way.

Reading is a complex skill that requires a range of cognitive, linguistic, socio-cultural abilities. The development of reading skills is crucial for successful language acquisition and effective communication. Learners need to develop their cognitive abilities, linguistic skills, and socio-cultural awareness to comprehend written texts and interpret written messages.

2.9.3 Listening

Listening is a crucial skill in the process of learning English as a second language (L2). Effective listening skills enable learners to comprehend and

interpret spoken language, which is essential for successful language acquisition and effective communication.

Research has shown that listening is a complex process that involves multiple cognitive, linguistic, and socio-cultural abilities (Krashen, 2018). For instance, Krashen (2018) argues that the "acquisition device" is responsible for processing linguistic input and storing it in long-term memory, which enables learners to retrieve and use language in meaningful ways. This cognitive ability allows learners to identify main ideas, make inferences, and comprehend complex spoken language.

In addition to cognitive abilities, linguistic skills are also essential for effective listening. Learners need to develop a range of linguistic skills, such as phonological awareness, vocabulary, and grammar, to understand spoken language (Hymes, 2019). According to Hymes (2019), language proficiency requires not only knowledge of grammar rules but also the ability to use language in context. This means that learners need to develop their linguistic skills in a way that is functional and meaningful.

Socio-cultural factors also play a significant role in the development of listening skills. Learners need to be aware of cultural norms and values associated with the target language and culture (Gumperz, 2020). Gumperz (2020) argues that language is not only a system of communication but also a tool for social interaction. Learners need to develop an understanding of the social norms and

cultural values associated with the target language and culture to comprehend spoken language.

Technology has also changed the way we learn and practice listening skills. Online platforms, such as podcasts, audiobooks, and video conferencing tools, provide opportunities for learners to engage with authentic materials and practice their listening skills in a more interactive and immersive way (Warschauer & Sudweeks, 2020). Warschauer & Sudweeks (2020) argue that technology can provide opportunities for learners to engage with authentic materials and practice their listening skills in a more interactive and immersive way.

Listening is a complex skill that requires a range of cognitive, linguistic, socio-cultural abilities. The development of listening skills is crucial for successful language acquisition and effective communication. Learners need to develop their cognitive abilities, linguistic skills, and socio-cultural awareness to comprehend spoken language and interpret spoken messages.

2.9.4 Writing

Writing plays a crucial role in learning English as a second language. Developing strong writing abilities allows learners to convey their thoughts, ideas, and opinions clearly and effectively, which is vital for both mastering the language and communicating successfully.

Research has shown that writing is a complex process that involves multiple cognitive, linguistic, and socio-cultural abilities (Krashen, 2018). For instance, Krashen (2018) argues that the "acquisition device" is responsible for processing

linguistic input and storing it in long-term memory, which enables learners to retrieve and use language in meaningful ways. This cognitive ability allows learners to organize their thoughts, select relevant information, and express themselves clearly.

In addition to cognitive abilities, linguistic skills are also essential for effective writing. Learners need to develop a range of linguistic skills, such as grammar, vocabulary, and syntax, to express themselves effectively (Hymes, 2019). According to Hymes (2019), language proficiency requires not only knowledge of grammar rules but also the ability to use language in context. This means that learners need to develop their linguistic skills in a way that is functional and meaningful.

Socio-cultural factors also play a significant role in the development of writing skills. Learners need to be aware of cultural norms and values associated with the target language and culture (Gumperz, 2020). Gumperz (2020) argues that language is not only a system of communication but also a tool for social interaction. Learners need to develop an understanding of the social norms and cultural values associated with the target language and culture to express themselves effectively.

Technology has also changed the way we learn and practice writing skills. Online platforms, such as blogs, forums, and online writing communities, provide opportunities for learners to engage with authentic materials and practice their writing skills in a more interactive and immersive way (Warschauer & Sudweeks,

2020). Warschauer & Sudweeks (2020) argue that technology can provide opportunities for learners to engage with authentic materials and practice their writing skills in a more interactive and immersive way.

Writing is a complex skill that requires a range of cognitive, linguistic, socio-cultural abilities. The development of writing skills is crucial for successful language acquisition and effective communication. Learners need to develop their cognitive abilities, linguistic skills, and socio-cultural awareness to express themselves effectively in writing.

2.10 WRITING SKILL IN THE PROCESS OF LEARNING ENGLISH AS A SECOND LANGUAGE

Writing is a fundamental skill in the process of learning English as a second language (L2). Effective writing skills enable learners to express their thoughts, ideas, and opinions in a clear and concise manner, which is essential for successful language acquisition and effective communication. In this part of this research, we will explore the development of writing skill in the process of learning English as a second language.

Cognitive Abilities

- A.** Writing is a complex cognitive process that involves multiple cognitive abilities, including:
 - a) Language processing: Learners need to be able to process linguistic input and store it in long-term memory.

- b) Problem-solving: Learners need to be able to solve problems and make connections between new and existing knowledge.
- c) Critical thinking: Learners need to be able to evaluate information, identify biases, and make informed decisions.
- d) Creativity: Learners need to be able to generate new ideas and express themselves in unique ways.

B. Linguistic Skills

Effective writing skills also require a range of linguistic skills, including:

- a) Grammar: Learners need to understand the rules of grammar and use them correctly.
- b) Vocabulary: Learners need to have a broad vocabulary and be able to use words accurately.
- c) Syntax: Learners need to be able to construct sentences that are grammatically correct and easy to read.

C. Socio-Cultural Factors

- a) Socio-cultural factors also play a significant role in the development of writing skills. Learners need to be aware of cultural norms and values associated with the target language and culture. For example:
- b) Cultural differences: Learners need to understand cultural differences and nuances that may affect the way they write.

- c) Communication style: Learners need to be aware of the communication style and tone that is expected in written communication.

D. Technology

Technology has also changed the way we learn and practice writing skills. Online platforms, such as blogs, forums, and online writing communities, provide opportunities for learners to engage with authentic materials and practice their writing skills in a more interactive and immersive way.

E. Teaching Writing

Teaching writing involves providing learners with opportunities to develop their cognitive, linguistic, and socio-cultural abilities. This can be achieved through:

- a) Guided writing activities: Providing learners with structured exercises that guide them through the writing process.
- b) Peer review: Encouraging learners to review each other's work and provide feedback.
- c) Authentic materials: Providing learners with authentic materials that reflect real-life writing tasks.
- d) Developing writing skill is an essential part of the process of learning English as a second language. Effective writing skills require a range of cognitive, linguistic, and socio-cultural abilities. Teachers can support learners by providing opportunities for guided writing activities, peer review, and authentic materials.

2.11 TECHNIQUES TO TEACH WRITING SKILLS

- a) Teaching writing skills is an essential part of the language learning process.

Here are some techniques to help teachers and educators effectively teach writing skills:

- b) Modeling: Teachers should model good writing habits by writing themselves, sharing their own writing processes, and providing feedback on their own work.
- c) Guided Writing: Provide guided writing activities that focus on specific writing skills, such as sentence structure, vocabulary, and grammar.
- d) Brainstorming: Encourage students to brainstorm ideas and organize their thoughts before starting to write.
- e) Outlining: Teach students to create an outline to help organize their writing and ensure a clear structure.
- f) Peer Review: Encourage students to review each other's work and provide constructive feedback.
- g) Editing and Revising: Emphasize the importance of editing and revising in the writing process, and teach students how to do it effectively.
- h) Writing Workshops: Conduct regular writing workshops where students can share their work, receive feedback, and learn from each other.

- i) **Authentic Materials:** Use authentic materials such as news articles, blog posts, and social media updates to teach students how to write for different purposes and audiences.
- j) **Technology Integration:** Use technology such as word processors, online writing tools, and digital media to facilitate writing activities and provide opportunities for feedback and revision.
- k) **Writing Sprints:** Encourage students to write in short bursts (writing sprints) to help them stay focused and build their endurance.

2.11.1 Specific Techniques for Different Writing Skills

- a) **Grammar Practice:** Use exercises that focus on specific grammar structures, such as verb tenses, clauses, and sentence structure.
- b) **Vocabulary Building:** Use activities that focus on building vocabulary, such as word associations, synonym searches, and sentence completion exercises.
- c) **Syntax Practice:** Use exercises that focus on sentence structure, such as sentence combining, paragraph building, and text organization.
- d) **Punctuation Practice:** Use exercises that focus on punctuation rules, such as comma usage, quotation marks, and capitalization.
- e) **Style and Tone:** Teach students how to use different styles and tones in their writing, such as formal vs. informal, persuasive vs. informative.

12.11.2 Assessment Techniques

- a) Formative Assessments: Use frequent formative assessments to monitor student progress and adjust instruction accordingly.
- b) Summative Assessments: Use summative assessments to evaluate student learning at the end of a unit or course.
- c) Self-Assessment: Encourage students to self-assess their own writing by setting goals, tracking progress, and reflecting on their work.
- d) Peer Assessment: Use peer assessment to provide students with opportunities to receive feedback from their peers.

2.12 ACTIVITIES TO ENHANCE WRITING SKILL

Enhancing writing skills is a crucial aspect of academic and professional development. Writing is a complex process that requires a combination of technical skills, creativity, and critical thinking. To improve writing skills, it is essential to engage in activities that challenge and develop these skills. This essay will discuss various activities that can enhance writing skills, citing relevant studies from 2018 to 2023.

According to the National Council of Teachers of English (NCTE), "writing is a process that involves planning, drafting, revising, and editing" (NCTE, 2018). To develop this process, students should engage in activities that promote critical thinking, creativity, and reflection. For instance, freewriting, a technique developed by Peter Elbow (2018), involves writing without stopping or worrying about

grammar or spelling. This activity helps students to generate ideas and develop their writing fluency.

Another effective activity is peer review, which involves sharing one's writing with peers and receiving feedback (Hyland & Hyland, 2019). This activity helps students to improve their writing by identifying areas for improvement and developing their critical thinking skills. A study by Liu et al. (2020) found that peer review improved students' writing quality and reduced anxiety.

Reading widely is also an essential activity for enhancing writing skills. According to Krashen (2019), reading exposes students to different writing styles, vocabulary, and grammar structures. This helps them to develop their own writing style and voice. A study by Li et al. (2022) found that reading comprehension was significantly correlated with writing proficiency.

In addition to these activities, students should also engage in exercises that promote grammar and vocabulary development. For instance, sentence combining exercises can help students to develop their sentence-level writing skills (Hinkel, 2018). A study by Zhang et al. (2020) found that sentence combining exercises improved students' sentence-level writing skills.

Finally, technology can also be used to enhance writing skills. According to Knezek & Christensen (2020), digital tools such as grammar checkers and spell checkers can help students to identify and correct errors in their writing.

Enhancing writing skills requires a combination of technical skills, creativity, and critical thinking. Activities such as freewriting, peer review, reading widely, sentence

combining exercises, and using digital tools can help students to develop their writing skills. By incorporating these activities into their daily routine, students can improve their writing proficiency and become more effective communicators.

2.13 ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) has become a rapidly growing field, transforming various aspects of modern life. From chatbots to self-driving cars, AI has the potential to revolutionize the way we live and work. This essay will explore the current state of AI, its applications, and its implications, citing relevant studies from 2018 to 2023.

According to a report by the International Data Corporation (IDC), AI is expected to reach \$190 billion in global spending by 2023 (IDC, 2020). This growth is driven by the increasing adoption of AI in various industries, including healthcare, finance, and education. For instance, AI-powered chatbots have been implemented in healthcare to improve patient care and reduce costs (Luo et al., 2018).

One of the most significant applications of AI is in machine learning. Machine learning algorithms can analyze large datasets and make predictions or decisions with minimal human intervention (LeCun et al., 2019). This technology has been used in self-driving cars, allowing them to recognize objects and make decisions in real-time (Bojarski et al., 2016).

AI has also shown promise in natural language processing (NLP), enabling machines to understand and generate human-like language (Krizhevsky et al.,

2017). This technology has been used in virtual assistants like Siri, Google Assistant, and Alexa.

However, AI also raises concerns about job displacement and bias. A study by Frey and Osborne (2017) found that up to 47% of US jobs are at high risk of being automated. Moreover, AI systems can perpetuate biases present in their training data, which can lead to discriminatory outcomes (Burrell et al., 2016).

To address these concerns, researchers are exploring ethical guidelines for AI development. According to a report by the European Union's High-Level Expert Group on Artificial Intelligence (2020), AI systems should be designed with transparency, accountability, and fairness in mind.

AI has the potential to transform various aspects of our lives, but it also raises important ethical considerations. As AI continues to evolve, it is essential to address these concerns and develop guidelines for its responsible development.

2.13.1 Origins

The concept of artificial intelligence (AI) has been around for decades, with its origins dating back to the 1950s. The term "Artificial Intelligence" was coined by John McCarthy in 1956 at the Dartmouth Summer Research Project on Artificial Intelligence (McCarthy et al., 1956). Since then, AI has undergone significant developments, transforming from a theoretical concept to a rapidly growing field with numerous applications.

One of the earliest pioneers in AI was Alan Turing, who proposed the Turing Test in 1950 as a way to measure a machine's ability to exhibit intelligent behavior equivalent to that of a human (Turing, 1950). This test has since become a benchmark for evaluating AI systems' cognitive abilities.

In the 1960s and 1970s, AI research focused on developing rule-based expert systems, which were designed to mimic human decision-making processes (Feigenbaum & Feldman, 1963). These systems were successful in specific domains, such as medical diagnosis and natural language processing.

The 1980s saw the rise of machine learning, which enabled machines to learn from data without being explicitly programmed (Winston, 1984). This led to the development of neural networks, which were inspired by the structure and function of the human brain (Rumelhart et al., 1986).

In the 1990s and 2000s, AI research shifted towards more practical applications, such as computer vision and speech recognition (LeCun et al., 1998; Schuster et al., 2000). These advances laid the foundation for modern AI systems, which are now used in various industries, including healthcare, finance, and education.

In recent years, AI has made significant progress in areas such as natural language processing, image recognition, and game-playing. For instance, Google's AlphaGo defeated a human world champion in Go in 2016 (Silver et al., 2016), demonstrating the capabilities of AI in complex decision-making tasks.

The rapid growth of AI has also led to concerns about its impact on society. According to Nick Bostrom (2014), AI could potentially pose an existential risk to humanity if it is not developed and controlled responsibly.

In conclusion, AI has come a long way since its inception in the 1950s. From its early days as a theoretical concept to its current applications in various industries, AI has undergone significant developments and transformations. As we continue to advance AI research, it is essential to consider its potential implications and ensure its development is guided by ethical principles.

2.13.2 Types

Artificial intelligence (AI) encompasses a broad range of techniques and technologies that enable machines to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making. According to a report by the International Data Corporation (IDC), AI is expected to reach \$190 billion in global spending by 2023 (IDC, 2020). This growth is driven by the increasing adoption of various AI types, each with its unique characteristics and applications.

One of the most common types of AI is Machine Learning (ML), which involves training algorithms on data to make predictions or decisions (LeCun et al., 2019). ML has been used in various applications, including image recognition, natural language processing, and recommendation systems.

Another type of AI is Natural Language Processing (NLP), which enables computers to understand, interpret, and generate human language (Krizhevsky et

al., 2017). NLP has applications in chatbots, voice assistants, and language translation software.

Deep Learning (DL) is a subfield of ML that involves the use of neural networks with multiple layers to analyze data (Goodfellow et al., 2016). DL has been used in applications such as image recognition, speech recognition, and natural language processing.

Reinforcement Learning (RL) is a type of ML that involves training agents to make decisions based on rewards or penalties (Sutton & Barto, 2018). RL has been used in applications such as game playing and robotics.

Rule-based systems are another type of AI that involve using pre-defined rules to make decisions (Feigenbaum & Feldman, 1963). These systems are often used in expert systems and decision support systems.

Hybrid approaches combine multiple AI types to leverage their strengths and overcome their limitations. For example, combining ML with RL can enable machines to learn from both human feedback and environmental rewards (Barto et al., 2018).

AI encompasses various types, each with its unique characteristics and applications. As AI continues to evolve, it is essential to understand the different types and their capabilities to unlock its full potential.

2.14 AI AND EDUCATION

The integration of Artificial Intelligence (AI) in education has become a significant area of research and development in recent years. AI has the potential to revolutionize the way we learn and teach, offering numerous benefits and challenges. According to a report by the World Economic Forum, AI has the potential to improve learning outcomes, increase access to education, and enhance teacher productivity (World Economic Forum, 2019).

One type of AI used in education is Adaptive Learning Systems (ALS), which uses algorithms to adapt to individual students' learning needs and abilities (VanLehn, 2018). ALS can provide personalized feedback and guidance, allowing students to learn at their own pace.

Another type of AI used in education is Intelligent Tutoring Systems (ITS), which use AI to provide one-on-one tutoring to students (Anderson et al., 2018). ITS can help students overcome specific challenges and develop problem-solving skills.

Intelligent Assessment Systems (IAS) are another type of AI used in education, which use AI to evaluate student performance and provide feedback (Kang et al., 2020). IAS can help teachers identify areas where students need improvement and provide targeted support.

Virtual Learning Environments (VLEs) are digital platforms that use AI to create immersive and interactive learning experiences (Dziuban et al., 2018). VLEs can provide students with real-world simulations, games, and virtual field trips, making learning more engaging and fun.

Natural Language Processing (NLP) is another type of AI used in education, which enables computers to understand and generate human language (Krizhevsky et al., 2017). NLP can be used to develop chatbots that assist students with their queries and provide language support.

Finally, Computer-Supported Collaborative Learning (CSCL) is a type of AI that enables students to collaborate with each other on tasks and projects (Dillenbourg et al., 2018). CSCL can help students develop teamwork and communication skills, as well as promote critical thinking and problem-solving.

AI has the potential to transform education by providing personalized learning experiences, improving assessment and feedback, and enhancing teaching practices. As AI continues to evolve, it is essential to consider its ethical implications and ensure that it is used responsibly to benefit all students.

2.14.1 AI and planning

Artificial Intelligence (AI) has been increasingly used in the field of planning to improve decision-making, optimize resources, and enhance the overall planning process. Here are some examples of how AI is being used in planning:

- a) Strategic Planning: AI can be used to analyze large datasets and identify patterns, trends, and correlations that can inform strategic planning decisions. For example, AI can help identify areas of high potential for growth or areas where resources should be reallocated (Kaplan & Norton, 2020).

- b) Operational Planning: AI can be used to optimize operational planning by analyzing data on resources, capacity, and demand. For example, AI can help optimize the allocation of resources, such as equipment or personnel, to maximize efficiency and minimize waste (Bitner et al., 2019).
- c) Logistics Planning: AI can be used to optimize logistics planning by analyzing data on supply chains, transportation routes, and inventory levels. For example, AI can help optimize the routing of delivery trucks to reduce fuel consumption and lower emissions (Müller et al., 2019).
- d) Urban Planning: AI can be used to analyze data on urban development patterns, traffic flow, and environmental impact to inform urban planning decisions. For example, AI can help optimize traffic light timing and pedestrian flow to reduce congestion and improve air quality (Xu et al., 2020).
- e) Sustainability Planning: AI can be used to analyze data on environmental impact, resource usage, and social factors to inform sustainability planning decisions. For example, AI can help identify areas where energy consumption can be reduced or renewable energy sources can be integrated (Hsu et al., 2018).

Some of the benefits of using AI in planning include:

- Improved accuracy and precision
- Increased efficiency and productivity
- Enhanced decision-making capabilities

- Improved communication and collaboration
- Reduced costs and waste

However, there are also some challenges and limitations to consider:

- Data quality and availability
- Algorithmic bias and fairness
- Transparency and explainability
- Integration with human expertise
- Ethical considerations

2.15 MORE COMMON AI PLATFORMS

The rapid growth of Artificial Intelligence (AI) has led to the development of various platforms that cater to its implementation. This article provides an overview of some of the most common AI platforms, their characteristics, and examples of their applications.

TensorFlow, an open-source machine learning platform developed by Google, is widely used for building and training machine learning models (Abadi et al., 2016). TensorFlow's simplicity and flexibility have made it a popular choice among developers, with applications in computer vision, natural language processing, and speech recognition (Mnih et al., 2015).

PyTorch, another popular open-source machine learning platform, is known for its ease of use and flexibility (Paszke et al., 2019). Its popularity has been driven by its ability to support rapid prototyping and its ease of integration with other

technologies (Rajeswaran et al., 2018). PyTorch has been used in various applications, including computer vision, natural language processing, and reinforcement learning.

Microsoft Cognitive Services is a cloud-based AI platform that provides a range of pre-built AI models and tools for building custom AI solutions (Microsoft, 2020). Its pre-trained models and tools have been used in various applications, including chatbots, sentiment analysis, and image recognition. Microsoft Cognitive Services has also been integrated with other Microsoft products, such as Azure and Power BI (Microsoft, 2020).

Google Cloud AI Platform is a managed service that provides a range of pre-trained AI models and tools for building custom AI solutions (Google Cloud, 2020). Its services include machine learning, natural language processing, and computer vision. Google Cloud AI Platform has been used in various applications, including image classification, object detection, and text analysis.

Amazon SageMaker is a fully managed service that provides a range of pre-trained AI models and tools for building custom AI solutions (Amazon Web Services, 2020). Its services include machine learning, natural language processing, and computer vision. Amazon SageMaker has been used in various applications, including image recognition, speech recognition, and predictive maintenance.

Other notable AI platforms include IBM Watson Studio (IBM Watson Studio, 2020), NVIDIA Deep Learning (NVIDIA Deep Learning, 2020), and H2O.ai

Driverless AI (H2O.ai Driverless AI, 2020). These platforms offer a range of features and tools for building and deploying AI models.

The choice of AI platform depends on the specific requirements of the project or application. Understanding the characteristics and strengths of each platform can help developers make informed decisions about which platform to use for their specific project or application.

2.16 MAGIC SCHOOL AI

In the context of the growing integration of artificial intelligence in the educational field, Magic School AI emerges as a revolutionary platform specifically designed to support teachers in their daily tasks, with a particular emphasis on lesson planning. Magic School AI goes beyond being just another AI. It is a comprehensive assistant designed specifically for the education sector, equipped with features that meet various instructional needs (Razzaq, 2024).

This innovative platform is designed specifically for educators, with the aim of transforming the way in which teaching and administrative tasks are carried out. Magic School AI optimizes and enriches the teaching process through various tools and functionalities. “These tools are designed to assist teachers in creating lesson plans, grading assignments, generating tests, and providing tailored feedback to students, all with remarkable efficiency and effectiveness” (Razzaq, 2024).

Moreover, in respect of learning English as a foreign language, the platform can be particularly useful in encouraging continuous improvement of students’

skills. According to Magic School AI (2023) “Translate, summarize, and scaffold texts effortlessly. Tackle misconceptions in a snap. Elevate student comprehension, making language education engaging and effective” are some of the functions that this AI has available for ESL teachers”.

2.16.1 Features

This tool offers a series of innovative features that transform lesson planning. These are some of the outstanding features of this platform, which not only automate routine tasks, but also enrich the educational experience:

- a) Lesson Planning Tools: Facilitates the creation of lesson plans using data-driven suggestions on student performance.
- b) Assignment and Materials Generation: Allows educators to design assignments and educational materials more efficiently.
- c) Adaptive Feedback: Provides personalized and adaptive feedback for each student, helping to adjust learning to their individual needs.
- d) Grading Functionality: Includes assessment tools that allow teachers to grade assignments more quickly and effectively.
- e) Wide Range of Tools: In total, it offers around 67 different tools ranging from professional support to group dynamics and icebreaker activities.

2.16.2 Advantages

Magic School AI is an artificial intelligence platform that offers multiple benefits for educators in the teaching-learning process. One of the main advantages is the significant time savings, as it automates repetitive tasks such as lesson planning and assessment creation. This allows teachers to recover up to 10 hours per week that they can reinvest in more meaningful interactions with students (Magic School AI, 2023).

In addition, the platform facilitates the personalization of learning, allowing content to be adapted according to the level and needs of each student. It can adjust the length and difficulty of texts, generate summaries, and use appropriate vocabulary for each group, which promotes a more inclusive and effective learning experience (Magic School AI, 2023).

Another notable advantage is the improvement in assessment, as Magic School AI simplifies the creation of personalized assessments aligned with the curriculum and learning objectives. Furthermore, it offers accurate feedback on student work, identifying errors and providing comments to improve skills such as writing (Magic School AI, 2023).

The platform also allows for generating engaging and well-structured lesson plans tailored to different subjects and levels, as well as creating rubrics, multiple choice questions, math problems, educational songs, and more (Magic School AI, 2023).

In conclusion, Magic School AI is a transformative tool that optimizes the work of educators and enriches the learning experience of students.

2.16.3 Disadvantages

Magic School AI has some drawbacks that should be considered when evaluating it as an educational tool.

One of the main drawbacks is the initial learning curve faced by users. Many educators may feel overwhelmed by the wide variety of tools offered by the platform, which can make it difficult to adopt and use effectively. This situation requires a significant commitment to learn and adapt to the platform in order to be used (Campbell, 2024).

In addition, accessibility to Magic School AI's advanced features can be a challenge. Many of these features are not free, forcing educators to not be able to enjoy the benefits of these features in the face of their budgetary constraints. Although the platform offers a trial period that allows users to explore these capabilities temporarily, associated costs can be a barrier for some educators (Campbell, 2024).

In summary, although Magic School AI offers valuable tools for teaching, there are also significant aspects that educators should take into account when considering its use.

2.17 ANDRAGOGY AND EDUCATION THROUGH TECHNOLOGY

The intersection of andragogy and education through technology has been a topic of increasing interest in recent years. Andragogy, the study of adult learning,

has evolved significantly with the advent of technology, and educators are now exploring new ways to engage adult learners using technology-enhanced learning approaches. In this article, we will explore the concept of andragogy and its relationship with education through technology, highlighting key findings and insights from recent research.

According to Malcolm Knowles, a pioneer in the field of andragogy, "adults learn differently than children, and therefore require a different approach to learning" (Knowles, 2018). Knowles' statement highlights the importance of understanding the unique characteristics of adult learners, such as self-directedness, experience-based learning, and problem-centeredness.

In the context of technology-enhanced learning, researchers have found that adult learners prefer flexible and personalized learning experiences. As noted by Gilly Salmon, "adult learners need to be able to control their own learning process and pace" (Salmon, 2019). Technology can provide this flexibility through online learning platforms, allowing learners to access course materials at their convenience.

Another important aspect of andragogy is the focus on problem-solving and application. As stated by Stephen Downes, "adult learners need to be able to apply what they learn to real-world problems" (Downes, 2020). Technology-enhanced learning can facilitate this application by providing opportunities for simulation-based learning, case studies, and project-based learning.

The use of gamification is also a key aspect of technology-enhanced learning in an andragogical context. According to Jane McGonigal, "gamification can increase learner engagement and motivation" (McGonigal, 2019). Gamification can be used to create interactive and engaging learning experiences that align with adult learners' preferences for autonomy and self-direction.

In addition to these benefits, technology-enhanced learning also offers the potential for increased accessibility and scalability. As noted by Cathy N. Davidson, "technology can make education more accessible to adults who may have previously been excluded from traditional educational settings" (Davidson, 2020).

The intersection of andragogy and education through technology offers significant opportunities for improving adult learning outcomes. By understanding the unique characteristics of adult learners and leveraging technology-enhanced learning approaches, educators can create engaging and effective learning experiences that cater to adult learners' needs.

2.17.1 Definition and Principles

The definition and principles of andragogy have been extensively studied and debated by researchers and educators in the field of adult education. Andragogy is the study of how adults learn, and it has been defined as "the art and science of helping adults learn" (Knowles, 2018). According to Knowles, andragogy is distinct from pedagogy, which is the study of how children learn.

The principles of andragogy have been identified as being distinct from those of pedagogy, with adults requiring a more self-directed and experiential approach to

learning (Merriam & Bierema, 2018). For example, adults are more likely to be motivated by internal factors, such as personal interest and self-improvement, rather than external factors, such as grades or rewards (Knowles, 2018).

One of the key principles of andragogy is the emphasis on experience-based learning. Adults bring a wealth of experience to the learning process, and this experience can be used as a foundation for further learning (Merriam & Bierema, 2018). As noted by Torraco, "adults' experiences can serve as a rich source of learning opportunities" (Torraco, 2020).

Another important principle of andragogy is the focus on problem-centered learning. Adults are motivated by real-world problems and concerns, and they need to be able to apply what they learn to their daily lives (Knowles, 2018). As noted by Brookfield, "adult learners are often looking for practical solutions to problems they are facing in their personal or professional lives" (Brookfield, 2019).

The role of technology in adult learning is also an important consideration. As noted by Garrison and Cleveland-Innes, "technology can provide opportunities for adult learners to access courses, connect with peers and instructors, and engage in collaborative learning activities" (Garrison & Cleveland-Innes, 2020).

The definition and principles of andragogy are essential for understanding how adults learn. By recognizing the unique characteristics and needs of adult learners, educators can design effective learning experiences that meet the needs of adult learners.

2.17.2 Role of the Learners

The role of the learner is a crucial aspect of andragogy, as it highlights the unique characteristics and needs of adult learners. Adult learners are self-directed, motivated, and focused on solving real-world problems (Knowles, 2018). They bring a wealth of experience and knowledge to the learning process, which can be leveraged to facilitate learning (Merriam & Bierema, 2018).

According to Brookfield, adult learners are often "looking for practical solutions to problems they are facing in their personal or professional lives" (Brookfield, 2019). This problem-centered approach to learning is a key characteristic of adult learning, as adults are motivated by the desire to apply what they learn to their daily lives (Knowles, 2018).

Adult learners also value autonomy and flexibility in the learning process. As noted by Torraco, "adult learners tend to prefer flexible learning arrangements that allow them to learn at their own pace" (Torraco, 2020). This flexibility can be achieved through online learning platforms, which provide learners with the ability to access courses at any time and from any location (Garrison & Cleveland-Innes, 2020).

Another important aspect of the role of the learner is the importance of feedback and reflection. Adults need feedback and opportunities for reflection to help them assess their progress and adjust their learning plans (Knowles, 2018). As noted by Kolb, "adult learners need opportunities for reflection-in-action to

integrate new knowledge and experiences into their existing frameworks" (Kolb, 2022).

The role of the learner is also influenced by their prior experience and background. As noted by Merriam, "adult learners bring a complex set of experiences and perspectives to the learning process" (Merriam, 2018). This complexity can be leveraged to facilitate learning by acknowledging and building on learners' existing knowledge and experiences.

The role of the learner is a critical aspect of andragogy. Adult learners are self-directed, motivated, and focused on solving real-world problems. They value autonomy and flexibility in the learning process, and need feedback and opportunities for reflection to help them assess their progress and adjust their learning plans.

2.17.3 Role of the Teachers

The role of the teacher is a crucial aspect of andragogy, as it highlights the importance of the educator in facilitating adult learning. According to Knowles, the teacher's role is to "help adults learn by making their learning experience relevant, interesting, and relevant" (Knowles, 2018). This involves creating a supportive and inclusive learning environment that acknowledges and respects the diversity of adult learners (Merriam & Bierema, 2018).

One of the key responsibilities of the teacher is to facilitate learning experiences that are problem-centered and experiential. As noted by Brookfield, "adult learners are often looking for practical solutions to problems they are facing in their personal

or professional lives" (Brookfield, 2019). Teachers can help learners achieve this by providing opportunities for reflection, discussion, and hands-on practice (Kolb, 2022).

Another important aspect of the teacher's role is to provide feedback and guidance. As noted by Torraco, "adult learners need guidance and support to help them navigate the learning process" (Torraco, 2020). This guidance can take many forms, including coaching, mentoring, and providing resources and support (Garrison & Cleveland-Innes, 2020).

The teacher's role also involves recognizing and building on learners' prior experience and knowledge. As noted by Merriam, "adult learners bring a complex set of experiences and perspectives to the learning process" (Merriam, 2018). Teachers can help learners integrate this prior knowledge into their new learning by acknowledging and valuing their experiences (Knowles, 2018).

In addition to these roles, teachers must also be aware of the power dynamics at play in the learning environment. As noted by Brookfield, "adult learners may have different levels of power and authority within their personal and professional lives" (Brookfield, 2019). Teachers must be mindful of these power dynamics and strive to create an inclusive and equitable learning environment.

The role of the teacher is critical in facilitating adult learning. Teachers must create a supportive and inclusive learning environment, facilitate problem-centered and experiential learning experiences, provide feedback and guidance, recognize

and build on learners' prior knowledge and experience, and be aware of power dynamics.

2.18 TECHNOLOGY AND ANDRAGOGY

The integration of technology into andragogy has transformed the way adult learners access and engage with educational content. According to Garrison and Cleveland-Innes, "technology has the potential to enhance adult learning by providing greater flexibility, accessibility, and interactivity" (Garrison & Cleveland-Innes, 2020). Online learning platforms, in particular, have enabled adult learners to access courses and resources at any time and from any location, allowing for greater autonomy and flexibility (Torraco, 2020).

One of the key benefits of technology in andragogy is its ability to facilitate collaboration and communication among learners. As noted by Bonk, "online discussions and collaborative activities can help adult learners build relationships, share knowledge, and develop problem-solving skills" (Bonk, 2018). This is particularly important for adult learners who may have diverse backgrounds and experiences (Merriam & Bierema, 2018).

Another advantage of technology in andragogy is its ability to provide personalized learning experiences. According to Russell, "technology can be used to tailor learning experiences to individual learners' needs, abilities, and interests" (Russell, 2020). This can be achieved through adaptive learning systems that

adjust the level of difficulty and pace of the learning content based on the learner's performance (Kolb, 2022).

However, there are also challenges associated with the integration of technology in andragogy. As noted by Brookfield, "adult learners may face technical issues or feel overwhelmed by the amount of information available online" (Brookfield, 2019). Therefore, it is essential for educators to provide guidance and support to help learners navigate these challenges.

In conclusion, technology has revolutionized the field of andragogy by providing new opportunities for adult learners to access and engage with educational content. While there are challenges associated with the integration of technology, the benefits far outweigh the drawbacks. As noted by Knowles, "technology has the potential to enhance adult learning by providing greater flexibility, accessibility, and interactivity" (Knowles, 2018).

CHAPTER III

Methodological Framework

3.1 TYPE OF INVESTIGATION

3.1.1 Purpose (Theoretical or applied)

For the purpose of contextualize the parameters established for this research, it is essential to define the type of research approach that guides it. This study follows an applied research model, as it is designed to offer practical solutions to a real-life educational challenge. As Wood (2019), states "It is about using the existing stock knowledge with the appropriate methodology towards a specific objective, which is usually related to the resolution of a practical problem." (p.338) In line with this definition, the present research applies current knowledge in English as a foreign language (EFL) pedagogy and lesson planning, along with the capabilities of artificial intelligence; specifically, the Magic School AI platform, to address the persistent difficulty EFL learners face in developing writing skills. The study aims not only to observe but also to actively measure the effectiveness of an AI-based intervention in a real-life educational context.

3.1.2 Temporal Dimension

In terms of its temporal dimension, this research is classified as cross-sectional, as it focuses on analyzing the impact of AI-generated lesson plans on students' writing skills within a specific and limited period: the first semester of 2025. As Cherry (2024) points out, "a cross-sectional study examines data at a single point in time." Which accurately reflects the nature of this research. While this study allows for comparisons between students' performance at the beginning

and end of the period (e.g., through pre- and post-tests), the data are collected within the same academic period, making it precisely cross-sectional research.

3.1.3 Framework (Mega, macro, and micro)

To analyze the implementation and impact of AI-generated lesson planning through Magic School, this study adopts a framework based on three levels of analysis: the micro, macro, and mega levels. DeWalt and Pelto (2020) explain that research should consider three levels: the micro level, which analyzes individual experiences and actions; the macro level, which focuses on institutions and systems; and the mega level, which analyzes large, global factors and how they affect the other two levels. To fully understand a situation, it is important to see how these levels connect. In this study, the micro level focuses on how each student at UNA conversational English course basic level in Nicoya campus reacts to and learns from the AI-generated lesson plans, especially in improving their writing skills. The macro level analyzes how the teachers use Magic School's AI in their planning and teaching, and how this aligns with the institution's goals. And the mega level considers how global changes in technology and education, such as the increasing use of artificial intelligence, affect teaching methods and education policies in Costa Rica and other countries. Eventually, these levels help explain how the project works for individual students, within the institution, and in the world in general.

3.1.4 Nature (Quantitative, Qualitative or Mixed)

This research adopts a mixed methods approach because it combines quantitative and qualitative data to provide a more complete understanding of how the AI-generated lesson plans Magic School affect EFL students' writing skills. This can be understood from what Schoonenboom (2023) evidenced, where he states that mixed methods research involves the integration of highly structured quantitative data and rich, less structured qualitative data, allowing researchers to analyze both measurable outcomes and contextual interpretations. This statement demonstrates that this research follows the line of mixed methods research since quantitative tools such as writing assessments will be used at the beginning and end of the research process to measure students' academic progress in a structured way that can be analyzed statistically, and qualitative methods, such as interviews and surveys that demonstrate the perceptions and experiences of both students and teachers, offering a deeper insight into the process.

3.1.5 Character (Exploratory, descriptive, correlational)

In order to better understand this research, it is of utmost importance to understand the nature of this. In the case of this project, a combination of two types of research is followed: descriptive and exploratory. It is descriptive because it aims to show how the use of AI-generated lesson plans influences the writing skills of EFL beginners through the application of pre- and post-writing assessments and surveys. These instruments help describe changes in student performance and gather feedback on the teaching process. This aligns with Pawar (2020)

explanation, where she indicates that descriptive research shows how things are by gathering information to describe behaviors or opinions. At the same time, the study is exploratory because the implementation of Magic School AI in lesson planning is a new practice in this educational setting. The study seeks to explore its potential and usefulness. According to Davies (2006), exploratory research involves a mindset of discovery and openness, aiming to generate new understanding or build theory, especially when investigating underexplored topics in social contexts. Based on the above, it is demonstrated that this dual approach allows this research to document observable results and open new paths to understanding the role of AI in language education.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Primary Sources

Primary sources are original materials created by individuals who directly experienced or participated in the events or phenomena being studied, offering authentic insights into the research context (Alvarez, 2023). In line with this definition, it can be concluded that the primary sources used for this research consist of original data collected directly by the researcher during the implementation of AI-generated lesson plans. These include the results of pre- and post-writing assessments administered to beginner-level EFL students to measure their writing progress based on a standardized rubric. As well as, surveys conducted to understand student and teacher perceptions of the effectiveness and

practicality of the Magic School AI-designed lessons. Moreover, a classroom observation was conducted using a structured checklist to assess the effectiveness of Magic School AI-generated lesson plans compared to traditional lesson planning methods in the context of English as a foreign language learning.

3.2.2 Secondary Sources

Secondary sources are written by individuals who were not directly involved in the events or phenomena they describe; instead, they offer interpretations, analyses, or critiques based on primary accounts (Alvarez, 2023). This helps to understand that the secondary sources used for this research include various published academic materials that support the theoretical and contextual basis of the study. These sources consist of books, articles, and previous research that help contextualize the use of AI tools like Magic School in a field as broad as the teaching of English as a foreign language.

3.3 SAMPLING (OBJECTS AND SUBJECTS OF STUDY)

3.3.1 The population

The population considered for this research is composed of basic-level English learners registered in a conversational English course at the Universidad Nacional (UNA), Nicoya Campus, during the first semester of 2025. This institution is part of the Costa Rican public higher education system and follows its own technical, administrative and curricular guidelines since it has full autonomy. The selected students are part of an official English program designed for the university

to develop communicative skills, including writing, which makes them suitable for evaluating the impact of AI-generated curricula with Magic School.

3.3.2 The sample

The sample selected for this research is composed of twenty basic-level students from two different conversational English course groups at UNA, Nicoya Campus. These participants range in age from fifteen to sixty. It is also important to mention that these students receive English classes on Saturdays of each week for four hours, since their population is based on people who dedicate their weekdays to studying or working. Furthermore, the two teachers who guide each of these groups are also part of the sample, and they share their perspectives on the implementation of AI-generated lesson plans with Magic School.

3.4 TECHNIQUES AND INSTRUMENTS

Different techniques were used to collect and analyze data for this research. According to Oben (2021), “A research instrument is a scientific and systematic designed tool used to collect, measure, and analyze data related to research interests and alignment(s)” (p.114). In this case, pre- and post-writing assessments were used to measure student progress, while surveys gathered student and teacher perceptions of the effectiveness of Magic School AI generated lesson plans. In addition, classroom observations were conducted to compare the implementation of AI-generated lesson plans with traditional planning methods.

3.5 OPERATIONAL VARIABLE CHART

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrument Definition
To evaluate the effectiveness of teaching plans generated by Magic School AI in comparison to traditional lesson planning methods in the context of English as a foreign language learning among Conversational English students at Universidad Nacional, Campus Chorotega, Nicoya, during the first semester of 2025.	Effectiveness of Magic School AI-generated lesson plans versus traditional lesson plans.	The effectiveness of lesson planning is an indispensable part of the teaching process since “it provides teachers with opportunities to plan instructional activities to more effectively meet student’s learning needs and to differentiate instruction to enable all students to benefit from instruction” (Moradi, 2019, p.114)	The effectiveness of lesson plans is considered valid if at least 70% of the items on the classroom observation checklist receive a "yes" response, indicating that AI-generated lesson plans facilitate learning more effectively compared to traditional lesson planning methods.	A classroom observation was conducted using an observation checklist with yes and no items to evaluate and compare the effectiveness of AI-generated lesson planning methods with traditional ones.
To analyze the progress in the English writing skills of students enrolled in the	Progress in English writing skills after the implementation	Writing is a complex process that involves multiple	Progress in English writing skills is considered significant if at	Pre- and post-writing assessments are written assignments

Conversational English project at Universidad Nacional, Campus Chorotega, Nicoya, whose lessons were planned with AI support.	of AI lesson planning.	cognitive, linguistic, and socio-cultural abilities (Krashen, 2018)	least 70% of the 20 students sampled from the English course demonstrate improvement in their assignments after receiving classes based on lesson plans made with AI.	designed to evaluate student performance at two different stages: before and after the implementation of AI-generated lesson plans. These assessments contain exercises aligned with course objectives and are assessed using a rubric designed to measure key writing components, such as grammar, vocabulary, coherence, and organization.
To identify the perceived benefits of incorporating Magic School AI in the lesson	Perceived benefits of using Magic School AI in lesson planning	"Perception is a process by which individuals organize and interpret their	The perceived benefits of incorporating Magic School AI into the lesson	The purpose of this survey is to reveal students' and teachers' perceptions of the benefits that

planning process from the perspective of teachers and students.		sensory impressions in order to give meaning to their environment” (Robbins & Judge, 2013, p.200)	planning process are considered significant if at least 70% of teachers and students surveyed report positive perceptions in key areas such as clarity of lesson structure, learning process, time management, student engagement, and teaching effectiveness.	incorporating Magic School AI into their lesson planning process can have. The survey contains questions designed to explore aspects such as lesson structure clarity, learning process, time management, student engagement, and teaching effectiveness.
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CHAPTER IV

ANALYSIS OF THE RESULTS

4.1 DIAGNOSTIC OF THE CURRENT SITUATION

The purpose of this chapter is to present and interpret the data collected throughout the research process. Since this study follows a mixed-methods approach, the analysis considers both numerical results and descriptive perspectives to provide a clear understanding of the results. As Karl (2024) explains, “Data analysis is the most crucial part of any research. It allows researchers to understand the information gathered, test hypotheses, and draw conclusions”. In this sense, the analysis conducted in this chapter is critical to identifying the changes observed in students' writing performance after incorporating Magic School AI into lesson planning, as well as examining the perceptions expressed by participants throughout the process. The findings are interpreted in relation to the research questions guiding the study, in order to draw meaningful conclusions about the impact of using AI in the EFL classroom.

4.2 ANALYSIS OF THE CLASS OBSERVATION INSTRUMENT

The classroom observation instrument (see Annex 1) was administered to two groups. Each group was observed twice: first during a class planned with a traditional teacher-designed lesson plan, and then during a class planned with the Magic School AI tool. The classroom observation results for both groups reveal consistent differences between traditionally planned lessons and those planned with Magic School AI.

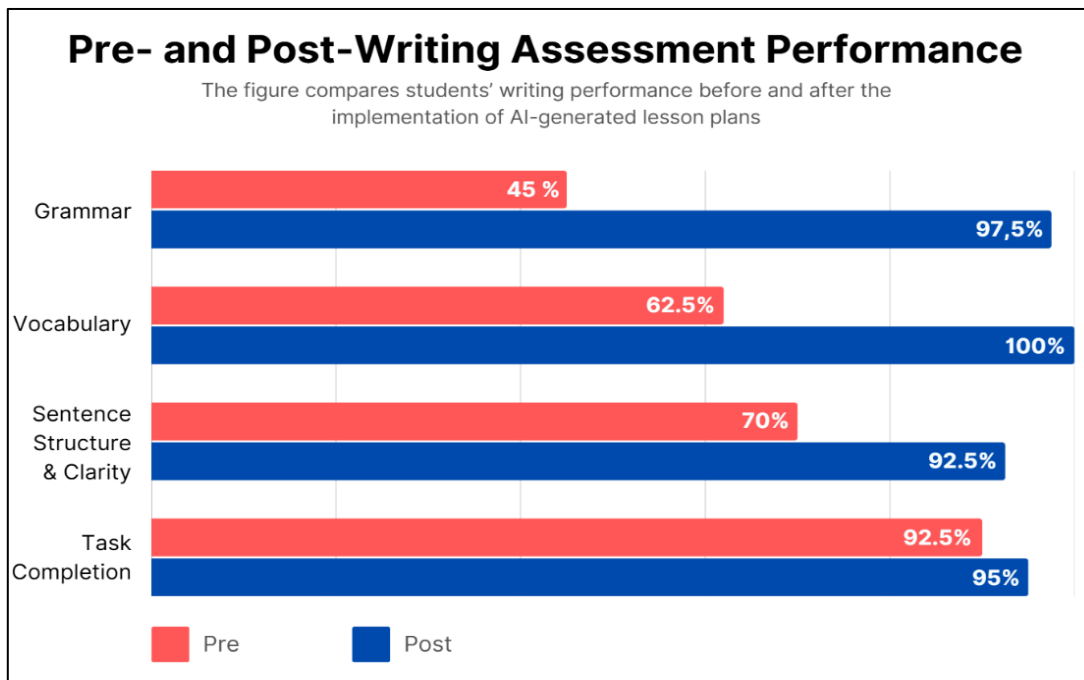
First, in both groups, lessons carried out with traditional lesson plans showed limitations in key aspects of their structure. In short, neither group used a warm-up activity, opportunities for students to work independently on the writing objective, a closing activity, or follow-up assignments. Furthermore, in both traditional lessons, student engagement was limited, indicating that the instructional focus was predominantly teacher-centered.

On the other hand, lessons planned with Magic School AI showed a more comprehensive instructional sequence in both groups. In the AI-generated lessons, the warm-up activity was present, the lesson objective was clearly communicated, and students had opportunities for guided and independent practice. Student engagement was higher in these lessons, and closing and follow-up assignments were included, indicating a more structured and ongoing approach to supporting the writing objective.

Overall, observations across both groups demonstrate that lessons planned with Magic School AI followed a more comprehensive class format and provided more opportunities for student engagement and independent application of skills than traditionally planned lessons. These patterns were prevalent across both observation groups, suggesting that the use of AI-assisted lesson planning contributed to more complete and pedagogically structured writing lessons.

4.3 PRE- AND POST-WRITING ASSESSMENTS

This section presents the results of the pre- and post-writing assessments (see Annex 2). Students completed a writing assignment following a traditional teacher-planned lesson and another following a lesson planned with the support of

Figure 1.

Source: Own elaboration based on study data.

The same rubric was used to evaluate both assessments, considering four criteria: grammar, vocabulary, sentence structure and clarity, and task completion. The objective of comparing these results is to identify differences in students' writing performance associated with each planning approach.

According to the data shown in Figure 1, the results of the pre- and post-writing assignment demonstrate very favorable results regarding the use of Magic School in lesson planning, specifically in the English skill tested, writing. First, the most notable change was observed in the grammar criterion, which increased from 45% in the pre-test to 97.5% in the post-test. This indicates that the teacher's use of an AI-planned lesson helped students use grammar more accurately.

Furthermore, vocabulary also improved, going from 62.5% to 100%. This suggests that the examples and practice activities provided during the AI-lesson planning helped students include broader and more appropriate vocabulary in their writing.

Another aspect considered was the sentence structure and clarity criteria, which increased from 70% to 92.5%, demonstrating that the students' sentences became more organized and easier to understand after the instructional stimulus.

Finally, the results of this instrument indicated that task completion increased slightly from 92.5% to 95%, meaning that most students already completed the task correctly on the pre-test, but still showed slight improvement after the AI lesson.

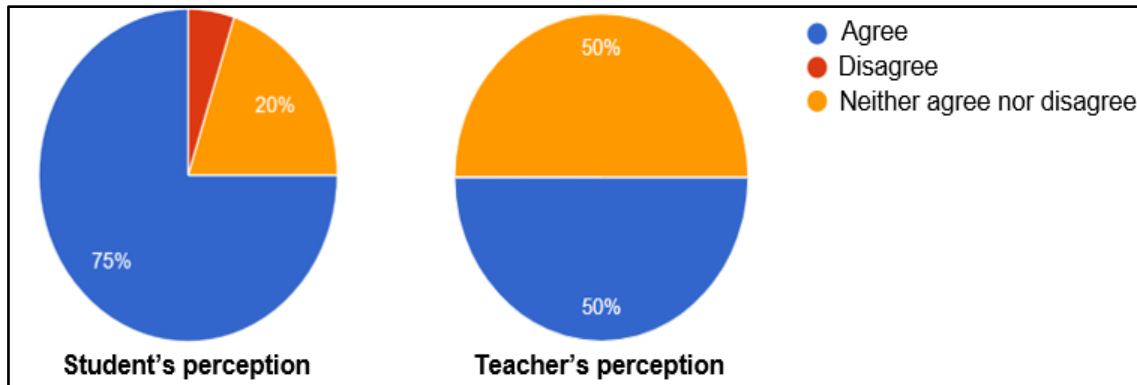
In general, these results indicate that the lesson plan created with Magic School AI helped students improve their grammar, vocabulary usage, and sentence organization, which contributed to improved writing performance.

4.4 ANALYSIS OF THE SURVEY

This section presents the results of a survey (see Annex 3) administered via Google Forms during the study. It was answered from two different perspectives: by two English teachers and by twenty students, all enrolled in the UNA Conversational English course. The objective of these surveys was to identify their perceptions of the use of Magic School AI in lesson planning

Figure 2.

Question 1. Do you feel that the class planned with AI was easier to follow the regular class?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

Figure 2 shows the level of agreement among both students and teachers regarding whether the AI-planned lesson was easier to follow than a traditional lesson. Among students, the majority expressed a positive perception, agreeing that the lesson structure was clearer and more understandable with the support of AI. On the other hand, a smaller percentage of students remained neutral, and only a small number perceived no difference.

Regarding the teachers' perspective, the results reflected a more balanced view. Half of the teachers agreed that the AI-planned lesson was easier for students to follow, while the other half adopted a neutral position. No disagreement was expressed among this group.

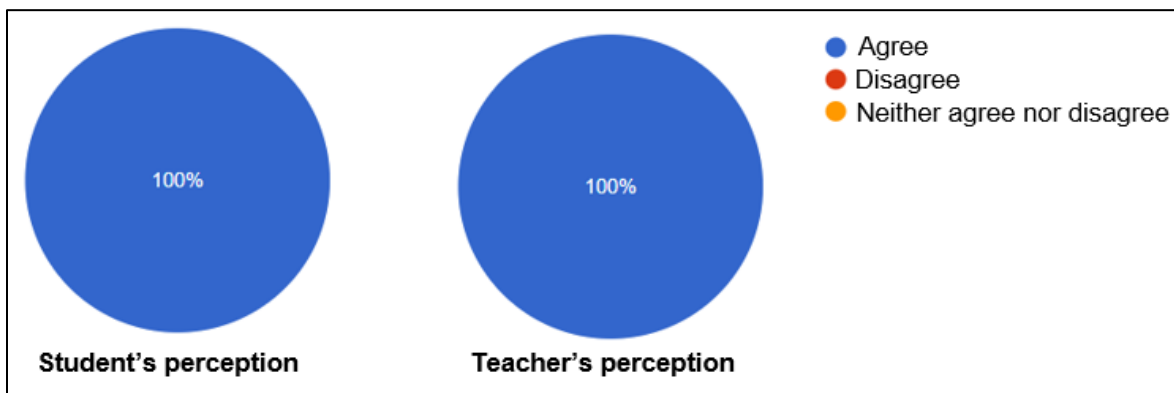
Interpretation:

Student's perception highlights that the students were more likely to perceive the benefits of the AI-powered lesson in terms of clarity and ease of follow-through. This occurred because students directly experienced the step-by-step structure during the learning process. On the other hand, the more neutral perception observed among teachers could be related to professional considerations regarding instructional planning, teaching methodology, or the need for long-term observation to fully assess the changes introduced by AI.

However, it is noteworthy that no group expressed disagreement, suggesting that the use of AI in lesson planning did not lead to confusion or reduced clarity, but instead could lead to a more structured and accessible learning experience when implemented properly.

Figure 3.

Question 2. Do you consider that the class activities were well connected to each other, without feeling confusing or disorganized?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

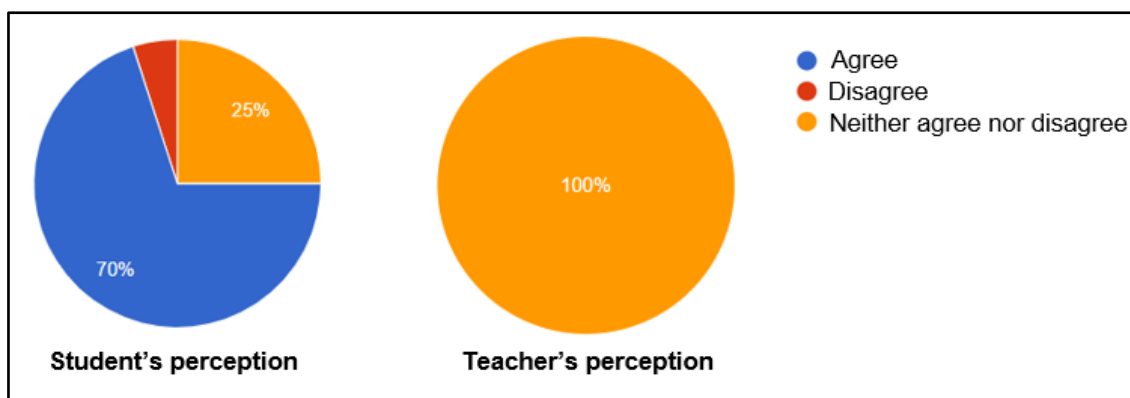
Figure 3 illustrates students' and teachers' perceptions of the organization and connection of AI-planned class activities. In this case, the responses were entirely consistent across both groups. All participants agreed that the activities were well-connected throughout the class and that they did not feel confused or disorganized at any point.

Interpretation:

This result is highly significant because it suggests that the AI-generated lesson plan provided a clear and structured sequence of activities that facilitated the learning process for both students and teachers. The absence of neutral or negative responses propose that the lesson organization was not only adequate but also evidently effective in guiding students through the content in a coherent and progressive manner.

Figure 4.

Question 3. Do you think that the AI-based lesson planning made the English learning time more effective than in traditional classes?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

Figure 4 shows that, in the case of students, the majority agreed, indicating that they perceived classes as more productive and focused with AI support. A smaller percentage of students adopted a neutral stance, while only a very small percentage disagreed.

On the other hand, both professors adopted a neutral stance on this aspect. Neither agreed nor disagreed with the statement, and no negative perceptions were reported.

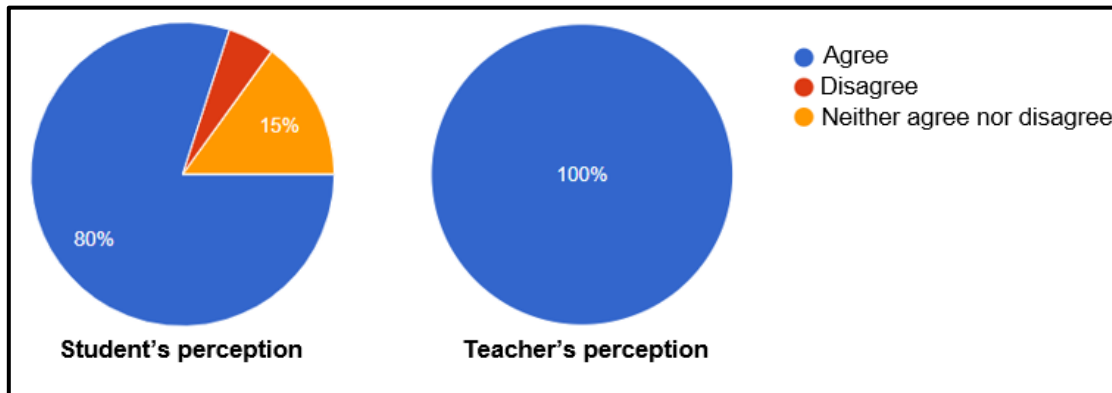
Interpretation:

These results suggest that students were more likely to notice improvements in learning time effectiveness during the Magic School-planned lesson. This could be because they directly experienced a structured progression of tasks and activities clearly aligned with the learning objective. Their positive perception indicates that the AI- lesson plan may have provided a clearer pace or greater interaction with the content.

In contrast, teachers did not identify a noticeable difference in learning time efficiency. This neutral perception by teachers could be due to the fact that they tend to evaluate time effectiveness based on broader instructional cycles; for example, they often require some days to develop a topic, rather than planning a single lesson to cover the entire topic as AI does.

Figure 5.

Question 4. Do you consider that the AI-planned class focus more time on activities that improved your English skills rather than on less relevant activities?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

In the case of students, Figure 5 shows that the majority of this population agreed that the AI-planned lesson prioritized meaningful learning activities. A smaller percentage adopted a neutral stance, while only a few students disagreed.

In the teachers' responses, the perception was unanimous. All teachers agreed that the AI-planned lesson focused class time on skill-related and academically relevant activities, with no neutral or negative responses recorded.

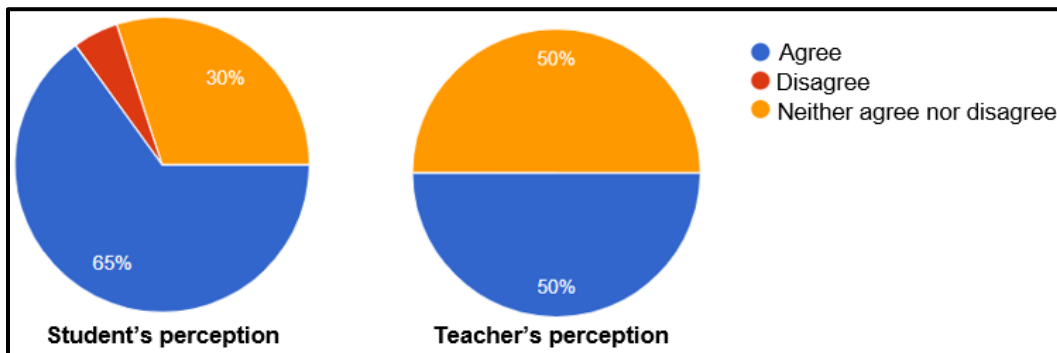
Interpretation:

The results of the survey demonstrate that both students and teachers acknowledged that the Magic School lesson plan prioritized purposeful learning tasks. This indicates that the tool can help reduce the time spent on activities that

do not directly contribute to language development and, instead, promote the full use of the English class time to achieve the lesson objective.

Figure 6.

Question 5. Did you perceive that the AI-planned class was more interesting and motivating than a traditional class?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

In this question, the results among students showed that the majority agreed, indicating that they found the AI class more engaging than a traditional one. A smaller percentage expressed a neutral stance, and only a very small number disagreed.

However, the teachers' responses were evenly split. Half agreed that the AI class was more motivating, while the other half maintained a neutral stance, but no disagreement was reported on this question.

Interpretation:

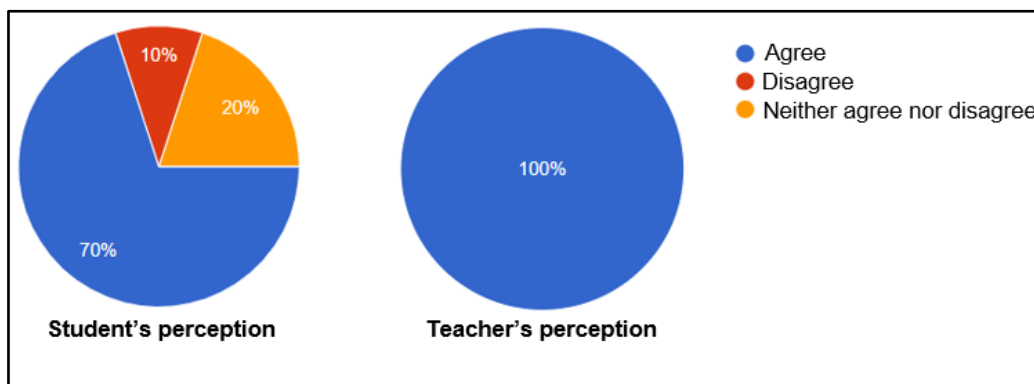
These results express that, overall, students perceived the Magic School lesson as more engaging and stimulating than a traditional lesson. This perception could be related to the structured progression of activities, which may be more innovative than those commonly used by teachers.

On the other hand, teachers displayed a more cautious perception. Their neutral responses could indicate that motivation, for them, is a factor influenced not only by lesson design but also by the classroom environment, students' personalities, and teaching style.

In summary, students displayed a notably positive perception, while teachers maintained a more reserved stance, suggesting that the motivational impact of AI planning may depend on the educational context and group characteristics.

Figure 7.

Question 6. Did you/the students have more opportunities to speak, interact, or participate in activities during the AI-planned class?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

In this figure, the majority of students perceived that they felt more engaged and able to participate during the AI-powered class. A smaller percentage remained neutral, while a minority disagreed.

As for the teachers, the perception was unanimous. Both agreed that the AI-powered class gave students the opportunity to participate more actively compared to a traditional class.

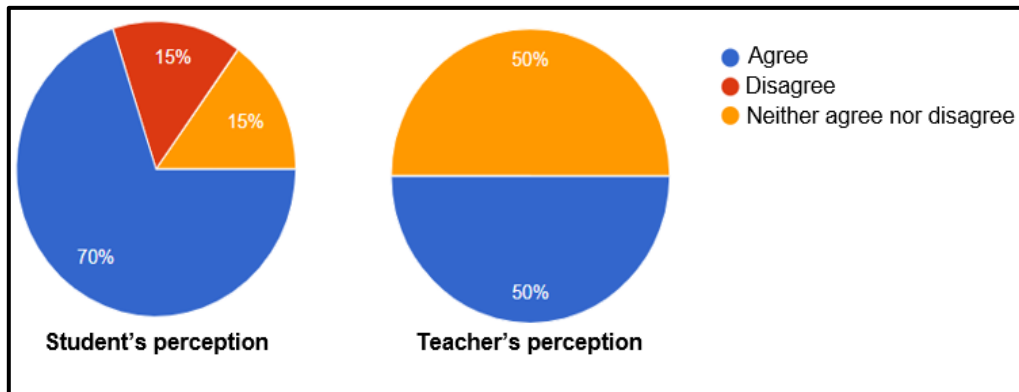
Interpretation:

The survey results indicate that the AI-generated lesson plan fostered an environment with greater opportunities for interaction and participation. In general, students perceived that the class invited them to speak, share ideas, and participate in activities more frequently. Furthermore, the fact that instructors agreed with this, also supports this perception, suggesting that the AI-planned lesson structure may have fostered students' interest in participating in the class.

It is also important to consider that the small number of students who did not perceive an increase in participation could reflect individual differences in confidence, learning style, or comfort with interaction, rather than the structure of the lesson itself.

Figure 8.

Question 7. Did you notice that the explanation in the AI-planned class was more understandable and effective than in a regular class?



Source: Own elaboration based on survey data collected through Google Forms.

Results:

Regarding these results, it is noteworthy that the majority of students agreed that the explanation in the class created by Magic School was easier to understand and more effective than in a regular class. A smaller percentage expressed neutrality, and a minority disagreed.

Among the teachers, perceptions were divided. Half agreed that the explanation was clearer in the class with AI, while the other half opted for a neutral response. No teacher disagreed with this aspect.

Interpretation:

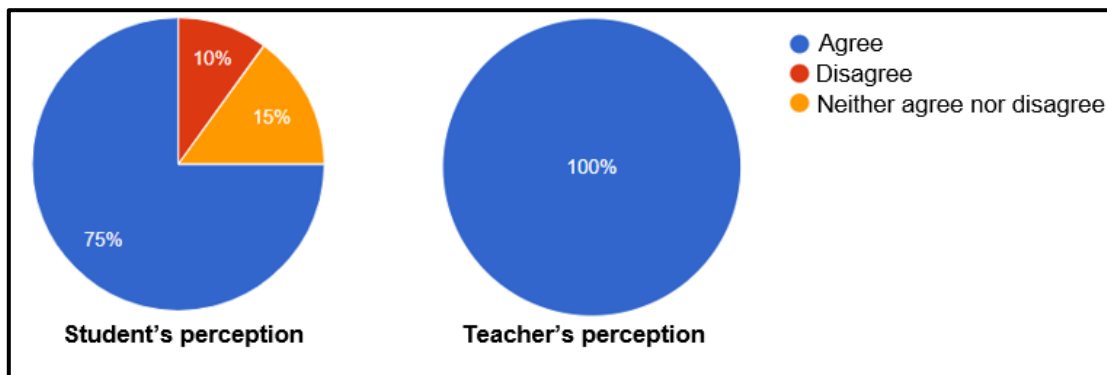
These findings suggest that most of the students experienced greater clarity during the AI-supported lesson, which may reflect the structured way content was introduced and explained. Moreover, the neutral and disagreed responses

from a smaller portion of students are possibly relate to individual learning differences or familiarity with the content rather than the lesson structure itself.

In contrast, for teachers, the divided perception indicates that the clarity of the explanation may depend on how the AI-generated plan is interpreted and applied in practice. Since teachers play a key role in communicating explanations, we can consider that factors such as variations in teaching style, experience, or comfort with the activities and lesson structure indicated by the AI may influence the effectiveness of the explanation.

Figure 9.

Question 8. In general, do you think that the AI-planned class was more effective for students' English learning than a traditional class



Source: Own elaboration based on survey data collected through Google Forms.

Results:

Figure 9 shows that in n the case of the students, most of them agreed that the class created with Magic School AI support was more effective for their English learning. A smaller portion of students selected a neutral response, and only a few expressed disagreements.

On the teachers' side, the perception was entirely positive. Both teachers agreed that, overall, the AI-planned lesson was more effective in supporting student learning than the traditional planning approach, with no neutral or negative responses reported.

Interpretation:

These results indicate that, in general terms, both students and teachers viewed the AI-supported lesson favorably in terms of learning effectiveness. Students' majority agreement suggests that they perceived clearer guidance, more focused practice, or more engaging activities that supported their language development. The small percentage of neutral and disagreeing responses among some students may reflect individual differences in learning preference or comfortable with the lesson format.

The agreement demonstrated among teachers, suggests that, despite some mixed perceptions on specific aspects such as motivation or explanation clarity, the overall learning outcome was recognized as more favorable when using AI-generated planning. This implies that the structured and goal-oriented organization provided by Magic School AI supported not only lesson flow, but also contributed meaningfully to learning progress of the EFL students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The integration of Magic School AI into lesson planning demonstrated a positive impact on the teaching and learning of writing in introductory-level English courses at the Universidad Nacional, Nicoya Campus. The results revealed that AI-supported lesson planning contributed to more organized, participatory, and student-centered classes, helping students feel more confident and motivated to improve their writing skills.

Furthermore, it is important to note that the results showed Magic School AI functioned as an effective support tool for teachers, allowing them to optimize time, diversify teaching strategies, and incorporate technological resources aligned with students' needs. While this process acknowledges that AI cannot replace the teacher's role, it proved to be a valuable complement that enhances pedagogical creativity and efficiency.

Overall, the implementation of AI-based lesson planning represents an innovative and practical alternative for strengthening writing skills in English as a Foreign Language contexts. This study highlights the importance of promoting ongoing teacher training in digital tools such as Magic School AI, ensuring that technology becomes a means to enrich language learning and not simply a substitute for traditional planning.

5.1.1 Conclusion referent to the general objective

The analysis of the impact of implementing lesson planning developed with Magic School AI demonstrated that this technological approach effectively improved the writing skills of beginner-level English students at the Universidad Nacional, Nicoya Campus. The AI-designed lessons fostered a more structured and participatory learning environment that encouraged active student engagement and improved clarity in written expression. The integration of Magic School AI facilitated more coherent and creative planning, resulting in notable progress in grammatical accuracy, vocabulary use, and the overall organization of students' ideas. These results confirm that the use of AI in lesson planning not only supports teachers in creating dynamic, student-centered learning experiences but also contributes to a significant improvement in students' communication in English as a Foreign Language contexts, in this case focusing specifically on writing skills.

5.1.2 Conclusion referent to the first specific objective

A comparison of AI lesson plans with traditional plans revealed that those developed with Magic School AI were significantly more effective at promoting well-structured, engaging, and student-centered lessons. The observed lessons, planned with the help of AI, included indispensable pedagogical elements such as clear objectives, opening and closing activities, and opportunities for guided and independent practice features that were virtually absent in traditional plans. Moreover, student participation and engagement were noticeably higher in the AI-planned lessons, reflecting a more dynamic and inclusive learning environment.

These findings demonstrate that lesson plans designed with Magic School AI improve the teaching process by providing a more coherent instructional sequence and facilitating the active development of writing skills in English as a Foreign Language contexts.

5.1.3 Conclusion referent to the second specific objective

Considering student progress before and after the implementation of lessons designed with Magic School AI, it is evident that their writing skills improved considerably in terms of grammar, vocabulary, and sentence structure. Students appeared to develop a clearer understanding of how to express their ideas coherently, as the AI-planned lessons provided well-structured examples and guided opportunities to practice writing. Furthermore, their compositions reflected greater confidence and fluency in producing short texts, demonstrating that the AI-supported lessons fostered more effective language use. In addition, students were more motivated and engaged in the writing process, as the activities were more dynamic and tailored to their level and needs.

5.1.4 Conclusion referent to the third specific objective

Considering the shared perceptions of both teachers and students regarding the integration of Magic School AI into lesson planning, it is clear that this tool was well-received and considered a significant innovation for English classes. Students agreed that AI-planned lessons were easier to follow, better organized, and offered clearer instructions and engaging activities that helped them stay motivated and

actively participate in the learning process. In the same way, teachers highlighted that Magic School AI facilitated lesson design by offering well-structured sequences and creative ideas that saved time and improved classroom dynamics. Furthermore, both groups acknowledged that the integration of AI contributed to making lessons more interactive, enjoyable, and focused on skills development.

5.2 RECOMMENDATIONS

Considering the findings obtained throughout this research, several recommendations are proposed for future pedagogical practices and institutional implementation. First, it is recommended that English teachers continue integrating technological tools such as Magic School AI into their lesson planning process. These tools promote greater organization, creativity, and efficiency, resulting in more engaging and student-centered classes that foster language learning.

Moreover, one of the main recommendations following this research is to offer training workshops and professional development sessions to guide teachers in the effective and ethical use of AI tools in education. This will enable teachers to adapt technological resources to the specific needs and proficiency levels of their students, ensuring that technology complements, rather than replaces, the teacher's role.

It is also advisable that institutions encourage research on the application of AI-based tools in other language areas such as reading, speaking, and listening comprehension. Exploring these possibilities would contribute to expanding the

pedagogical impact of technology in contexts of teaching English as a foreign language.

In addition, fostering collaboration among researchers, teachers, and educational institutions will be essential to continue improving and innovating English language teaching through responsible and purposeful technological integration. This ensures that technology becomes a partner in the teaching process, one that inspires innovation rather than replacing the human essence of education.

CHAPTER VI

PROPOSAL

6.1 PROPOSAL OF THE RESEARCH

This proposal suggests implementing a professional development workshop titled ***“Integrating Magic School AI into Lesson Planning for English Language Teaching.”*** The workshop aims to train English teachers from the Conversational English course at the Universidad Nacional, Chorotega Campus, Nicoya, in the effective use of Magic School AI as a teaching tool to support lesson planning, enhance creativity, and improve the quality of language instruction.

6.2 PLACE TO DEVELOP THE PROPOSAL

The proposed workshop will be held at the Universidad Nacional, Chorotega Campus in Nicoya, specifically in the Conversational English Project department. However, it is important to mention that the proposal can also be implemented in any other educational institution seeking to promote digital competence and technological innovation among its teaching staff.

6.3. OBJECTIVES OF THE PROPOSAL

6.3.1. General objective

- a) To train English teachers in the effective use of Magic School AI for lesson planning in English as a foreign language context.

6.3.2. Specific objectives

- a) Demonstrate how Magic School's AI can be used to generate and adapt lesson plans based on institutional programs and students' proficiency levels.
- b) Encourage teachers to integrate AI-powered tools into their daily planning process to boost creativity, save time, and strengthen classroom engagement.

6.3 SUGGESTED ACTIVITIES

Activity 1 <i>Opening session and presentation of workshop goals</i>	Activity 2 <i>Live demonstration of Magic School AI</i>	Activity 3 <i>Creation of lesson plans</i>	Activity 4 <i>Presentation and discussion of results</i>	Activity 5 <i>Evaluation and reflection activity</i>
The facilitator presents the objectives, relevance, and expected benefits of using Magic School AI in lesson planning.	The facilitator demonstrates how to create, modify, and customize lesson plans with Magic School AI, highlighting its main features	Participants (teachers) work individually or in pairs to design a lesson using Magic School's AI, focusing on a specific language skill	Participants (teachers) share their lesson plans with colleagues and discuss how AI has contributed to improved organization,	Teachers discuss the advantages and ethical considerations of using AI in education, and complete a short evaluation form about the

	and suggestions.	(reading, writing, speaking, or listening).	creativity, and time management according to their point of view.	workshop (see annex 4).
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ANNEXES

Annex 1

Group: _____



Class Observation Instrument

Objective: This checklist is designed to evaluate and compare the effectiveness of lesson plans generated by Magic School AI and traditional lesson plans in the context of English as a Foreign Language (EFL) instruction. It focuses on observable classroom practices related to lesson structure, student engagement, and achievement of writing objectives.

Instructions: Observe the entire lesson (from opening to closing). Mark **YES** if the practice described in each question is observed during the lesson, or **NO** if it is not observed, basing your answers only on observable actions and evidence from the class.

Lesson type (highlight one): AI-generated / Traditional

Questions:

1. Does the lesson begin with a warm-up or opening activity that introduces the topic?
YES ☐ NO ☐
2. Is the lesson objective clearly communicated to students?
YES ☐ NO ☐
3. Does the introduction provide clear explanations of the target grammar or writing skill?
YES ☐ NO ☐
4. Are examples or models (e.g., sentences, texts) provided to support student understanding?
YES ☐ NO ☐
5. Does the guided practice give students the opportunity to apply the target skill with teacher support?
YES ☐ NO ☐
6. Does the independent practice allow students to demonstrate the writing objective on their own?
YES ☐ NO ☐
7. Does the teacher monitor students' work and provide assistance or feedback during activities?
YES ☐ NO ☐
8. Are students actively engaged and participating during the lesson activities?
YES ☐ NO ☐
9. Does the lesson conclude with a closing activity that reinforces the objective?
YES ☐ NO ☐
10. Are extension or follow-up tasks offered to further support student learning?
YES ☐ NO ☐

Annex 2



Pre- and Post-Writing Assessment

Objective: These written assessments are designed to measure students' ability to write correct sentences in the **simple past tense** before and after the implementation of AI-generated lesson plans.

A- Pre-test

Write 5 complete sentences using the simple present tense. Remember the correct use of regular and irregular verbs.

1. _____
2. _____
3. _____
4. _____
5. _____

(For teacher use only – students should not write in this section)

Evaluation Rubric

Criterion	2 – Strong (Good Performance)	1 – Developing (Partial Performance)	0 – Needs Improvement (Limited Performance)
Grammar (Simple Past)	Correct use of verbs in simple past in ≥ 4 sentences; minor errors.	Correct use of verbs in simple past in 2–3 sentences; several errors.	Few or no correct verbs in simple past; frequent errors.
Vocabulary	Uses a variety of appropriate words to describe actions/events.	Vocabulary is limited; some repetition; meaning sometimes unclear.	Very limited vocabulary; difficult to understand.
Sentence Structure & Clarity	Sentences are complete, clear, and easy to read.	Some sentences incomplete/unclear; errors affect meaning.	Most sentences incomplete/unclear; difficult to understand.
Task Completion	Writes 5 complete sentences.	Writes 3–4 sentences.	Writes fewer than 3 sentences.

Maximum score: 8 points



B- Post-test

Write 5 complete sentences using the simple present tense. Remember the correct use of regular and irregular verbs.

1. _____
2. _____
3. _____
4. _____
5. _____

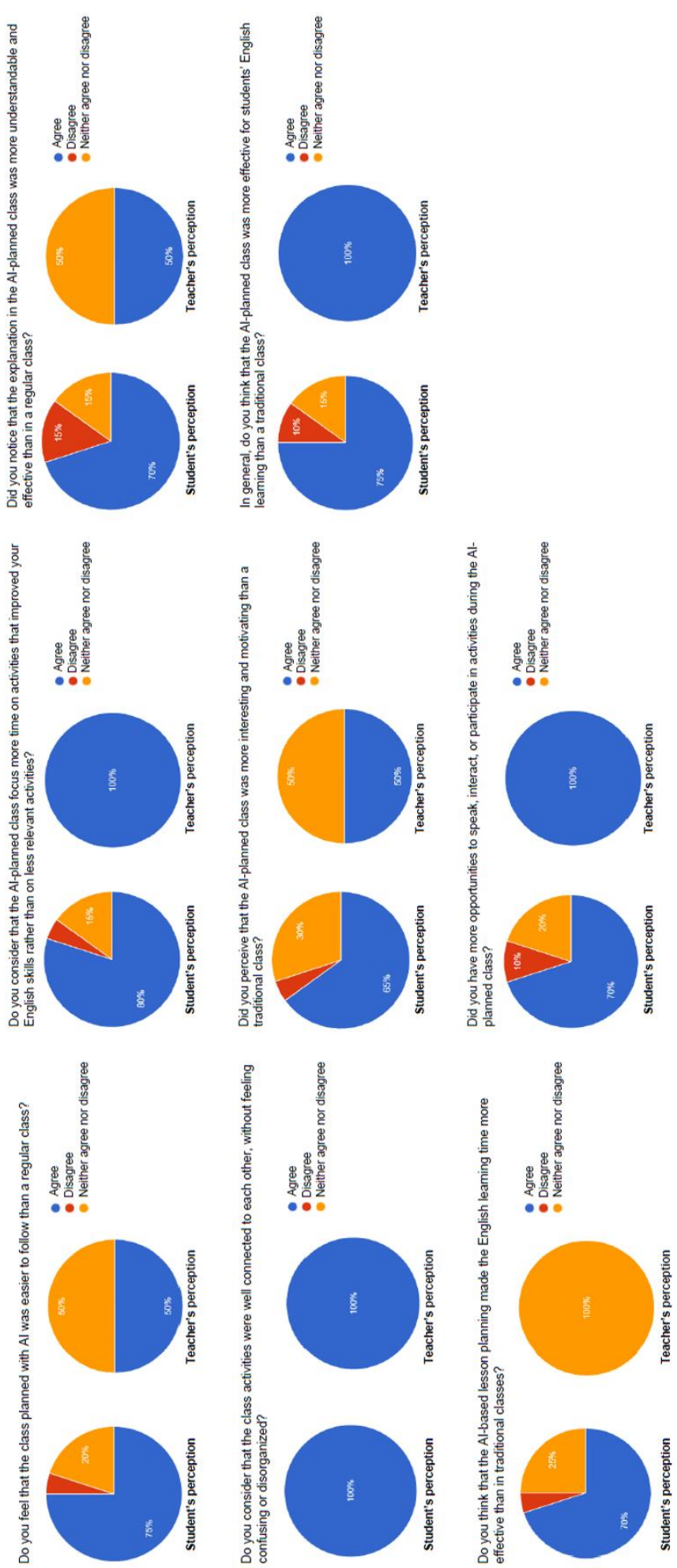
(For teacher use only – students should not write in this section)

Evaluation Rubric

Criterion	2 – Strong (Good Performance)	1 – Developing (Partial Performance)	0 – Needs Improvement (Limited Performance)
Grammar (Simple Past)	Correct use of verbs in simple past in ≥ 4 sentences; minor errors.	Correct use of verbs in simple past in 2–3 sentences; several errors.	Few or no correct verbs in simple past; frequent errors.
Vocabulary	Uses a variety of appropriate words to describe actions/events.	Vocabulary is limited; some repetition; meaning sometimes unclear.	Very limited vocabulary; difficult to understand.
Sentence Structure & Clarity	Sentences are complete, clear, and easy to read.	Some sentences incomplete/unclear; errors affect meaning.	Most sentences incomplete/unclear; difficult to understand.
Task Completion	Writes 5 complete sentences.	Writes 3–4 sentences.	Writes fewer than 3 sentences.

Maximum score: 8 points

Annex 3



Annex 4



Workshop Evaluation Form: Use of Magic School AI Platform

Integrating Magic School AI into Lesson Planning for English Language Teaching

Institution: Universidad Nacional, Campus Chorotega, Nicoya

Purpose: To evaluate teachers' perceptions and satisfaction with the use of the Magic School AI platform during the workshop.

Instructions: Please rate each statement according to your experience using the platform.

Scale: 5 = Strongly Agree | 4 = Agree | 3 = Neutral | 2 = Disagree | 1 = Strongly Disagree

Statement	1	2	3	4	5
1. The Magic School AI platform was easy to access and navigate.					
2. The interface of the platform was clear and user-friendly.					
3. The instructions provided by the platform were easy to understand.					
4. The platform allowed me to generate effective lesson plans efficiently.					
5. The use of Magic School AI helped me save time in the planning process.					
6. The generated lesson plans were relevant and adaptable to my teaching context.					
7. The platform encouraged creativity and innovation in lesson design.					
8. I would feel confident using Magic School AI in my future planning.					
9. I consider Magic School AI a valuable tool for English language teaching.					
10. I would recommend other teachers to use Magic School AI in their planning.					