

ARTIFICIAL INTELLIGENCE AS A PEDAGOGICAL TOOL IN SPANISH AND ENGLISH CLASSES

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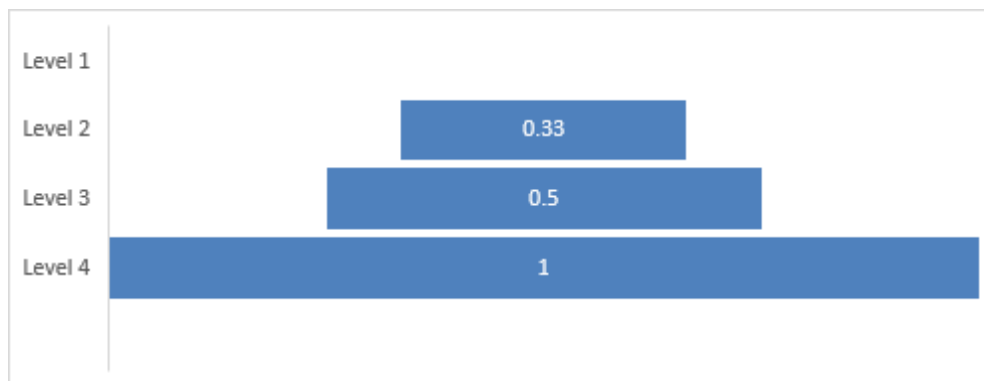
ABSTRACT

The use of Artificial Intelligence (AI) has grown in the US and other countries since 2022. However, faculty and teachers still have very different views about their use. Some support it but others are still against its use (Chávez, 2025; Chávez and Naranjo 2024). This work supports the use of AI (ChatGPT) in higher education. First, we present its use in Spanish and English classes. Then, we provide some concrete activities where faculty have used it in the past such as images, poems, short stories and writing.

Keywords: Spanish class, English class, Spanish learning, English learning, Artificial intelligence and language learning, ChatGPT and Spanish, ChatGPT and English, Learning English and Spanish.

1. INTRODUCTION

The use of ChatGPT in Spanish classes is still in a growing process. There is some research, but we still need more information. For instance, we know that the use of ChatGPT in Spanish college classes is beneficial for reading, writing and vocabulary (Chávez, 2025; Chávez and Naranjo, 2024). However, there are several limitations. Edwards (2023) considers that there are 4 steps in AI that faculty or teachers should consider while using AI. Faculty are there to regulate, adapt, integrate and or reimagine AI as it has some issues like it is too basic, it has incorrect answers, etc. (Chávez, 2025). Green (2025) considers there are 5 levels of use of AI by faculty and or teachers: Independent or No AI, AI Enhanced to plan and research, Ai-Assisted to revise, Collaborative AI and AI as a creative partner. We also consider that for Spanish classes there is also a continuum in the use of AI among our faculty. But we consider it has only 4 levels of AI based on Green (2025). Level 1: No AI by faculty and or students (0%), Level 2: Guided AI (1 to

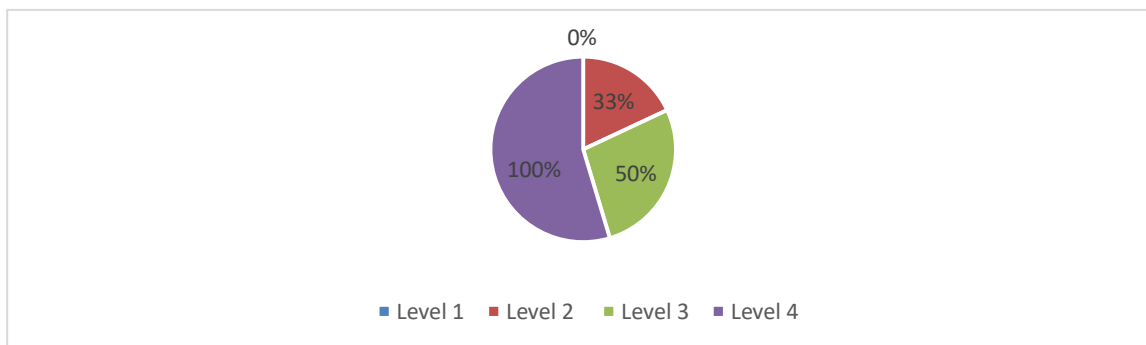


33%) for students and faculty. Here faculty and students do research, outline and do the draft improvement in this level. Level 3: AI collaboration (50%). Level 4: AI alone as a producer (100%). See graphic 1 for more information where the 1 is a 100 percent.

Graphic 1: AI Continuum Adapted from Green (2025)

2. AI IN SPANISH CLASSES

Faculty, teachers and users in each Spanish class need to have clear goals, SLO's, and/or objectives for the use of AI in their classes ranging from 0 to a 100 percent use in class. They also need to make sure that the use of AI is allowed in their institutions and or follow their institution's guidelines. Here is a pie chart illustrating this information in Graphic 2 below.



Graphic 2: Chávez Proposed AI Continuum in Spanish Adapted from Green (2025)

Chávez (2025) and Chávez and Naranjo (2024) mention that the use of ChatGPT helped her students in Spanish classes to improve in reading and writing skills. It also supported the faculty who did the research. Some benefits of using AI in Spanish classes for faculty include creating Spanish reading passages related to vocabulary in class with comprehension questions either open or explicit from the text. They could be multiple choice or fill in the blanks. It also helped them in creating infographics about important Latin American figures, countries, food, art, music, books, poems, songs, holidays, etc. Other benefits in language learning could include personalization of curriculum and tutoring etc. (Mundra and Gujarat 2024). However, faculty and or teachers need to keep up with their training regarding AI as they are changing very rapidly. They also should have limitations and guidelines for students that comply with their academic institutions and that are appropriate for their students' age, sex and or grade level. Other AI tools to consider for teachers and or students include Notebook LM from Google, Suno AI, Spanishdict.com, Cultura Hispana in YouTube, Dreaming Spanish, Quizlet, etc. Here are some prompts Chávez has used in her classes.

2.1 Images or illustrations

There are an infinite number of directions you can give ChatGPT for your work. However, we know now that the more specific you are, the better your results will be. Here are some examples used in a Spanish class. Prompt 1: "Hey ChatGPT please create an illustration about the following Hispanic holidays, Dia de Muertos, Navidad, Cinco de Mayo, Hispanic Heritage Month, San Valentin, and Dia de las Madres." See graphic 3 for example. We can use that for a speaking

or writing activity in Spanish regarding the Hispanic culture or holidays. Some questions could be: How do you celebrate those holidays, what do you know about them, what can you share about those...etc.

Graphic 3: Hispanic Holidays

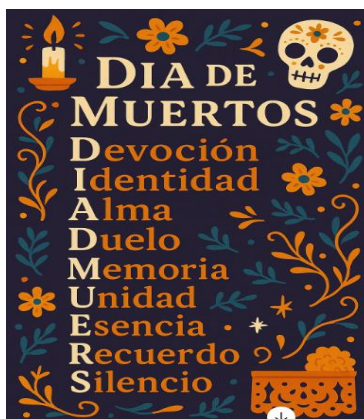
Source: ChatGPT, 11/18/2025



In Graphic 4 we have an acrostic poem created about a holiday. This activity can be used for reading aloud practice, pronunciation, volume, and writing. Here is the prompt we used. Prompt 2: Acrostic Poem: “create an acrostic poem on the Dia de Muertos using a one-word description for each letter.” Once the poem was written, we gave the following prompt: “Please create an illustrated image with that poem.” The illustration is given in Graphic 4. For advanced students, the poem could be created using a full sentence for each word. Then students could read those aloud, and create more poems for their family members and or classmates etc.

Graphic 4: Acrostic Poem in a topic or vocabulary word

Source: ChatGPT, 11/18/2025



ChatGPT can also create short readings for comprehension, read alouds, etc depending on the level of Spanish you want to use or teach. In this example we asked about the family vocabulary words and the present tense for a beginning Spanish class. Prompt 3: “Hey ChatGPT create a short story in Spanish using the following vocabulary words, *familia, mamá, papá, hermano, hijo, abuela* (my translation family, mom, father, brother, son, grandmother) use the presente tense of *escribir, hablar, amar, abrazar* (write, talk, love, hug my translation) thank you.” As the story was advanced in level, we asked to “can you please simplify the story thank you.” Finally, we asked to “please create an illustration related to the story thank you.” Then, the researcher or editor copied and pasted the information in a word document. With this activity, you can have your students can practice vocabulary, grammar, reading comprehension skills, listening skills, volume, intonation, pronunciation, etc. After they finish reading the story, the students can also create their own story and practice their writing, grammar, spelling, grammar, skills, etc. After you have several stories, you can create a word document or pdf document with them. You could also put them in a power point to have handy for your students in a pdf document like the editor of this work does.

Graphic 5: Short Vocabulary or Cultural Story

Source: ChatGPT, 11/18/2025



La familia Luna

La familia Luna es muy unida.

La *mamá* habla con su *hijo. Ella escribe en su cuaderno.

El *papá* habla con el *hermano. Ellos escriben una lista.

La *abuela* habla con la familia por teléfono. Ella ama a todos.

Cuando la abuela llega, la familia la abraza con alegría.

Editor: Yesenia Chávez

1. ¿Quién habla con su hijo?

- a) El hermano
- b) La mamá
- c) La abuela
- d) El papá

2. ¿Qué escribe la mamá?

- a) Una carta
- b) Un libro
- c) En su cuaderno
- d) Un mensaje de texto

3. AI IN ENGLISH CLASSES

3.1 AI in Essay Writing

Despite having been present in different fields for a long time, AI has only recently begun to make significant impact in education lately after the arrival of ChatGPT. This means that research on the use of ChatGPT in the field of essay writing is very minimal. In November 2022, ChatGPT, an OpenAI came into existence. This AI can be used in completing many tasks in writing

and in other fields as well. ChatGPT is proficient in utilizing natural language, designed to predict the subsequent word, producing extremely human-like text, or executing other tasks involving human language such as engaging in conversations.

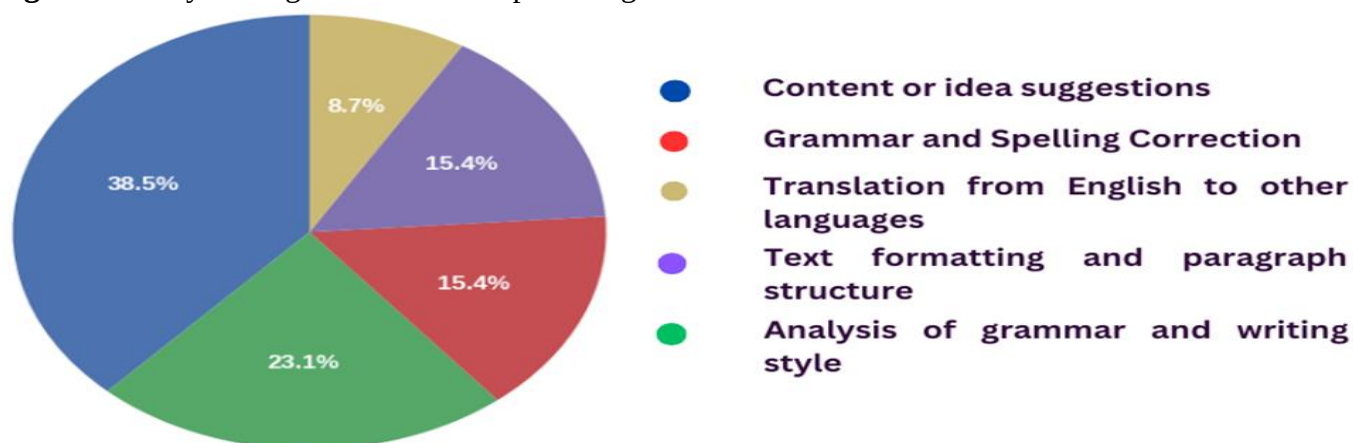
3.2 Sample Assignments

Argumentative essays represent one of the most complex assignments for students in higher education, thereby presenting a significant challenge for students (Pham, Nguyen Nhat Huy, 2025), a method by which ChatGPT essay writing could be tested. Such writings enable students' capacity to present a case and develop assurance in their understanding, equipping them for both the educational setting and practical experiences in life. AI is already recognized as a potential resource that is already shaping the way students do their argumentative essay assignments.

It is crucial that both students and instructors understand that AI does not have the capacity for thought, reasoning, or belief in the material it produces. Although it can respond to inquiries and arrange data into lists or written content, it is not sentient; it cannot sense or experience feelings. AI can just be used to summarize, synthesize, or evaluate information that is already available on the internet. It cannot ascertain the accuracy of the information since it functions by anticipating linguistic trends, not confirming accuracy (Bašić, Banovac, Kružić, & Jerković, 2023).

Hasman and Idris (2023) did a study on the implementation of ChatGPT on English class essay writing skills, and the findings show a notable difference between pre-treatment and post-treatment, specifically the application of ChatGPT in the English composition class (see Figure 1).

Figure 1. Essay writing skills areas and percentage of ChatGPT use



The above pie chart demonstrates that AI Instruments such as ChatGPT can act as useful learning resources. Some students utilize ChatGPT to enhance their expression and improve their content material, while others gain advantage from its vocabulary and grammar correction. Students also use it for translation from other languages, which sometimes may not always be perfect (Elviani and Liani, 2025). Most of the time, ChatGPT adjusts to the user requirements, making it a flexible resource for writing in most areas of grammar and style. Additionally, the chart reinforces the idea that ChatGPT has the potential to enhance student self-assurance that their written work is correct, mostly for individuals who have difficulties with writing.

3.3 Use and misuse of cognitive skills

One growing concern among educators is if using AI will diminish the cognitive and academic benefits students gain from writing as a tool for learning. The other is how professors can leverage AI to enhance writing instruction. Students must engage the AI by using relevant and well thought out prompts for the AI to produce valuable and high-quality content. If students lack sufficient understanding of how to prompt AI, they will get just superficial or excessively irrelevant material. Effective prompting demands that students understand the operation of the tool. Knowledge of different aspects of language, including synonyms, homonyms, and homophones, is required to avert vague and low-level information.

It is essential for professors to acknowledge their responsibility in aiding students to cultivate the abilities and understanding required for their success. Banning the use of AI tools in writing classes can negatively impact students' learning and opportunities for success outside the classroom, therefore, there is need to figure out how to harness the power of AI to assist students as they work on making their writing professional.

Tseng and Warschauer (2023) state that when thinking about incorporating AI-driven tools into the writing classroom, educators should prioritize the needs of the learners. Considering this, they suggest a teaching framework that acknowledges both the short-term and long-term contexts in which the possibility of educating students regarding the use of AI tool like ChatGPT should be put into consideration.

3.4 Checks and balances

All the studies consistently demonstrate that AI tools can enhance students' writing in the areas of coherence, accuracy, idea progression, and structure. AI writing activities can make students advance in knowledge and critical thinking skills. Various difficulties accompany the use of AI in writing such as excessive dependence on AI, academic honesty, and constraints in AI's capacity to eliminate cultural and contextual biases in the texts it produces. Some AI applications could yield incorrect or inappropriate information, thus the need for professor input and direction for essential AI comprehension among students. AI cannot substitute human involvement, but it can enhance it in a balanced and ethically sound way. English writing professors should have the essential training to effectively incorporate AI tools into the learning management system and encourage students to share the ways in which AI tools like ChatGPT impact their writing.

4. FUTURE GOALS

As you can see from the samples above, AI could benefit students and faculty. However, we need to use it with caution and revise everything it gives back to prevent mistakes and errors. It will be very interesting to see how it works better with speaking and listening skills for Spanish. Also, for English language maybe we could try it for reading comprehension skills and see what happens with it.

The recent increase in the use of AI, particularly ChatGPT in educational environments, has led to different reactions, varying from complete banning to reluctance in utilization. As these technologies progress and change the way people interact with information, professors must contend with a number of integrity questions related to AI in education. AI collects and produces a lot of information, and the way the information is applied differs from one situation to the next. More research and symposia discussions are needed to make major adjustments in the process of adopting AI in education.

Institutions of higher learning can find ways to normalize the use of AI in teaching and learning. Investing in well studied AI tools can be one way of ensuring compliance since there will be a way to control the use and misuse. Training before and after adoption could be a way to increase productivity and reduce misuse. A point to note is that not all students have access to technology, and that calls for data to determine if the convenience of using the AI tools will apply to each student.

In essay writing, the use of AI tools to write a paper translates to plagiarism, and heavy penalties accompany malpractice. Students can however find ways of navigating around this, especially if they can afford the countercheck programs. Students should therefore have a way of getting information about when and how to use AI in their writing. Penalizing students may no longer be an option, as far as using AI is concerned. However, if there are tools incorporated in the learning management system, students can easily correct themselves before any submission is done.

5. CONCLUSIONS

In conclusion, we invite the faculty and professors to use AI and try it as there are so many tools that it could be overwhelming sometimes. Try using one tool at a time. Then go from there. Otherwise, we could get stressed about its use and stop using it overall. Right now, the predictions are that AI will continue to stay specially in higher education. We know that it may not replace the faculty and teachers per se but it may replace the faculty who does not know how to use it. Faculty who uses it could be considered with better skills overall. In other words, AI will never fully replace the emotional empathy, versatility, the vision, the ethical guidance, and the higher critical thinking skills that only faculty can provide (Mundra and Kataria, 2024). But we believe that ChatGPT is here to support students and faculty by being creative, provide extra support, save time for English and Spanish professors. However, faculty and teachers should use it with caution and check the information given out by the AI as it may have errors.

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