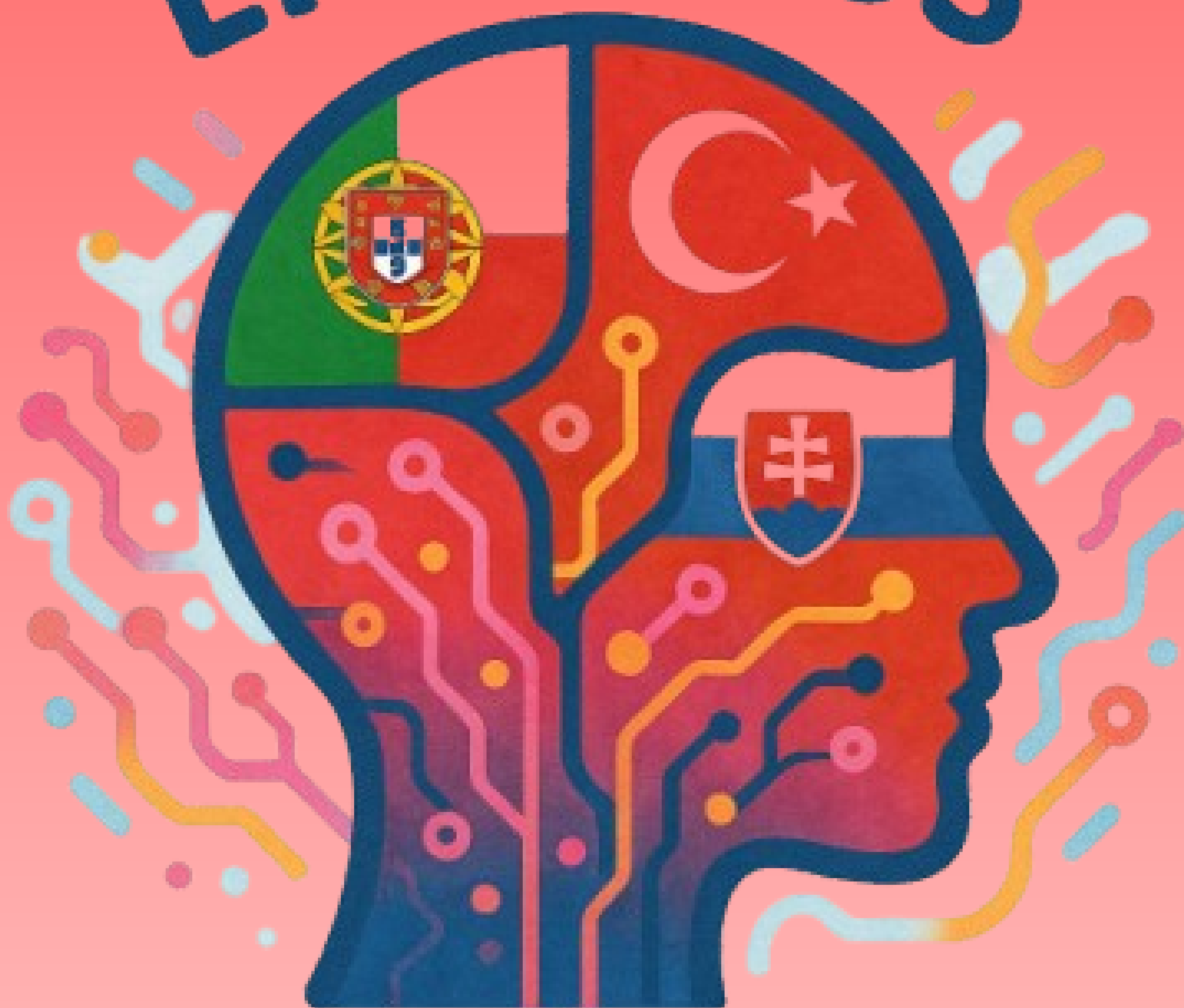
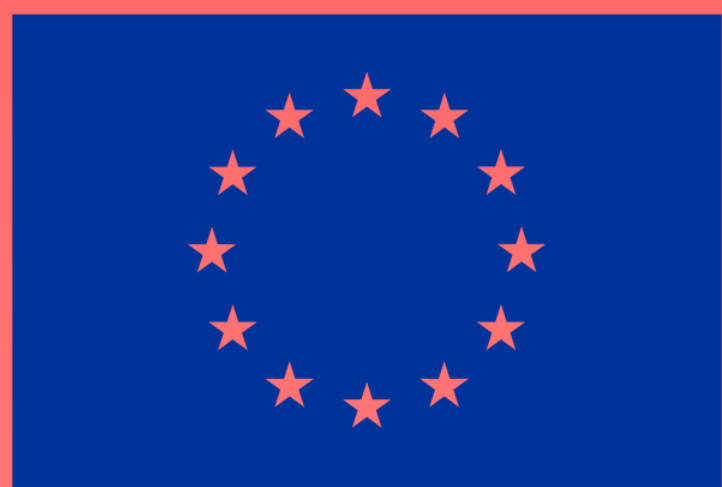


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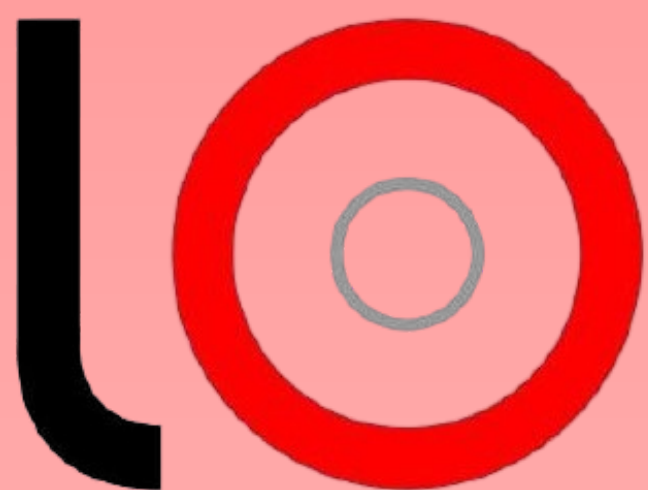
**THE USE OF ARTIFICIAL
INTELLIGENCE IN
FORMAL EDUCATION**



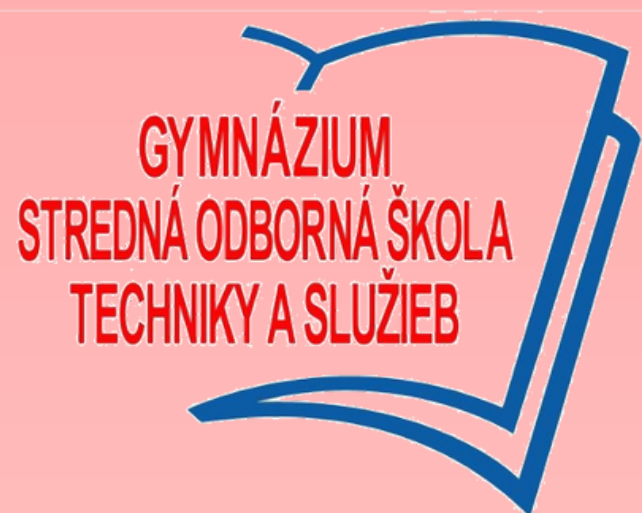
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The use of AI in languages

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LICEUM OGÓLNOKSZTAŁCĄCE
IM. POWSTAŃCÓW WIELKOPOLSKICH
W ŚRODZIE WIELKOPOLSKIEJ



SPOJENÁ ŠKOLA
Kollárova 17 SEČOVCE



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“EN LA CIUDAD”

IN THE CITY

This lesson focuses on developing vocabulary and communicative skills related to cities, public services, ecological cities and digitalized cities in Spain using Artificial Intelligence tools.

OBJECTIVES:

- Read and interpret images and texts related to the topic “En la ciudad”.
- Identify places and public services available in a city.
- Learn curiosities about Spanish cities.
- Understand and recognize the concepts of digitalized cities and ecological cities.
- Identify examples of Spanish ecological and digitalized cities.

TARGET GROUP:

10º grade
15/16 years

TIME AND SPACE:

5/02/2026
Braga, Portugal

METHODS:

- Interrogative method
- Active learning method
- Demonstrative method
- Brainstorming
- Simulation
- Group work
- Gamification
- Guided reading and discussion
- Audiovisual learning

TOOLS:

- Spanish textbook
- Digital e-textbook
- Computer
- Multimedia projector
- Interactive whiteboard

AI TOOLS:

- [Canva](#)
- [Gamma AI Presentation](#)
- [Kahoot Quiz](#)
- [ChatGPT \(PT-PT\)](#)
- Capcut
- Gemini

1. Introduction (Grammar Presentation)

The lesson begins with the listening of an audio recording related to the topic “En la ciudad”. This activity introduces students to vocabulary and communicative structures associated with city life, public spaces and urban environments. The teacher and students collaboratively complete exercise nº 2 on page 128 of the textbook, promoting oral interaction and comprehension.

2. Ecological Cities Activity

After completing exercises nº 3 and 4 on page 129, students participate in a gamified activity by solving a digital word search puzzle containing the names of several Spanish ecological cities.

The word search activity was created with the support of Gemini and includes images of the cities in order to facilitate recognition, vocabulary acquisition and cultural understanding.

Students reflect on sustainable urban practices and discuss the main characteristics of ecological cities. Important ideas and vocabulary are summarized on the board.

3. Reading and Vocabulary Development

Students then read aloud, in turns, the text “Ciudades digitalizadas” from page 132.

During the reading activity, students use ChatGPT to search for the meaning of unfamiliar vocabulary and translate difficult words into Portuguese.

This promotes autonomous learning, immediate language support and vocabulary expansion. Students use the information gathered to complete exercise nº 2 on page 133.

4. Audiovisual Activity and Comparative Discussion

Following the reading activity, the teacher projects an audiovisual presentation about Spanish digitalized cities.

The audiovisual document highlights important technological, environmental and social aspects of digitalized cities in Spain, helping students better understand the topic through visual learning.

Students are then invited to compare Spanish cities with Portuguese cities, discussing similarities and differences. Afterwards, they complete the remaining activities on page 133 with teacher guidance.

5. Consolidation and Gamification

As a consolidation activity, the teacher challenged each group of students, to create a digital resource related to the topic using Artificial Intelligence tools.

From this challenge, students developed different creative projects connected to the themes explored during the lesson, such as:

- a video presentation about Spanish digitalized cities;
- a Kahoot quiz related to urban vocabulary and smart cities; <https://create.kahoot.it/share/las-civdades-digitalizadas/4a27d686-4237-4219-9422-493c13e8c2a6>
- a digital informational leaflet about ecological cities created with Canva;
- and a presentation with curiosities about Spanish cities created using Gamma AI.
<https://gamma.app/docs/Curiosidades-de-las-Ciudades-Espanolas-2do4jvo1nzw42l0?mode=present#card-h6cvv6yfnfbxe7k>

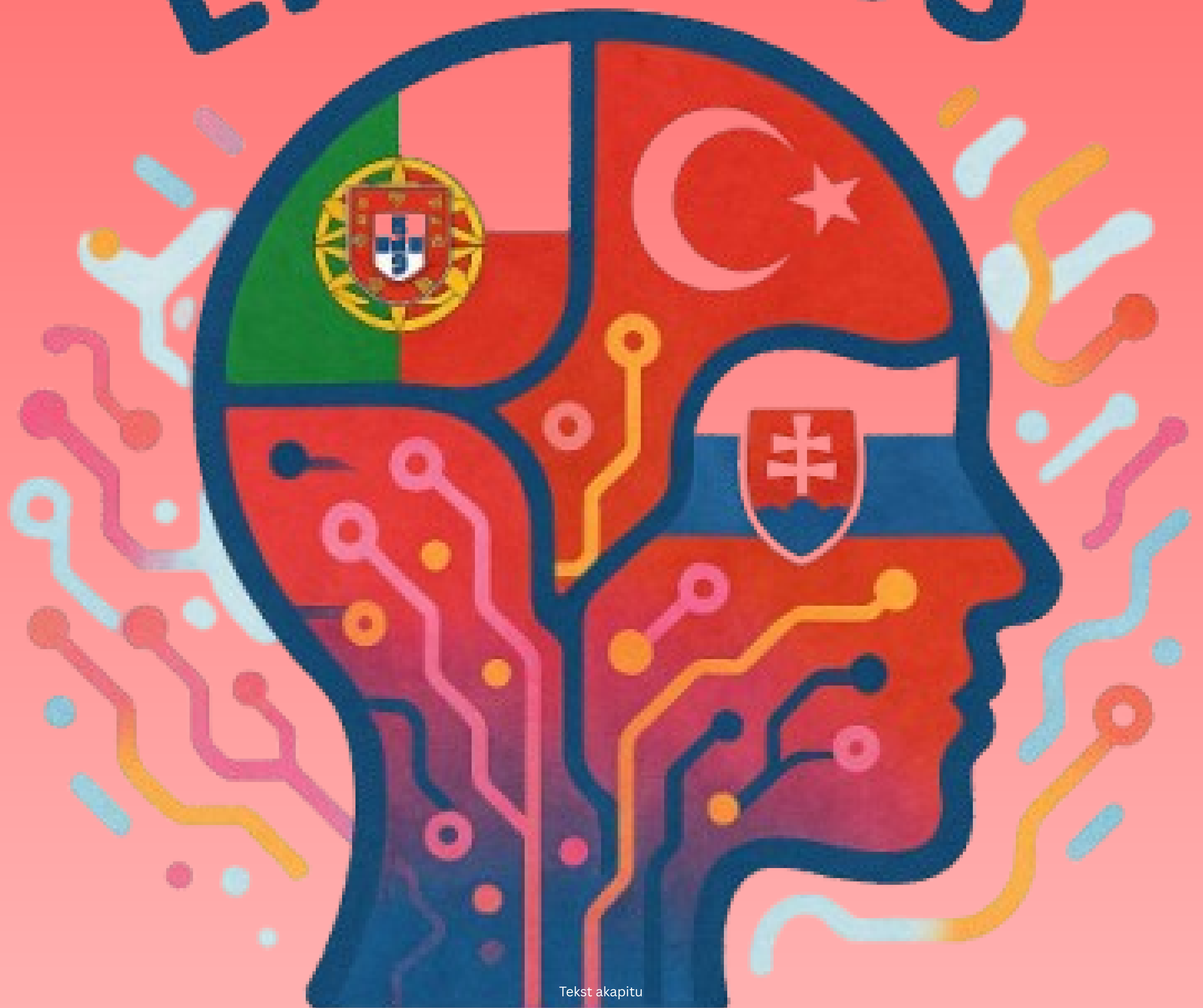
Students researched information, selected relevant content and transformed it into interactive and audiovisual materials.

At the end of the lesson, students presented and shared their projects with the class, creating a moment of collaborative learning and oral interaction in Spanish.

6. Conclusion

The lesson ends with a short reflection on ecological and digitalized cities, as well as the vocabulary learned. Students briefly share their ideas in Spanish and reflect on how Artificial Intelligence and digital tools supported their learning.

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