Universidad Europea CANARIAS

FACULTY OF SOCIAL SCIENCES

The Use of AI in Creative Story Writing and the Improvement of Written Comprehension in English Teaching

Andrea Hernández García

MASTER'S DEGREE FINAL PROJECT IN COMPULSORY SECONDARY EDUCATION, TEACHER TRAINING, UPPER SECONDARY EDUCATION, VOCATIONAL TRAINING, LANGUAGE TEACHING AND SPORTS TEACHING

Directed by Alba Rivero Martín

Call for June 2025

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Abstract

To learn English, the written comprehension and the acquisition of vocabulary are crucial, without having a base in them, it would be difficult to have effective communication in the language. This need with the increasing development of artificial intelligence programmes and its inappropriate use by students can be solved with the creation of this sixteen-session Teaching Innovation Project, which combines them. Students of the 4th year of Compulsory Secondary Education will be divided into small groups to create short stories in which they will have to explore a topic from a cultural perspective using vocabulary about culture and the right communicative function to narrate events in the past. These stories will help to practice their reading skills by creating Kahoots on them. In order to conduct this project the following active methodologies will be utilised, collaborative learning, group research and flipped classroom. This project is intended to make students able to use AI effectively and give it prompts for educational purposes, and lastly, to observe the impact of the use of AI on the academic performance and motivation of students in English learning.

Keywords: collaborative learning; culture; new technologies; reading; written production.

1. Introduction

In this Master Degree's Thesis, a Teaching Innovation Project for the subject English is going to be developed. The subject of English is very important in Spain, especially in the Canary Islands, due to the geographical situation of the islands, which makes them quite a tourist destination where diverse cultures coexist.

Nowadays, speaking English is crucial to be able to communicate with other individuals, which in turn promotes a cultural exchange (which enriches one's own culture) and increases oneself confidence; to have access to global culture, as much of literature is written in English or is one of the main languages into which it is translated, so it allows people to learn about other perspectives and experiences; learning a language improves the cognitive activities of the brain (such as attention and memory); and, it allows people to travel to any of the five continents and communicate effectively, as the majority of the population speaks English. Consequently, it facilitates students' future entry into the labour market and both professional and academic success.

However, when learning a new language such as English, several challenges arise, because the brain tries to use the same patterns or structures from the mother tongue (in this case, Spanish) to replicate them in the new language. Among these difficulties it can be found:

- In pronunciation, because the brain is used to articulate certain phonemes in a specific way; but, being a new language, these sounds are different and/or are represented differently (in spelling). In addition, intonation, rhythm and accent, which vary drastically from one language to another, must also be taken into account. This skill requires a lot of practice and perseverance in order to get rid of the linguistic quirks of the mother tongue.

- In grammar. Although it is true that there are many similarities, since both English and Spanish use the same alphabet (with small variations); the same basic structure is followed to form a sentence (subject, verb and object), but Spanish is more flexible in this order, and the subject can be omitted, which is unthinkable in English (because as the verb does not usually vary significantly between persons, you would not know who you were talking about); and, in both languages, prefixes and suffixes are used to form new words. As far as differences are concerned, English does not have

grammatical gender (while Spanish does); in Spanish you have to conjugate each verb in the right person for each of the verbal tenses, while in English for most of the personal pronouns it is the same (except for the third-person singular, which varies frequently).

- In vocabulary, it can be tedious to learn new words. Especially, when you not only need to know the meaning in isolation, but also the possible connotations depending on the context or even those combinations of words that always go together (e.g. listen to). In addition, there is the added difficulty of encountering false friends, i.e. words that sound or are spelled similarly, but have a completely different meaning, such as 'actually', which is often used by Spanish speakers to mean that something is happening at the moment (correctly "nowadays" would be used), when in English it really means "really".

- In listening comprehension, it is often difficult at first to adapt to the speed at which native speakers speak (which is the same as in the native language, but with less practice it seems to be spoken faster) in order to understand what is being said. In addition to dealing with existing accents and possible idiomatic expressions (i.e. a combination of words, the meaning of which can not be deduced from the literal association of those words).

- In reading comprehension, taking into account the above, although it may seem easier, this skill involves being confronted with unfamiliar vocabulary and the need to know what the text means word by word, rather than inferring the general meaning by paying attention to the context.

The purpose of this project is to create a plan of how AI can be implemented in class and to teach the students of the 4th year of Secondary Compulsory Education (equivalent to 10th grade or Year 11) how to use it effectively when doing writing a text and practising a written comprehension test.

Before getting to the heart of the matter, there is a term that needs to be cleared, and it is, obviously, AI. According to Copeland y B.J. (2025), artificial intelligence makes reference to the capacity of technological devices such as computers to execute tasks which are usually associated with humans, for example: reasoning, critical thinking or problem-solving.

Notwithstanding, the idea of this concept dates back to 1943, when Warren McCulloch and Walter Pitts presented artificial neurons in their article, A Logical Calculus of Ideas Immanent in Nervous Activity, at that time the term did not even exist. Seven years later, the Turing Test was created, the objective of this test was to determine to what extent machines or technological devices could behave like humans or not (Corporativa, n. d.).

After a general overview of some articles, there does not seem to be a clear conclusion among experts to define the official date to when IA dates back to, but what they all agreed on is the fact that 1956 was the year in which it began to be considered a discipline. This was thanks to John McCarthy, Marvin Minsky, Nathaniel Rochester and Claude Shannon, students of the Dartmouth College in New Hampshire (The UNESCO Courier, 2023).

In the following part, four AI powered tools that could be really interesting to utilise in class for this project are going to be presented:

The most known tool is ChatGPT, which was developed by OpenAi (an American organization which researches in artificial intelligence). It was launched to the public at the end of 2022. It is a software or search engine designed to imitate human thinking, language processing or communication skills. Moreover, it is based on GPT architecture (Generative Pre-trained Transformer), which means that this tool saves the conversations with the people and learns from what people ask it. Some of its main functions are answering questions, generating texts (for example: poems, stories, etc.), explaining complex concepts in a simple way, giving advice or ideas, and creating slides or images, among others. ChatGPT has a free version available, but with a limited number of answers per day, and it is capable of analysing documents and images.

Another well-known option is Microsoft Copilot. It was launched in 2023 as part of the productivity tools of Microsoft 365. It is a virtual assistant powered by artificial intelligence, which is integrated in applications such as Word, PowerPoint and Outlook, among others. Its principal functions are creating documents, analysing data, summarising long conversations, writing emails, etc.

The company Google also has a great alternative, Google Gemini. It was created by Google DeepMind (a company part of Google that researches on AI) and launched in 2024 as part of Google's project of making an advance in multifunctional artificial intelligence. As I said, it is a multifunctional AI, which means that it can process and generate content in

different formats (for example: audios, texts and images). Other relevant functions of it are generating complex reasoning, planning tasks, helping in research and solving problems.

To streamline the research process, Consensus can provide significant assistance in literature compilation. This tool was developed by a group specialised in artificial intelligence. It does not have an exact date of release, but it has been developed in the last few years. It is an academic search engine based on artificial intelligence that helps users to find and comprehend scientific investigations easier and faster. Its most relevant functions include narrowing the research search, generating summaries of the research and direct citations, as well as giving direct access to the articles.

There are other AIs that can help people with the correction of grammar or spelling mistakes, like Grammarly and LanguageTool. Others that create images based on the instructions or descriptions given, such DALL-E.

After the launching of some AI apps, a huge milestone was marked in society, but even more in education. Teachers are becoming more tired of their students not doing their assignments but just asking these types of tools to make the school tasks for them. Does this mean that teachers must prohibit the use of artificial intelligence in their classes? Unfortunately, that is not going to end the problem. Why? Because AI, it is here to stay. Therefore, the role of teachers should consist of guiding our students on how to make a good and effective use of these open resources, which is the main goal of this project.

In this paper, a series of activities that are going to be useful for teachers are going to be proposed, although it is especially addressed to the subject of English as a foreign language. This idea is supported by the belief that artificial intelligence can actually be a useful tool if students are taught how to use it. Also having in mind, the idea that using these types of tools can increase students' motivation, which is a factor known to increase academic performance and results.

Motivation is extremely important when it is talked about academic performance. Without it, the process of learning would not be significant nor effective. That's where AI comes in, as it has the capacity to create personalised and interactive learning experiences, which will make students feel that their individual interests or necessities are covered and taken into account. One of the ways in which AI can motivate students is its ability to connect what students are learning to the real world, therefore showing real applications of that knowledge (JOSE MARIA LOPEZ CHAMORRO, 2023 [2:42-5:52]).

Another aspect is that AI "can provide students with immediate feedback", in summary, students can have a quick analysis of their work. This will help them to know what they need to check on and receive guidance on how they can correct those mistakes and improve their work (College of Education, 2024).

This quote from Hawthorne (2024) shows perfectly the importance of motivation in students: "they are unfazed by possible distractions, and are therefore able to maintain their attention during longer periods of time. Students who are motivated display goal-oriented behaviours. They take initiative, show resilience, harness their curiosity, and care for and respect their work. They are equipped to orchestrate their own learning journey". In summary, what this quote says is that it motivates students to become an active part of their learning process, and they will be capable of self-guidance throughout their education stage.

Because of all that has been mentioned, together with the increasing emergence of artificial intelligence programmes, the need to develop a Teaching Innovation Project in which these needs are combined and addressed have been detected. In other words, English teachers can integrate artificial intelligence and new technologies in their lessons, focusing on the areas of writing and reading comprehension, which are the most suitable and the ones that can get the most benefit from its use. In a nutshell, the present project will consist in the creation of an anthology of short stories based on the topic of culture.

2. Objectives

The general objective of my Teaching Innovation Project is to enhance student's motivation in the subject of English through the use of new technologies, but mainly on artificial intelligence.

The specific objectives of this project are:

1. Teach students how to use and work with new technologies in class, specifically AI, in an appropriate and efficient manner: that is, using it to collect and select information and not just asking it for the entire work to be done. This includes knowing how to give prompts to AI in order to obtain coherent results: that is, to narrow as much as possible the result to find better material.

2. Teach students how to select or collect information with AIs: that is, using AI as a tool which helps with the compilation of information, by, for example, asking it to make a

summary of some resource to make sure that it is appropriate for the purpose of the work.

3. Teach students how to use the AI as a grammar checker for written productions; in other words, to ensure maximum marks and to know what aspects students should work on further.

4. Teach the communicative functions of how to narrate past events and revise how to describe people, places, objects and traditions. In addition, to learn vocabulary related to culture.

5. Teach students how to use AI as a tool to practice reading comprehension; that is, to use AI as a tool for the creation of reading tests or questions based on a text provided by the student.

3. Contextualization

3.1. Characteristics of the school environment

The educational centre, in which this Teaching Innovation Project for the Master's Degree in Teacher Training is going to be implemented, is a semi-private school, whose educational offer includes Early Childhood Education, Primary Education and Compulsory Secondary Education.

The school is located in the north of the island of Tenerife, which is in the province of Santa Cruz de Tenerife, in the Autonomous Community of the Canary Islands. The highlight of this location is the peak of Mount Teide, which goes from sea level to 3,718 metres high, giving a great geographical richness to the island, but especially the locality.

In the surroundings of the school, there are some museums, in which Canarian traditions and the history of the municipality can be learnt. So great is the interest that schools in the area usually organise field trips to promote students' cultural education, while also considering that these institutions are major tourist attractions. Nonetheless, there are also libraries, where students can go to satisfy their thirst for knowledge, to read or just to study for exams.

The economy of this town is based on tourism, agriculture (especially the cultivation of bananas and vineyards) and commerce. Due to its protected areas and historical heritage, the town attracts numerous tourists from all over the world throughout the year.

As far as culture and traditions are concerned, this municipality is famous for its traditions. Foremost, the carpets of flowers, volcanic earth and sand, which are made in June by the inhabitants themselves who decorate the streets. The aim is that the children who have made their communion that year end up walking and stepping on them. In addition, a large carpet with religious motifs is made in the town hall square, which is usually visited by many people. This tradition has been celebrated since the 17th century.

Finally, there is also La Romería de San Isidro Labrador, whose celebration dates back to the 17th century, when the farmers and stockbreeders of the area held festivities in honour of San Isidro Labrador to ask him to protect their crops and livestock. Nowadays, to commemorate it, inhabitants dress up in what is considered to be the typical costume of that time and parades with animals are held, where people go around handing out food on floats.

The population of the municipality is varied, with a mix of socio-economic and cultural backgrounds. The majority are locals, although there is also a large presence of foreign residents, including the British, Germans and Italians.

All these factors enrich the context of the school environment, as students are in continuous and direct contact with a wide cultural diversity. In the same way, this fosters inclusion and respect for diversity. Not forgetting that the history and culture behind the municipality provides a context that is conducive to learning.

3.2. School

The history of the school dates back to the beginning of the 20th century, when a philanthropist noticed the need for a school in this municipality to transform the agricultural environment into an educated or cultured one. In its beginnings, the school was controlled by a religious congregation, who laid the foundations of the institution it is known as today.

In the mid-20th century, the administrators of the institution empowered a Catholic Congregation to manage the school. This history reflects the school's commitment to education and social development of its community, which has gradually adapted to the needs of the students and has maintained those values that motivated the school's creation.

The school promotes the integral education of its students, fostering values such as joy, solidarity and teamwork.

The school has numerous facilities such as: classrooms with projector and loudspeakers; a science laboratory and a computer laboratory; a library with an extensive collection, as well as spaces to read or study; an indoor sports court for basketball and

football; several outdoor football pitches; a swimming pool; a canteen; a chapel for religious activities; several multi-functional rooms for meetings, conferences, etc.; a games room, which is used by the religious youth centre in the afternoon; a theatre; a bar for students and staff; gardens and green areas; playgrounds for infants and primary school; and a hostel for the communal living events that are held at the school.

3.3. Classroom

The classroom is equipped with a small classroom library, twenty-six tables with their respective chairs (made of wood and arranged in groups of four, so that the 4-2-1 technique can be carried out, i.e. group, pair and individual work), a computer for the teacher and visual image projector, a desk for the teacher, a chair and a marker board (which serves as a screen for the project). There are also laptops to let students work on their digital competence.

The classroom is located on the first floor of the school's central building, which is where the secondary school students are taught. The size of the classroom is 42m2, so it is not an excessively large classroom, but it is still spacious and comfortable for the number of students to be taught.

It has large windows that allow the classroom to benefit from outside lighting and proper ventilation of the space. There is no central heating or cooling system.

3.4. Students

The group in question is the 4th year of Compulsory Secondary Education, it is made up of twenty-four students, eleven men and thirteen women, ranging in age from fifteen to eighteen. They come from the 3rd year of ESO, and there are two repeat students. Most of the students are Spanish, except one student who is Colombian and another who is Swiss.

This group generally enjoys good coexistence and teamwork flourishes. Due to the constant coexistence, it is normal for disagreements or misunderstandings to arise, especially considering the stage of life the students are in, which makes them more likely to become involved in these types of situations or conflicts.

Regarding students with Special Educational Needs and Disabilities (SEND), there is one student with high intellectual abilities, one student with ADHD, and another student with severe conduct difficulties.

Following Santrock's (2003, pp. 283-341) classification of the stages of adolescence, students in the Fourth year of Compulsory Secondary Education are going through middle adolescence. During this period, significant changes occur at the psychological level including: the development of moral behaviour (i.e. more critical thinking through which concern for the world and their surroundings emerges); general acceptance of the body and concern to make it more attractive; the consolidation of a personal identity and increasing autonomy from parents. For this reason, it is vitally important to take these concerns and interests into consideration when developing classroom activities, for example: activities in which they have to give positive and/or constructive feedback to their classmates after a project, making reflection diaries through which they can observe their evolution (both in the subject and on a more personal level), workshops on mental health (paying great importance to self-esteem and self-concept) and emotional management, etc.

Based on Piaget's stages of cognitive development (Simply Psychology, 2024), pupils would be going through the formal operational stage. During this stage, the adolescent develops the ability to devise logical solutions to solve problems both in the present and in the future, as well as to anticipate the consequences of actions. Moreover, thanks to the accumulation of knowledge they have previously acquired, it is easier for them to assimilate and understand new information. Therefore, in order to strengthen these skills, activities in which they have to make use of critical analysis and reasoning can be designed, for example: debates or essays on moral issues.

Another issue that should be taken into account is Bronfenbrenner's ecological model, which demonstrates the impact of adolescent social relationships and how they affect the development of an individual's identity. Special attention is paid to connections with peers (siblings or friends), who become great role models and support during this stage of life. Therefore, it would be very convenient to deal with the issues of social pressure and identity formation in the classroom in activities such as: written reflections on identity, debates on how the context of the person and social networks influence their identity, approaching situations of social pressure in the third person in which students act as counsellors, etc. Also, making a sociogram in the classroom would help to assess the existing relationships, as these results could facilitate the creation of a good working environment as well as a safe space for all learners.

Regarding families, they are mostly nuclear (i.e., composed of a married mother and father with children). However, there are also single-parent families (due to the death of one parent), blended families (following the separation of the parents, who have remarried), and extended families (where the student lives with their grandparents, other relatives and the parents). Therefore, both in the subject itself and in the activities carried out at the school, an inclusive and equal environment will be fostered and worked on.

Regarding the families' finances, in general they have a medium-high socioeconomic status, which means that the vast majority of families have a steady and stable job. This also reflects the educational level of the families, whereby they are known to have been able to complete basic education and even have university degrees. This means that families are able to meet the basic needs required by the adolescent, as well as being able to afford to buy everything necessary for the student's education. However, those with unemployed family members receive the scholarship from the Ministry of Education and request the loan of books from the school.

4. Curricular Description

4.1. Subject or Area

As mentioned in the previous section, this Teaching Innovation Project will be designed for the first foreign language subject, English. According to Gobierno de Canarias (2022, pp. 1-9) in a society that is constantly changing and evolving, it is necessary to establish a mediating language (English) through which a global reach can be maintained. Information and Communication Technologies (ICT) and the process of globalisation have been crucial in coping with this growing social demand, resulting in an extensive range of opportunities to learn English and for English to have a wider reach. Moreover, there are now an infinite number of ways to be exposed to real-life situations in a foreign language and not only to learn the formal aspects of it. That is why, after completing Compulsory Secondary Education, students are expected to be able to communicate effectively in this foreign language. However, the aim is not only for pupils to master the linguistic aspects of the language, but also codes of social norms, cultural aspects and paralinguistic or textual aspects.

Through learning English, students will see obvious improvements in their language proficiency, but also in other more personal areas: they will have better social relationships, quality leisure time, more cultural information, improvement in emotional intelligence and self-perception, and attitudes that foster hatred or violence towards difference will disappear.

This subject is particularly important in the Canary Islands because of the situation of the archipelago, which is now a major meeting point for cultures and the transfer of values.

The educational level chosen is the Fourth Year of Compulsory Secondary Education. The reasons are as follows:

Firstly, the students in this year have an intermediate level of linguistic competence, which is equivalent to level B1 according to the Common European Framework of Reference for Languages (CEFR). This means that they have the necessary skills to be able to carry out the Teaching Innovation Project without difficulty, paying particular attention to the ability to write texts and to comprehend written texts.

Secondly, at this age (between 15-16 years) they have been acquiring collaboration and communication skills, which will foster a good environment for effective teamwork, as they have the required skills to listen to others, present their ideas and solve possible conflicts that may arise. Along with high critical thinking skills that will allow them to analyse the information provided by group members, value different perspectives, as well as use creativity to come up with original ideas.

Finally, these students have a higher degree of maturity through which they are able to manage what they learn, meet objectives and deadlines. This is really important having in mind the teacher as a guide in the learning process, because students who are responsible and who know how to work without the teacher's continuous supervision are needed.

4.2. Alignment with the Official Curriculum

This Teaching Innovation Project has been designed in accordance with the definition of education described in Ley 6/2014, de 25 de julio, Canaria de Educación no Universitaria, which stresses the importance of education for human development. For this reason, this programme promotes a high-quality, equitable, and inclusive education.

For the elaboration of the following Teaching Innovation Project it has been taken into account Decreto 30/2023, de 16 de marzo, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad

Autónoma de Canarias (BOC n.o 58, de 23 de marzo), as it describes the curriculum to be covered in the subject, including the contents and the evaluation criteria to be carried out. In addition, it describes the linguistic competences to be developed, giving importance to group work, which is the way in which the following Teaching Innovation Project will be developed.

Not forgetting La Orden de 31 de mayo de 2023, por la que se regulan la evaluación y la promoción del alumnado en las etapas de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria y Bachillerato en la Comunidad Autónoma de Canarias. It will help to define the assessment criteria for this subject; the instruments that will be used to evaluate these criteria, for which rubrics will be used to objectively assess students, and, once it is demonstrated that students have acquired the key competences, they will successfully pass the subject.

With this in mind and according to the foreign language curriculum of Gobierno de Canarias (2022, pp. 46-57), two specific competences will be assessed in this project situation.

The first competence to be assessed is Specific Competence 1 (or Specific comprehension competence), which refers to the comprehension of texts in English, these texts can be both oral and written (in this case, written). In short, it refers to the students' ability to extract information from texts, to find the general meaning of texts and also to critically analyse the content of the text they are dealing with.

This competence is important for students' learning, because comprehension is the basis for effective communication. It also enables the development of critical thinking, as it refers not only to the fact of understanding what is read, but also to the ability to interpret or judge information. It should not be forgotten that comprehension is key for the learner to be able to learn more autonomously, which in turn means that the learner begins to take an active role in their own learning process.

This competence will be assessed through Assessment Criteria 1.2 and 1.3. Assessment Criterion 1.2 assesses whether learners have been able to find the relevant information in the text, as well as the theme and main ideas, and understand what the text is telling. Assessment criterion 1.3 assesses whether learners have used all their strategies or knowledge to understand the meaning of the text, deduce the meaning of unfamiliar words from the context of the text and know where to look for the information; in short, it summarises the student's performance in reading comprehension. Criterion 1.2 will be

assessed through the reading test and criterion 1.3 with student's performance in the elaboration and participation in the Kahoots.

The second competence to be assessed is Specific Competence 2 (or Specific production competence), which refers to students' ability to produce texts in English, either orally or in writing (in this case, in writing). In short, it refers to students' ability to produce texts in an organised, clear, coherent and creative way.

This competence is important because learners need to be able to express their ideas clearly in order to communicate effectively. In addition, having to produce a text including the knowledge (whether grammar, vocabulary, etc.) that they have learnt consolidates the knowledge they have acquired and therefore increases their understanding of English.

This competence will be assessed through Assessment Criteria 2.2 and 2.3. Assessment criterion 2.2 assesses learners' ability to produce medium-length texts on familiar or interesting topics; these texts should be clear, coherent, cohesive, grammatically correct, adapted to the context (that is, formal or informal), creative and not copying the work of others, in other words, respect intellectual property. Assessment criterion 2.2 assesses learners' ability to organise information, plan what they want to say, take into account the context and purpose of the text and the correct use of external tools (for example: dictionaries, Internet, etc.). Both Assessment Criteria will be assessed through the same product which will be the story that students have to produce on the topic of culture, with the difference that Assessment Criterion 2.2 focuses on the final product which is the story, while Assessment Criterion 2.3 assesses the performance and participation in the creation of the story.

Although it might seem that a considerable amount of criteria are going to be evaluated, they are all necessary to ensure the effectiveness and success of this project. Especially, criteria 1.3 and 2.3, through which the motivation of students can be taken into account, as it is the general goal of this project.

Finally, the key competences and key content knowledge that will be worked on throughout this project are as follows:

Competence in Linguistic Communication and key content knowledge, I. Communication, as we will work on both oral and written interaction (mainly written) in the English language in different cultural contexts and for different purposes.

Multilingual Competence and key content knowledge, II. Multilingualism, because English, a different language from the students' mother tongue, will be used to carry out a communicative process.

Digital competence, as various online resources such as dictionaries, artificial intelligences or other platforms will be used for language acquisition projects. In addition, students will be taught to make responsible and safe use of these media.

Personal, Social and Learning to Learn Competence and key content knowledge, IV. Interpersonal and intrapersonal dimensions, since the student will develop the ability to learn with the help of the strategies provided by the teacher. In addition to enhancing their personal development and ability to work efficiently with others. This content knowledge also takes into account the emotional side and how it affects the student's learning process.

Cross-cultural competence and key content knowledge, III. Cross-culturality, because through this project they will acquire knowledge about other cultures, thus promoting respect for other cultural manifestations.

5. Design of the Teaching Innovation Project

5.1. Methodological Approach

Taking into account the Decreto 30/2023, de 16 de marzo, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Canarias, which promotes the use of active methodologies to enhance the participation in class throughout several activities such as debates. The following active methodologies will be employed in this project:

The first active methodology will be cooperative learning, through which students will have to work in groups in order to create a story with culture as the main topic, share ideas, as well as to give each other feedback on their knowledge. In short, this method will allow each member of the group to share their ideas, which will lead to the formation of a dialogue in which a common or consensual idea will have to be expressed by all. In addition, it will strengthen meaningful learning due to the level of student involvement.

The second active methodology will be group research, since, before students start writing the story, they will have to search information about the culture they are going to

write about, such as the history of that culture, a myth of that culture that they would like to rewrite to make a more contemporaneous version, etc.

The third active methodology will be flipped classroom, in which the aim is for students to become an active part of their own learning process and to learn more autonomously to acquire a certain part of knowledge (and to achieve meaningful learning), but always having the teacher as a guide during this process. In this case, specifically, the students will have to read their classmates stories at home, in order to be able to participate in the Kahoots that their classmates are going to prepare. This task will be useful for the students to be able to face the reading test at the end of this Teaching Innovation Project, as the test will be made by a fragment of one of those stories.

As mentioned at the beginning of the section, these methodologies were chosen to encourage the active participation of the students and their engagement in their own learning process. These methodologies have a constructivist approach based on the idea that knowledge is constructed through experience, collaboration, and critical reflection, in short, through the active involvement of the student. To this end, it has been taken into account that students can connect the knowledge they have previously seen in class with the short stories they will have to write later, as well as the use of several methodologies at the same time and the development of skills that will be useful for life outside the school environment, such as communication, critical thinking, autonomy and group work.

In summary, the method for learning will be by elaboration, and by discovery through discussions and cooperative learning, giving an active role to the student. Although at the beginning of the situation, the expository, narrative and oral explanation method will be used, since, in this way, it will be proceeded to the explanation of the project, the activities to be carried out, as well as the basic vocabulary and communicative function students need to know before starting with the activity itself.

5.2. Description of Activities

Throughout this project, five activities will be developed, each activity composed of several tasks. All the tasks carried out in each of the sessions must be uploaded by the students (individually) to the task that will be assigned in the virtual classroom of the subject, in order to show evidence of the progress of the work and to be able to have a mark for the process, and not only for the final product. For this reason, each of the assignments will be done in a Google document.

ACTIVITY 1

● Description:

In the **first session**, before starting this first activity, students will be given a list of vocabulary related to the topic of culture (these are cultural heritage, cultural identity, cultural diversity, tradition, customary, festivity, ceremony, folklore, craftsmanship, symbolism, narrative, influence, migration, tolerance, and preserve), a brief introduction to the use of artificial intelligence and an explanation of the project. For this project, students will have to write a story with a cultural theme, which could be the rewriting of a myth or legend, create a story to explain a cultural phenomenon, among others.

The students will then have to form working groups (6 groups, 4 people per group). Next, the students will have to do a brainstorm on the topic and genre they would like to make the short story about (always bearing in mind that the topic of culture must be present), for which they can consult an AI tool.

In the **second and third sessions**, students will create the characters for their story. To do this, they will be able to use the AI to generate an image on which the students can base a description. Secondly, they will make an outline of the plot of the story and then with the help of the AI they will be able to create a suitable setting and setting for the story, as with the characters, the AI can be asked to generate an image of the characters to make it easier for the students to describe them.

In the **fourth session**, students will ask an AI to create a synopsis of their story based on the ideas they came up with, the characters they created and the scenery. Once completed, they will start writing a draft of the story, which should be at least 3-5 pages long.

In the **fifth, sixth, seventh and eighth sessions**, students will finish writing the draft story. Once finished, the students will use artificial intelligence to correct possible grammatical errors, spelling mistakes, etc., and then they will upload the draft to the virtual classroom.

● Duration:

Activity 1 will have a duration of 8 sessions (four weeks) of 55 minutes each.

● Necessary resources:

The resources needed are the vocabulary list, laptops with Wi-Fi connection, Google documents and AI tools.

● Objectives pursued:

1. Teach students how to use and work with new technologies in class, specifically AI, in an appropriate and efficient manner: that is, using it to collect and select information and not just asking it for the entire work to be done. This includes knowing how to give prompts to AI in order to obtain coherent results: that is, to narrow as much as possible the result to find better material.

2. Teach students how to select or collect information with AIs: that is, using AI as a tool which helps with the compilation of information, by, for example, asking it to make a summary of some resource to make sure that it is appropriate for the purpose of the work.

3. Teach students how to use the AI as a grammar checker for written productions; in other words, to ensure maximum marks and to know what aspects students should work on further.

4. Teach the communicative functions of how to narrate past events and revise how to describe people, places, objects and traditions. In addition, to learn vocabulary related to culture.

ACTIVITY 2

● Description:

In the **first session** of this second activity, students in the same groups will have to read each other's short story (this will be decided by the teacher) and write feedback or an observation on it, they will have to give constructive criticism on the story, so that the group that has written the story can improve it.

In the **second and third sessions**, feedback will be shared among peers. Once this small debate is over, the groups can review the stories again and, taking into account what their peers have said, make any modifications they think are necessary. This will also be the time for the groups to make the covers for their stories or add illustrations for which they can use AI. At the end of the third session, the final version of the story will be handed in.

● Duration:

Activity 2 will last for 3 sessions (one and a half weeks) of 55 minutes each.

● Necessary resources:

The resources needed are laptops with Wi-Fi connection, Google documents and AI tools.

● Objectives pursued:

1. Teach students how to use and work with new technologies in class, specifically AI, in an

appropriate and efficient manner: that is, using it to collect and select information and not just asking it for the entire work to be done. This includes knowing how to give prompts to AI in order to obtain coherent results: that is, to narrow as much as possible the result to find better material.

3. Teach students how to use the AI as a grammar checker for written productions; in other words, to ensure maximum marks and to know what aspects students should work on further.

4. Teach the communicative functions of how to narrate past events and revise how to describe people, places, objects and traditions. In addition, to learn vocabulary related to culture.

ACTIVITY 3

- Description:

In the **first session** of this third activity, students in the same groups in which they wrote the story will have to create a Kahoot. In this Kahoot they will have to do a mock reading comprehension test using AI, with at least 10 questions and a maximum of 15, on their own short stories. Due to the format of the platform, the questions must be multiple choice, but still serve as practice for the final exam.

In the **second and third sessions** students will do the Kahoots, in each of the sessions students will answer questions from 3 of the stories (3 in one session, and the rest in the next one). In order to carry out this activity, students will have to read their classmates' stories at home. Students will be motivated to do their best, because the three students with the highest scores will receive an extra point in the final reading comprehension test (positive reinforcement).

- Duration:

Activity 3 will last for 3 sessions (one and a half weeks) of 55 minutes each.

- Necessary resources:

The resources needed are laptops with Wi-Fi connection, Google documents, AI tools and Kahoot.

- Objectives pursued:

1. Teach students how to use and work with new technologies in class, specifically AI, in an appropriate and efficient manner: that is, using it to collect and select information and not just asking it for the entire work to be done. This includes knowing how to give prompts to AI

in order to obtain coherent results: that is, to narrow as much as possible the result to find better material.

5. Teach students how to use AI as a tool to practice reading comprehension; that is, to use AI as a tool for the creation of reading tests or questions based on a text provided by the student.

ACTIVITY 4

- Description:

This session will be devoted to the reading comprehension test. This test will be based on the selection of a fragment of one of the stories that the students have elaborated. It will consist of two parts: in the first part there will be 5 sentences, and students will have to indicate which ones are true and which are false. In the case of false sentences students must correct them. The second part will consist of 5 closed questions about the text.

- Duration:

Activity 4 will have a duration of 1 session (one lesson) of 55 minutes.

- Necessary resources:

The resources needed are the test paper and writing materials.

- Objectives pursued:

4. Teach the communicative functions of how to narrate past events and revise how to describe people, places, objects and traditions. In addition, to learn vocabulary related to culture.

ACTIVITY 5

- Description:

This session will be devoted to the assessment and evaluation of the activity. For this, individually, students will answer an eight-question questionnaire to evaluate their own performance during the activity, and finally, they will be able to add improvements or suggestions for the activity. Furthermore, students will have to complete a checklist to evaluate the performance of one member of their group.

This is very important, because students will be able to visualise their achievements or where they need to improve. Also, leave a space for them to express their opinion about the activity (so that they feel that their opinion matters) and so that the teacher can improve or modify it if they decide to do it again. Regarding the checklist for the co-assessment, it will also help the teacher to evaluate or justify the mark of the formative part of the project.

- Duration:

Activity 5 will have a duration of 1 session (one school day) of 55 minutes.

- Necessary resources:

The resources needed are laptops with Wi-Fi connection, Google documents, a self-assessment questionnaire and a co-assessment checklist.

5.3. Organizational Criteria: Spaces, Scheduling, and Other Necessary Elements

This Teaching Innovation Project will take place in the English classroom, in which the activities and vocabulary will be explained.

This classroom is equipped with a small classroom library, 26 tables and chairs (made of wood and arranged in groups of four, so that the 4-2-1 technique can be used, i.e. group, pair and individual work), a computer and a classroom projector, a desk for the teacher, a chair and a whiteboard (which serves as a screen for the project). As well as 26 laptops in order to be able to complete the digital content and hand in the activities into the virtual platform.

The size of the classroom is $42m^2$, so it is not an excessively large classroom, but it is still spacious and comfortable for the number of students to be taught. It has large windows that allow the classroom to benefit from outside lighting and proper ventilation of the space.
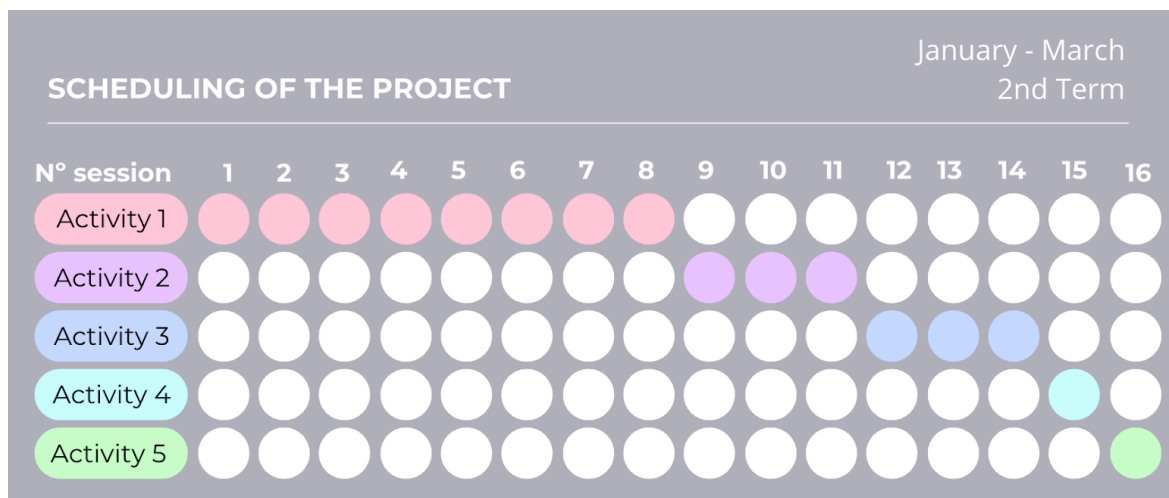
The only task that the students will have to carry out outside the school is the reading of the stories, the rest will be done in the school, to guarantee quality work in which the possible inappropriate use of artificial intelligence or the internet is controlled, this will also force the students to think more critically and think outside the box.

This project will take place in the second term and will last for sixteen sessions (2 months approximately), with the option to extend it to four if more time is needed or if something unforeseen happens. Two of the four sessions per week that students have of English will be dedicated entirely to the project. The first class will be devoted to the explanation of basic culture vocabulary and the activities to be completed in order to do the project, the leftover time will be employed to develop the idea for the story and plan the information that will be needed to search. The remaining sessions will be devoted to the writing of the story, the creation of the Kahoot, to do the reading test, to complete the

self-assessment questionnaire and co-assessment checklist, which is the closing activity. The organization of the project is presented more clear and visually in **Table 1**.

Table 1.

Scheduling of the project

N° session	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SCHEDULING OF THE PROJECT															January - March	2nd Term
Activity 1	●	●	●	●	●	●	●	●	○	○	○	○	○	○	○	○
Activity 2	○	○	○	○	○	○	○	○	●	●	●	○	○	○	○	○
Activity 3	○	○	○	○	○	○	○	○	○	○	○	●	●	●	○	○
Activity 4	○	○	○	○	○	○	○	○	○	○	○	○	○	○	●	○
Activity 5	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	●

Regarding the grouping, having in mind that there are 24 students in the class and given the cooperative group methodology, the class will be divided into 6 small groups with 4 members each.

The groups will be formed by the students themselves, in order to give them a certain degree of autonomy and decision-making power, which will lead to collaborative work in a familiar environment where the students will feel safe and comfortable, homogeneous teams will be formed. In this way, interpersonal skills such as the division of tasks and equal work will be put into practice, as each member will be assigned a part to focus on in order to deepen the research.

Collaborative work is very important, as students will constantly encounter real-life situations where they have to work in groups. Therefore, working in this way in the classroom will allow students to consciously or unconsciously acquire skills that in the future they will be able to extrapolate to real situations outside the school environment.

5.4. Required Materials and Resources

The materials and resources that are going to be required for this Teaching Innovation Project are:

- A vocabulary list. This list will include fifteen terms related to culture, which is going to help students to write the story. Students are not expected to memorise them, but to use the list as a guide to know what words they can use to talk about culture. It will

be given to students in paper, but it will also be available in the subject virtual platform.

- Laptops. The classroom is equipped with twenty-six laptops with Wi-Fi connection that students are going to need to develop the project. Students do not need to worry to buy any devices, because the school provides them one per student in order to work the digital competence. Additionally, chargers for the devices will be needed in case they run out of battery. In fact, this resource is one of the most important for this project, because without it, it could not actually be executed.

- Artificial intelligence tools. They are going to be the key and most important resource of the project, as the main goal of this project is that students learn how to use these tools effectively. Students are going to be encouraged to use the ones that are mentioned in the introduction of this Teaching Innovation Project, which are ChatGPT, Copilot and Gemini. However, they are free to use another one that they think is more suitable for this task or that they are more familiar with.

- Kahoot. It is a free virtual platform or app (with the possibility of subscribing to unlock more options, but not necessary in this case) based on learning through gamification, which allows creating interactive questions in the form of a contest. Students are going to use this platform to create the written comprehension tests about their short-stories for their classmates as practice for the actual final test.

- Test paper and writing materials. In order to evaluate if this activity has actually helped the students to improve their reading comprehension skills. As it has been said before, it will have two parts: a true/false exercise and then some close questions about the story (hence, students will not have to reflect to find the answer, just look for the information in the text).

- A self-assessment questionnaire (in a portfolio in a Google Document). It is going to be important to use it; thus, students are able to track their learning and knowledge acquisition throughout this project, and consequently, to make them conscious of what they have learnt.

- A co-assessment checklist (also in a portfolio in a Google Document). With this checklist students can evaluate their teammates' performance throughout the elaboration of the project, it can also be helpful for the teacher to justify the mark in criterion 2.3 (strategies for the written production).

5.5. Justification of the Innovation

This proposal is innovative and goes beyond what is currently being done in class for several reasons:

Firstly, artificial intelligence tools are used as a direct resource for the development of the project. This is something that is not common in traditional classrooms. But as mentioned above, AI is not going to disappear and students need to be taught how to use it in a way that is good for their learning.

Secondly, digital literacy is being promoted. In other words, students are being taught how AI works and how to interact with it to achieve good results. While teaching them to be critical with the information they receive from it and to use AIs as an aid and not as a tool to do their homework for them.

Thirdly, a meaningful connection to culture is created through writing. That is, students will learn knowledge about different cultures through exploration (or discovery). In addition, discovery learning is considered one of the most effective forms of learning among students because of the level of involvement it requires, as students go from being passive subjects who simply receive information to having to actively search for information.

Fourthly, reading comprehension is enhanced within a meaningful context. This is because the stories the students have to read are written by themselves, and not by anyone else. As well as increasing their curiosity to read them, this positive attitude will facilitate a willingness to understand what their peers have created. This also fosters engagement and connection between students to achieve a common goal.

Finally, necessary skills such as creativity will be developed, as they have to create a story from scratch (with the help of the AI); teamwork, as the students will work collaboratively (in teams), so they develop their skills in active listening, clear communication, expressing their opinions respectfully (assertiveness), empathy, respect, organisation, responsibility, etc.; critical thinking, by analysing information objectively and based on this forming an informed opinion; conflict resolution, either within the working group itself or possible difficulties in getting the AI to give them the information they need; and finally, communication, which will occur through the writing of the story and the evaluation of another group's story.

In conclusion, this project is innovative, because it smoothly integrates the use of new technologies, in this case AIs, with the specific competences of reading comprehension

and writing, which are required by the English subject curriculum. Besides the fact that it prepares students for a near future in which humans will probably have to work hand in hand with AIs, while at the same time fostering cultural background and skills that are necessary for academic and professional success.

6. Attention to diversity

This Teaching Innovation Project has been designed to address diversity; thus, one of its Sustainable Development Goals (SDGs) is to provide quality education for every student. In other words, this project is inclusive because:

Firstly, cultural diversity is explored. Inasmuch as for its development the student will freely choose the culture that they would like to talk or learn about. They do not need to focus only on the culture, but they can also pay attention to a more specific topic of their interest about that culture and explore it in the project, for example: sports or music. Students can use all the sources available to look for examples that help them to generate the main idea (or plot) of the project. Moreover, they will and must use artificial intelligence to perform this activity, but only when it is indicated by the teacher.

A good thing about using artificial intelligence as the main tool is that it will allow each student to accomplish an individualised learning. For example: a student can use artificial intelligence with the narrative structure, while others can use it to gather information about the culture they are working on. That is why students can work on their own rhythm, relying on artificial intelligence (and, obviously, the teacher) to fulfill their specific needings.

It is important to bear in mind that the sources employed to the development of the project are available for every student, even for the cases that are not explicitly contemplated in the context of this project. For example: in the case of a blind student, they can realise the activity without any problem, using voice commands and a braille keyboard (in addition to the help of other members of their team). In order to effectively address the needs of SEND (Special Educational Needs and Disabilities) students, close collaboration will take place with the guidance department so that they can provide instructions to be followed in each case and the necessary adaptations.

In addition to the fact that creativity and self-expression are encouraged. Students will use AI as a tool to help them shape the creativity within them, to explore the perspective of their chosen culture. Students will be assessed not only on their ability to produce an essay, but also on their creativity and originality in approaching the task. However, a safe space will be created in which the different groups will give each other constructive feedback for the improvement of the short story.

Another important point is that digital competence and cross-cultural competence will be developed, as learners will be guided in the effective use of AI in a critical way. In addition, dialogue about different cultures will be promoted, which can lead to learners sharing their experiences and produce shared learning or in other words cooperative learning.

Finally, an inclusive and diversified evaluation will be carried out. That is to say, various detailed rubrics will be used with which both the process and the final product will be assessed, giving equal importance to both. Furthermore, different forms of assessment will be offered, not only limited to hetero assessment (teacher-student), but also giving students the opportunity to assess their own learning process (self-assessment) and that of their peers (co-assessment).

How to address SEND students

The student with high intellectual abilities shows great interest in comics and graphic novels of all genres. They also enjoy researching the stories, the authors and their artistic styles. They do not just read them, but analyses them critically, not only focusing on the plot, but also on the more technical aspects of the literature such as stylistic devices, and the social and political issues addressed. They are very talented in creative writing and drawing, and use these skills to create their own comics; this is reflected in his original works. They have a great deal of autonomy in learning, which makes them complete the tasks set in class quickly, even though they have a very high level of autonomy.

The following measures will be applied to this high intellectual abilities student: an extension curricular adaptation will be made so that they can continue to study the subject in depth, but without advancing to a higher level. Autonomy will be encouraged, but also teamwork, as interaction with their peers is fundamental for their development. Through teamwork, they will also learn to manage and promote their socio-emotional skills, as these students often feel that they do not fit in with their peers. Finally, activities that encourage

creativity will be proposed, such as writing, in which they will be able to demonstrate and enhance their divergent thinking. The proposed extension activity will be the creation of a comic book based on the story they are working on with their group, with total freedom of format (digital, paper, etc.).

The ADHD student constantly gets up from their chair during class without asking permission, moves their feet incessantly and can not sit still while the teacher is explaining. They have a strong impulsivity which is present when they continuously interrupt both the teacher and their classmates and speak without asking for a turn to speak. They have a low attention span as they are easily distracted by any noise and often they forget to do homework.

The following measures will be applied to this student with ADHD: the activities will be divided into smaller parts, so that they can do them little by little and without getting overwhelmed; although this will not be necessary as the project itself is designed in this way. The workload will be reduced and the use of an agenda will be recommended in order to acquire a better time management, as well as tasks, assignments and exams: as it is a cooperative learning project, they will carry out small tasks in a group, so they will have a smaller workload and they will share responsibility with more people; they will have to stick to the established deadlines, but they will be given a margin of five days to hand in the tasks. To control their constant need for movement, they will be fitted with an elastic band on the legs of the chair to allow them to move discreetly and self-regulate. When taking the reading comprehension test, the following guidelines will be followed: clear and concise language to formulate the questions will be used; wide spacing between lines and paragraphs will be included, and bolding or outlining to highlight key information; pictures to support comprehension will be included; the student will have more time to complete the test (even more than one session and including breaks if necessary); and they will sit close to the teacher for a better control, and possible distractions will be avoided as much as possible. In addition, positive reinforcement will be used to reward them when they behave appropriately and they achieve the objectives set.

The student with severe conduct disorder frequently insults and mocks their classmates, they threaten physical violence (although this does not usually happen) and they defy the authority of the teachers and sometimes they even talk back disrespectfully. They do not follow the rules of coexistence in class, so they get up whenever they want, they

arrive late to class and they use their mobile phone constantly in class. They have disruptive behaviour in class, constantly seeking attention in order to gain the approval of their classmates. This behaviour has been reflected in their academic performance and it has caused them to repeat a year. Following the assessment by the guidance counsellor in which they were advised to see a professional to manage anger and frustration, there has been a slight improvement in their attitude in class.

The following measures will be applied to this student with severe conduct disorder: praise for assertive behaviour (varying between words, gestures or notes); seating close to the teacher; ignoring interruptions that do not affect peers, paying attention when the student is working or participating appropriately; giving short, clear instructions; listen to the student in moments of anger, validating their feelings and offering them techniques to calm down; when disruptive behaviour starts, offer them help to manage the emotion, subtly remind them of the rule they are breaking, warn them of the consequences of their behaviour. Knowing that they love basketball, they will be encouraged to explore this sport within the cultural history activity.

How to engage other students who may face challenges in their learning

In the case of repeaters, the use of AI for story creation would be highlighted as an innovative method, they could be assigned the role of AI expert to help their peers use this tool, their critical analysis of AI tools would be reinforced, and their improvement in the progress of their work would be recognised, as well as praise for their contributions to the group.

In the case of students with motivational problems, AI will be used as a tool to arouse their curiosity, the focus will be on the student as an active creator rather than a passive recipient of information. They will be able to connect historical works with how it has helped their preservation today, and the student will be encouraged to include their interests or experiences within the story (in other words, situated cognition) and they will be able to both receive and give feedback on the stories created.

In the case of students with socio-familial problems, priority will be given to the creation of a safe space in the classroom, they will be offered support by showing empathy and understanding for their circumstances and they will be given flexibility when handing in activities or taking the reading comprehension test. Furthermore, the project will be

presented as a tool that allows to express and process emotions and creativity, and group work will facilitate peer support.

Ultimately, for students with cultural differences, the project will be approached as a tool to give voice to their personal experiences, thus breaking down possible prejudices or stereotypes about their cultures, giving rise to dialogue and intercultural learning.

7. Project evaluation

Evaluation Strategies

To evaluate the impact of this project, the following evaluation strategies will be developed:

Firstly, an **analysis of the students' performance and final products** will be made. This will focus on the evaluation of the final product, that is, the short story. It will be taken into account that the student is creative, coherent, that the vocabulary seen has been included, the draft of the story, as well as the delivery of the parts before the development process of the story itself (creation of the characters, scheme of the plot, synopsis, setting and scenery). However, of course, the quality of the delivered product will be valued, and that all the parts that have been delivered are cohesive.

Finally, during the development of the tasks in the classroom, students will be assessed by **systematic observation**. Special attention will be paid to the creation of the outline, the draft, and the evaluation session. The level of student participation and engagement within the working groups will be taken into account. Respectful interactions and following the rules of coexistence will also be taken into account. More persistent attention will be given to the student with high intellectual abilities (who will be offered additional tasks if required), the student with ADHD (to ensure that they maintain concentration and offer support if needed) and the student with severe conduct difficulties (to be able to provide strategies for self-regulation if necessary due to the group nature of the activity).

Types of Evaluation

Regarding the type of assessment, as far as the timing is concerned, it is **continuous**, because there will be five interdependent activities one by one. Students must complete the activities in order to pass to be able to reach the final product and consequently achieve the

objectives set for the learning situation itself, which implies that **final** assessment will also be used. The continuous assessment utilised reflects the construction of learning, which is gradual; and therefore, the knowledge has a greater opportunity of becoming meaningful learning.

Based on the assessing agent, there are three types of assessment. Firstly, **hetero assessment**, because the teacher will be in charge of assessing the students (assigning a numerical score and giving prospective feedback focused, giving strategies to avoid repeating those mistakes) through the final products and the previous tasks. At the end of the Teaching Innovation Project, the learner will be able to assess the teacher's execution of the project. Moreover, students will be encouraged to give their opinion on the performance of the activity, as well as on possible improvements that the teacher should take into account. Secondly, **co-assessment**, as students will have to evaluate the stories of the other students, giving feedback, including notable aspects such as those that could be improved. Finally, students must create a portfolio to include the assessment of their group mates, and a **self-assessment** questionnaire, as it is really important to make students reflect on their own learning process.

As far as the purpose of this learning situation is concerned, the final delivery of the short story and the reading comprehension test will be summative (criteria 1.2 and 2.2). The performance and attitude on the remaining activities will be formative (criteria 1.3 and 2.3). This learning situation is not only intended to assess the student's final result, as it is understood that knowledge is built gradually and progressively. In other words, both the path to knowledge and the results are key elements for a successful learning.

With respect to referencing, criterion-referenced assessment will be followed. The aim is not to classify students based on their results, but to check that students individually have been able to successfully overcome the established objectives, regardless of the results obtained by the other students.

Evaluation Instruments and Tools

In order to be able to access the criteria that have been mentioned in the previous section, rubrics and a test will be used. The rubrics will be shown to students after the explanation and will be available for them in the virtual platform, so students can check them when necessary to ensure that they are completing all the assessed items. Initially, the rubrics as well as the instructions of the activities will be presented in English; however, if

needed, students can ask for a Spanish version to guarantee that they are able to understand clearly what they have to do and how they will be assessed.

Criterion 1.2, which is written comprehension, is going to be evaluated by a reading exam that would be made up of a fragment of one of the students' short stories. The first part of the test will be a question in which there will be five sentences, and students will have to say which of them are true and which are false. In the case of false sentences, they will have to correct them. The second part will consist of five closed questions about the text. The items or criteria that are included in the rubric (see **Table A1** in Annexes) are: true/false accuracy (how many questions were answered correctly), close-ended questions accuracy, clarity and precision, and use of communicative functions.

Criterion 1.3, which makes reference to the strategies for a written comprehension activity, will be assessed by the participation and performance of students in the Kahoots that they will have created based on their own stories. The rubric (see **Table A2** in Annexes) will evaluate the involvement in Kahoot creation and participation, collaboration with peers, responsibility and commitment, and attitude and willingness.

Criterion 2.2, which is written production, is going to be evaluated with the production of a short story on culture (in groups). This rubric (see **Table A3** in Annexes) consists of eight items to be considered for the evaluation, and a ninth section to include the mark and to add any necessary observations. The items or criteria to be considered are use of vocabulary, communicative function, descriptions, presentation and format, creativity and originality, relevance to cultural theme, coherence (narrative structure), cohesion (use of connectors) and length (3–5 pages).

Criterion 2.3, which makes reference to the strategies to approach a written production, is going to evaluate the participation and performance of students in the process of writing the short story. This rubric (see **Table A4** in Annexes), as well as rubric for criterion 1.3, includes the following items: participation in the task, collaboration with peers, responsibility and commitment, and attitude and willingness.

These items will be graded from outstanding achievement to needs improvements, each of them corresponding to a different punctuation depending on the criterion. In other words, it would go from mastering the contents to needing support or doing extra work to acquire the basic knowledge.

Each of the rubrics will include a section of "Observations" for the teacher to keep an anecdotal registration on students' performance. Not only focusing on the numerical score to make students aware of their mistakes, but also providing strategies to help them avoid making those mistakes (prospective feedback).

Additionally, students will create a portfolio in which they will have to answer an eight-question self-assessment questionnaire (see **Table A5** in Annexes) to reflect about their own learning process. It is crucial to make students aware of what they are actually learning, how they are achieving the objectives proposed and what they can do to improve. Finally, students will complete a five-question checklist (in that same portfolio) to evaluate the performance of their teammates (that is, co-assessment, see **Table A6** in Annexes).

The two criteria of strategies will be used to evaluate if the general objective of the project has been achieved. The results obtained will be compared with the results obtained in the first term, taking into account that the independent variable will be the use of new technologies. As well as, question 8 of the self-assessment questionnaires. This will allow to generate a graph comparing the results of both terms, to see how the inclusion of AI has influenced the motivation of the students.

Specific objectives 1 and 2 will be assessed through systematic observation that the teacher will record in the observations section of the rubrics for criteria 1.2 and 2.2.

Specific objective 3 will be evaluated with the final product of the cultural history (with the help of the rubric for criterion 2.2). For this objective, marks are compared with those of the same activity performed in the first term without the help of the AI. In the same way, the results of criterion 2.2 will be utilised to check that specific objective 4 has been successfully met.

Finally, specific objective 5 will be assessed with the observations section of criterion 1.3, as well as by comparing the results obtained in the reading comprehension test of the first term with those of the second term. In this way, it will be possible to observe whether the use of AI in the preparation of this type of exam has significantly improved students' grades.

Reinforcement plan

In case students will not pass criterion 1.2 they will have to complete all the tasks individually, they will have to upload these tasks in the virtual platform. On the other hand, in the case of the reading test (criterion 2.2), students can ask the teacher for reading

practice worksheets so they can practice for the test. The dates for the submission of the tasks and the reading test will be announced in the virtual platform of the subject. The criteria corresponding to the strategies (criteria 1.3 and 2.3) can be passed by completing the next activities throughout the term.

8. Contribution to the SDGs

This Teaching Innovation Project contributes actively to achieving three of the Sustainable Development Goals (SDGs) established by the United Nations 2030 Agenda, specifically SDG 4: Quality education, SDG 10: Reduced inequalities, and SDG 17: Partnerships for the goals.

SDG 4: Quality education

This project has been designed to be able to be adapted to the different learning styles, and in consequence, respect the individual learning rhythms of each student. This guarantees that all students can successfully take and be part of the project.

Moreover, communicative skills in the English language will be enhanced. As English is crucial to communicate throughout the world, as well as getting access to a wider net of information and facilitating future job opportunities for students.

Nevertheless, other skills like creativity and critical thinking are worked on to promote the holistic development of the students, meaning that students do not only go to school to improve their cognitive development, but also their emotional, physical, ethical and social one. In consequence, it will result in an enriching learning experience.

SDG 10: Reduced inequalities

Through this project, cultural sensitivity and respect to diversity will be promoted, since students must do research to be able to write a story about a culture of their interest. For this reason, artificial intelligence will become an inclusive tool, especially to students with linguistic or learning difficulties.

In the same way, by doing research and sharing about the different cultures an empathetic and respectful environment will be created. This environment will help students to get rid of prejudices or any type of cultural discrimination, which is why inequalities will be reduced.

SDG 17: Partnerships for the goals

Cooperative learning strengthens team-working skills and puts into practice the idea that working in partnership to achieve a common goal makes the path much easier and effective. Students can apply this working model in the future, not only academically or workingly speaking, but also to fight for neglected causes.

9. Conclusions

This Teaching Innovation Project has been created because of the growing need to integrate artificial intelligence into the subject of English. Based on the belief that AI can be a powerful tool for achieving meaningful learning. In addition to being able to transfer or connect the personal interests of the students to this subject, and thus, promote their digital literacy in an educational way.

Through the activities developed throughout this project, their aim is to foster both creativity and communication skills, which due to the excessive inappropriate use of technologies and the consequent over-stimulation have diminished or worsened, or both. By using AI, students will be able to improve their grammar and vocabulary in a more autonomous way, obtaining personalised resources adapted to their needs.

With this project, students will be able to significantly improve their English language skills in different areas. Reading comprehension will be improved by reading the stories (both their own and those of the other groups), and by reading and understanding the information they get from the AI. Written production will be improved by the creation of the short stories and Kahoots questionnaire. In addition to learning and discovering vocabulary about culture (enhancing their cultural understanding and knowledge), and practising how to narrate events in the past. Oral skills will be improved in group discussions when elaborating the story and reviewing each other group's stories. Listening comprehension will also be worked on by listening to the activity instructions and paying active attention to the group discussions. However, these last two areas will not be assessed as they are not the central focus of the activity.

With the previous ideas in mind, this Teaching Innovation is presented as the perfect opportunity to explore three types of active methodologies (cooperative learning, group research and flipped classroom), and to leave behind the more traditional methodologies to put the focus on the student as the protagonist of the learning process. As well as learning

to introduce AI as an educational tool to innovate in language teaching, leaving behind books with exercises; which although necessary or useful for the mechanisation of language and its grammatical structures, are not useful for anything more than learning to put structures out of real contexts; which do not really contribute to language acquisition other than the memorisation of grammatical structures, which in themselves lack communicative usefulness.

Expected results

With this project, it is expected that students will become more autonomous when acquiring vocabulary and grammar with the use of AI; they will improve their creativity and their ability to create written productions, their reading comprehension (with the Kahoots), their digital skills on how to use AI efficiently for educational purposes; and, finally, that their motivation will be increased and their interest in different cultures will be awakened after having to research to create their stories.

With regard to the school, the goal is to implement a more dynamic methodology with the use of new technology, to encourage learning from each other (that is, collaborative learning) through group work dynamics, as well as, to smoothly incorporate technology into the teaching of English.

This is why a teaching/learning approach is promoted based on the idea that meaningful learning will be achieved, through which the students will build their own learning and knowledge. It becomes clear when they have to create the stories to learn to narrate events in the past, and also to use the vocabulary related to culture. In addition, the development and realisation of Kahoots to practice reading comprehension, keeping the figure of the teacher as a guide who supports them in this process.

With this activity, students will develop their communicative skills through situated cognition, for example: in order to complete the activity, students will have the opportunity to choose a culture that is familiar to them. Moreover, this would make that the main difficulty of the project is mainly the language they have to use.

Lessons learned

One of the potentially positive aspects is that AI can arouse students' interest, and consequently, they will be more motivated to take on the project. However, the fact that the work is collaborative, like the methodology itself, will encourage students to learn from each

other and reinforce skills needed for group work. Furthermore, these skills can be extrapolated to different areas of their lives, not just the scholarly one.

Potential challenges that this project could present include the need for the teacher to create a guide for the effective use of AI and how to give prompts, with the disadvantages that some students might not have the necessary digital skills. Moreover, time management is key in order to assure that each and every task of the Teaching Innovation Project can be completed in time. Finally, it will be crucial to ensure that students use AI as a tool for learning and not to replace their critical thinking skills and creativity.

Preliminary recommendations

It is recommended that at the beginning or before starting this Teaching Innovation Project the teacher creates a guide or tutorial on how to use AI and create effective prompts. In addition, some preliminary sessions should be devoted to practicing with AI (and exploring the different platforms and even comparing them), contemplating possible technical problems and how to solve them. The most important thing would be to make students clear from the beginning what criteria they will be working on and how they will be evaluated, which is the reason why the rubrics should be made available to the students so that they are clear about what is expected of them. Finally, it will be of great interest and extreme relevance that students do self-assessment to reflect on their own learning (in other words, to work on metacognition).

Future expectations

This project seeks for students to connect the way they learn or the knowledge they acquire with their interests, in order to carry out a meaningful learning of English. Not to mention, they will appreciate cultural diversity through the exploration and manipulation of knowledge, as they will be in charge of gathering information about the culture they are going to work with.

This project could be expanded in the future to create a project-based learning for the entire school year, through which students would explore other skills such as mediation and oral production, which are also highly necessary in language learning. In addition, it would be possible to collaborate with teachers of other subjects to create an interdisciplinary project, for example in the subject of technology or music for the creation and editing of an audiovisual product. Finally, this Teaching Innovation Project will contribute to research about the impact of the use of AI on the academic performance and motivation of students

in the subject of English, thus proving that the main objective of this project has been efficiently fulfilled.

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Annexes

Table A1

Rubric for criterion 1.2 - Reading Comprehension Test (4th SCE)

Criteria	Outstanding achievement (9- 10pts)	Adequate achievement (7-8 pts)	Basic achievement (5-6 pts)	Needs improvement (0-4 pts)	Points
True/ false accuracy	All true/false questions are answered correctly, and false ones are corrected accurately.	Most true/false questions are answered correctly; a few minor errors in corrections.	Some true/false questions are answered correctly, with several errors in corrections.	Very few true/false questions are answered correctly, with incorrect or no corrections.	/10
Close-ended questions accuracy	All closed questions are answered correctly.	Most closed questions are answered correctly with minor errors.	Some closed questions are answered correctly, but several have errors.	Very few closed questions are answered correctly.	/10
Clarity and precision	Answers are clear, precise, and well-structured. Ideas are communicated effectively.	Answers are mostly clear and precise, with some minor lack of clarity.	Answers are sometimes unclear or vague, requiring further clarification.	Answers are often unclear or imprecise, making understanding difficult.	/10
Use of communicative functions	The language used is communicatively accurate, with few or no spelling mistakes.	Minor communicative errors that do not affect the overall meaning.	Frequent communicative mistakes that may cause confusion.	Many communicative errors that make it difficult to understand the meaning.	/10
Observations/ Teacher's Comments: (This section will be used to record observations about the student's reading comprehension and suggest strategies to avoid similar mistakes in the future.)					Total: /40 points /10

Note. This rubric has been created with the support of AI.

Table A2

Rubric for criterion 1.3 - Kahoot Quiz (4th SCE)

Criteria	Outstanding achievement (9- 10pts)	Adequate achievement (7-8 pts)	Basic achievement (5-6 pts)	Needs improvement (0-4 pts)	Points
Involvement in Kahoot creation and participation	Shows high involvement: actively participates in creating their Kahoot with care and creativity, and engages fully in classmates' Kahoots.	Shows consistent involvement: creates their Kahoot with appropriate content and participates in most classmates' Kahoots.	Shows limited involvement: creates a basic Kahoot with little effort and participates in some classmates' Kahoots.	Rarely participates or makes no contribution to the task.	/10
Collaboration with peers	Actively cooperates, listens to others, and fosters a positive working atmosphere.	Collaborates appropriately and respects others' opinions.	Limited collaboration. Sometimes imposes ideas or doesn't listen.	Hinders collaboration or disrespects group norms.	/10
Responsibility and commitment	Takes full responsibility without needing supervision. Completes task on time and with quality.	Shows reasonable autonomy and meets deadlines.	Needs reminders to fulfill responsibilities. Commitment is inconsistent.	Avoids responsibility or delays the group's progress.	/10
Attitude and willingness	Displays a very positive and constructive attitude throughout the task. Encourages peers.	Shows a positive and respectful attitude. Participates with interest.	Attitude is neutral or minimally engaged.	Shows disinterest, negativity, or disrespect.	/10
Observations/ Teacher's Comments: (This section will be used to record anecdotal notes on the student's process, effort, creativity, participation, or any remarkable aspects during the creation of the Kahoot and when solving the Kahoots of other groups.)					Total: /40 points /10

Note. This rubric has been created with the support of AI.

Table A3

Rubric for criterion 2.2 - Cultural Short Story (4th SCE)

Criteria	Outstanding achievement (9- 10pts)	Adequate achievement (7-8 pts)	Basic achievement (5-6 pts)	Needs improvement (0-4 pts)	Points
Use of vocabulary	Accurately and naturally integrates at least 5 target words from the unit throughout the text.	Uses 4-5 words with minor errors or some repetition, but meaning is clear.	Uses fewer than 5 words or uses them in a forced or repetitive way.	Does not use the target words or repeatedly uses them incorrectly.	/10
Communicative function	Clearly and fluently expresses past events using accurate past tenses and varied time expressions.	Expresses past events clearly with mostly correct past tenses and some time expressions.	Communicates past events with limited clarity. Frequent tense errors. Few or basic time expressions.	Struggles to express past events. Many tense errors and missing or incorrect time expressions.	/10
Descriptions	Clearly and accurately describes people, places, objects, and traditions with relevant details and varied vocabulary.	Describes most elements (at least 3 of the 4) with some detail. Generally clear and appropriate.	Describes one or two elements with limited detail. Descriptions are basic or unclear.	Fails to describe the elements clearly. Descriptions are minimal, incomplete, or off-topic.	/10
Presentation and format	The work is clearly and carefully presented in PDF format. Font is legible, size is appropriate, and images are relevant and well integrated.	The format is correct with minor aspects that could be improved (images, font, margins).	The presentation has numerous weak points (format issues, inadequate font or images).	The presentation is disorganised, or the format is not appropriate.	/10
Creativity and originality	The story shows creative, original and personal ideas. There are no signs of plagiarism.	The story contains some original ideas and shows creative effort.	The story lacks originality or is based on very common ideas, but written by the student.	The story is copied (totally or partially) or lacks personal contribution.	/10
Relevance to cultural theme	The story is clearly focused on a relevant cultural theme and is well-developed.	The cultural theme is present and identifiable, although not fully developed.	The reference to the cultural theme is superficial or unclear.	The story does not deal with a cultural theme, or it is irrelevant.	/10

Coherence (narrative structure)	The story is clearly organised into an introduction, development and conclusion, with balance and clarity.	The structure is clear, although one part could be developed better.	One part of the structure is unclear or unbalanced.	The story does not follow a clear structure or is difficult to follow.	/10
Cohesion (use of connectors)	A variety of connectors are used appropriately and fluently, helping the text flow.	Connectors are used correctly but somewhat repetitively or in a limited way.	Few connectors are used, or they are used inaccurately.	Few or no connectors are used, or they are misused, making the text hard to follow.	/10
Length (3–5 pages)	Fully meets the required length (3–5 pages).	Length is close to the requirement (minimum 2.5 or maximum 5.5 pages).	Length is somewhat too short or too long.	Length is very insufficient or excessive.	/10
Observations/ Teacher's Comments: (This section will be used to provide specific feedback, comments about the student's effort, creativity, language use, or any anecdotal observations noticed during the writing process.)					Total: /90 points /10

Note. This rubric has been created with the support of AI.

Table A4

Rubric for criterion 2.3 (4th SCE)

Criteria	Outstanding achievement (9- 10pts)	Adequate achievement (7-8 pts)	Basic achievement (5-6 pts)	Needs improvement (0-4 pts)	Points
Participation in the task	Actively participates at all times, shares relevant ideas, and enriches the group's work.	Participates regularly and completes their part of the task.	Participates occasionally or passively. Contributes the minimum.	Rarely participates or makes no contribution to the task.	/10
Collaboration with peers	Actively cooperates, listens to others, and fosters a positive working atmosphere.	Collaborates appropriately and respects others' opinions.	Limited collaboration. Sometimes imposes ideas or doesn't listen.	Hinders collaboration or disrespects group norms.	/10

Responsibility and commitment	Takes full responsibility without needing supervision. Completes tasks on time and with quality.	Shows reasonable autonomy and meets deadlines.	Needs reminders to fulfill responsibilities. Commitment is inconsistent.	Avoids responsibility or delays the group's progress.	/10
Attitude and willingness	Displays a very positive and constructive attitude throughout the task. Encourages peers.	Shows a positive and respectful attitude. Participates with interest.	Attitude is neutral or minimally engaged.	Shows disinterest, negativity, or disrespect.	/10
Observations/ Teacher's Comments: (This section will be used to record anecdotal notes on the student's process, effort, creativity, participation, or any remarkable aspects during story planning tasks.)					Total: /40 points /10

Note. This rubric has been created with the support of AI.

Table A5

Self-assessment questionnaire

Name:
1. What did you learn about the culture while creating your story?
2. How did working in a team help you to complete the project?
3. What was the most difficult part of this learning situation? How did you solve it?
4. How did you make sure your Kahoot questions were clear and interesting for your classmates?
5. Have you learned an effective way to use AI in your writing process? If yes, how did it help?
6. What do you feel most proud of in this project? What three things could you improve for next time?
7. What have you learned about yourself as a student through this activity?
8. How would you rate your motivation throughout the realization of the project, from 1 to 10 (1= not motivated at all, 10= extremely motivated)?

*Please indicate here what you liked about this activity and suggest any improvements you think could be made.

Note. This self-assessment questionnaire has been created with the support of AI.

Table A6

Co-assessment checklist

Name: Name of the student being evaluated:

Questions	Never	Rarely	Sometimes	Frequently	Always
1. How often did your partner contribute to group discussions and activities?					
2. Did your partner have creative and useful ideas for the project?					
3. How often did your partner actively support and help other group members?					
4. Did your partner have a positive and respectful attitude during the project?					
5. How well did your partner meet their responsibilities and deadlines?					
Observations:					

Note. This co-assessment checklist has been created with the support of AI.